

Department of History  
The Colorado College  
Spring 2007 - Blocks 5-6

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History 105  
**CIVILIZATION IN THE WEST**

Course Description

History 105 is an introductory survey of the history of Western civilization from ancient to modern times. The course will focus on primary texts and emphasize the differing orders that have preceded the contemporary West. A central goal of the course will be to begin understanding the difference of the past; approaching the peculiarity of the present in the wake of the history we examine will be a secondary goal.

Readings will, in general, consist of complete works. Rather than reading the snippets our fast-moving culture so loves, we will attempt to dive into other times and places by entering thoroughly into some of the most powerful artifacts left to us.

Course Goals

The primary aim of the course will be to give students an overview of Western history, focusing on key texts from four historical moments: the emergence of ancient religions and classical empires of the Middle East and Mediterranean; the development of medieval Christian orders in what we know call Europe; the organization of early modern European states, conscious of and worried about their difference from other human orders; and the growth of modern market societies with global reach in the twentieth century.

Although the focus of the course is on Western history, throughout we will also be concerned with the ways in which other orders and other possibilities challenged the Mediterraneans and Europeans we study and, in the resulting conflicts and anxieties that developed, helped to define what came to be called “Western” and “civilized.”

Throughout the term, the course will offer students opportunities to develop their own critical reading, thinking, and writing skills.

Course Requirements

*Reading.* This course will have a heavy yet quite rewarding reading list. Students will be expected to keep up with the reading throughout the two blocks. Plan to spend a fair amount of time reading *before* attending class and, at times, re-reading after class. In general, texts are to be brought to our meetings so that they may be referred to in our discussions.

*Course Meetings and Discussion.* Most course meetings will consist largely of discussion, with some lecturing from time to time. Individual students may be assigned to lead discussions or to take part in debates on particular topics periodically. Students should expect to attend class meetings consistently and punctually; and to discuss the subjects and texts under investigation in a civil manner. Performance in discussions will strongly influence the participation grade.

*Writing and Examinations.* Students will write two short papers each block and take group oral midterm and final examinations. The four papers are to be typed (i.e., word-processed), double-spaced, and annotated in accordance with accepted norms of scholarship (that is, with citations and notes). Unexcused late papers will be downgraded one step per hour tardy. The oral examinations will be based on questions given to the class ahead of time. In addition, students will write four two-page reaction papers over the course of the two blocks.

### Required Texts

The following books are available for purchase in the Colorado College Bookstore. Many of these texts are available in other translations or editions, but it will be helpful if class members use the same editions so that we can refer to specific pages and passages during our discussions.

#### BLOCK 5

*Gilgamesh*, trans. Mitchell (Free Press, 2006) ISBN 0743261690  
 Plato, *Last Days of Socrates*, trans. Tredennick & Tarrant (Penguin, 2003) ISBN 0140449280  
 Tacitus, *The Agricola* and *The Germania*, trans. Handford & Mattingly (Penguin, 1971) ISBN 0140442413  
 Augustine, *The Confessions of St. Augustine*, trans. Warner (Signet, 2001) ISBN 0451527801  
*Beowulf*, trans. Heaney (Norton, 2001) ISBN 0393320979  
*The Song of Roland*, trans. Sayres (Penguin, 1957) ISBN 0140440755  
 Clare of Assisi, *The Lady, Clare of Assisi: Early Documents* (New City, 2006) ISBN 1565482212  
 Petrarch, *My Secret Book* (Hesperus, 2003) ISBN 18843910268  
 Martin Luther, *Martin Luther: Selections from His Writings*, trans. Dillenberger (Anchor, 1958) ISBN 0385098766

#### BLOCK 6

Bartolomé de las Casas, *Short Account of the Destruction of the Indies*, trans. Griffin (Penguin, 1999) ISBN 0140445625  
 Aphra Behn, *Oronoko* (Penguin, 1999) ISBN 0140433384  
 Lynn Hunt, *The French Revolution and Human Rights* (Bedford/St. Martin's, 1996) ISBN 0312108028  
 Flora Tristan, *Flora Tristan, Utopian Feminist: Her Travel Diaries and Personal Crusade*, trans. Beik and Beik (Indiana UP, 1993) ISBN 0253207665  
 Emile Zola, *The Ladies' Paradise*, trans. Nelson (Oxford, 1999) ISBN 0192836021  
 Yevgeny Zamyatin, *We*, trans. Ginsburg (EOS/HaperCollins, 1999)  
 George Orwell, *Burmese Days* (Harvest/HBJ, 1974) ISBN 0156148501  
 Milan Kundera, *The Book of Laughter and Forgetting*, trans. Asher (Harper, 1999) ISBN 0060932147

### Additional Readings – on electronic reserve

Genesis and Matthew, in *Revised English Bible* (Oxford)  
 Immanuel Kant, "Answer to the Question: What Is Enlightenment" and *Idea for a Universal History from a Cosmopolitan Point of View*  
 Michael Bess, "Introduction" and "Conclusion," in *Choices under Fire: Moral Dimensions of World War II* (Alfred A. Knopf, 2006)

The following films will also be screened and discussed:

Ridley Scott, *Kingdom of Heaven* (2005)  
 Fred Zinnemann, *A Man for All Seasons* (1966)  
 Steven Spielberg, *Saving Private Ryan* (1999)  
 Alain Resnais, *Night and Fog* (1955)

Other supplemental readings may also be assigned as the blocks unfold. All additional and supplemental readings will be available as electronic reserves. The website for this course E-Reserve readings may be accessed directly by going to:

<http://coloradocollege.docutec.com/eres/coursepage.aspx?cid=497>

### Grading and Attendance Policies

Grades will be assigned on a 100-point scale and weighted in the following manner:

1. First paper (4-5 pages)	Tues., 30 Jan.	10%
2. Second paper (4-5 pages)	Fri., 9 Feb.	15%
3. Midterm oral examination	Tues.-Wed., 13-14 Feb.	7%
4. Third paper (5-6 pages)	Tues., 27 Feb.	20%
5. Fourth paper (5-6 pages)	Mon., 12 Mar.	20%
6. Final oral examination	Tues.-Wed., 13-14 Mar.	10%
3. Four reaction papers	Various dates	8%
4. Participation		<u>10%</u>
TOTAL:		100%

Regular, timely attendance and active participation in discussion are essential parts of the course – worth 10% of your final grade. Unexcused absences and regular tardiness will be noted and will affect grades negatively. Students who miss three or more classes for any reason may be required to withdraw from the course. If you have a good reason to be absent or late, notify me as soon as possible. Be sure to write a note (so that I remember!), as well as to speak to me.

The schedule of assignments appears above and below. You will be expected to meet all of these deadlines. Exceptions will be made only in extreme and unavoidable circumstances. If you expect to miss the exam or submit a paper late, contact me immediately. Either see me in my office, or give me a note or an e-mail message explaining your circumstances. If religious observances or other serious obligations conflict with the course schedule, let me know as soon as possible, and we can work out an alternate schedule for you.

Plan to attend class for the whole period, focusing on coursework throughout. “Attending for the whole period” means, among other things, that you will not leave class to visit the restroom, get a drink of water, chat with friends, and the like. We will take a break about after about an hour and 15 minutes – that is when you may leave class (except in an emergency, of course). If you have a good reason for arriving late or leaving early, please notify me in advance. ***As a courtesy to all, please turn off all telephones and electronic devices while in class, and if you bring a notebook computer to class, please do not surf the web while we are in session.***

### Honor Code

Students will be expected to abide by the Honor Code. Among other things, the Honor Code specifies that you will be responsible for producing all of your own work and that you will always cite the works or ideas of others used in your work. However, discussing your ideas and your writing with others is *not* a violation of the Honor Code. In fact, it is a good idea to compare your ideas and writings with those of others and to ask others for criticisms of your work. And using other people’s ideas can also be a good idea – ***if*** their ideas are good ***and*** you credit the authors for developing the ideas.

### Disability Accommodations

If you believe you are eligible for learning accommodations as the result of a qualified disability, please contact me privately. If you believe you may have a disability that impacts learning, and you have not self-identified to the College’s Disabilities Services Office, please do so immediately. You will find their office in the Colket Student Learning Center at Tutt Library. You may also contact the College’s learning consultant, Dr. Bill Dove, at the Learning Center or directly at extension 6168. I will make appropriate learning accommodations in accordance with the Disabilities Service Office’s instructions.

Office Hours/Communication

I will hold office hours on Tuesdays and Thursdays from 1:30-3 p.m. I am also generally in my office (130 Armstrong) in the afternoon. The easiest way to meet with me would be to make an appointment after class, or contact me via e-mail ([dmccenerney@coloradocollege.edu](mailto:dmccenerney@coloradocollege.edu)). I can also be reached at my office phone (extension 6564).

***Note that this entire syllabus is subject to change at the discretion of the instructor.***

## SCHEDULE OF MEETINGS, TOPICS, AND ASSIGNMENTS

Note: All assignments are to be completed *before* class.  
 Class will meet from 9:20 a.m. to about 11:45 a.m., with a 15-minute break  
 \* Indicates electronic reserve reading

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### **BLOCK 5: 22 JANUARY—14 FEBRUARY**

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#### *I. Classical Worlds*

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|-----------------------|---|
| Monday, 22 January    | <u>Introduction: History, Civilization, and the West</u><br>No reading.   |
| Tuesday, 23 January   | <u>An Original Story (1)</u><br>a. <i>Gilgamesh</i> , Books 1-6, pp. 71-140.<br>b. <i>Gilgamesh</i> , Books 7-11, pp. 141-199.                                      |
| Wednesday, 24 January | <u>Beginning, Again, and Again (2)</u><br>a. *Genesis 1-22, in <i>Oxford Study Bible</i> , pp. 11-31.<br>b. Plato, <i>Euthyphro</i> , pp. 9-30.                     |
| Thursday, 25 January  | <u>Truth, Politics, and Obligation (3)</u><br>a. Plato, <i>Apology</i> , pp. 39-70.<br>b. Plato, <i>Crito</i> , pp. 79-96.<br><b>FIRST PAPER TOPICS DISTRIBUTED</b> |
| Friday, 26 January    | <u>The Rational Soul and the Logical End? (4)</u><br>a. Plato, <i>Phaedo</i> , pp. 116-199.<br>b. Debate: Socrates—Philosophical Hero or Impious Man?               |
| Monday, 29 January    | <u>Rome, History, and the End of Civilization (5)</u><br>a. Tacitus, <i>Agricola</i> , pp. 51-99.<br>b. Tacitus, <i>Germania</i> , pp. 101-141.                     |
| Tuesday, 30 January   | <u>Writing Day</u><br><b>FIRST PAPER DUE AT 3 PM.</b>   |

#### *II. From Faith to Christendom*

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|-----------------------|---|
| Wednesday, 31 January | <u>Redefining Life (6)</u><br>a. *Matthew 1-28, in <i>Oxford Study Bible</i> , pp. 1276-1303.<br>b. Augustine, <i>Confessions</i> , Book 1 (prologue), pp. 1-9. |
| Thursday, 1 February  | <u>Ending the Classic World (1)</u><br>a. Augustine, <i>Confessions</i> , Books 1-3, pp. 9-55.<br>b. Augustine, <i>Confessions</i> , Books 4-5, pp. 56-98       |

- Friday, 2 February  
**\*\*Class Meets\*\***  
**\*\*9:20 AM - 3:30 PM\*\***
- Reasons of the Soul (2)  
a. Augustine, *Confessions*, Books 6-7, pp. 99-149.  
b. Augustine, *Confessions*, Books 8-9, pp. 150-201.  
*Afternoon*: Lunch, with film screening of *Kingdom of Heaven*
- Monday, 5 February
- The Soul of Struggle (3)  
a. *Beowulf*, pp. 3-125. (Note: modern text is only on odd pages.)  
b. *Beowulf*, pp. 127-213.  
**SECOND PAPER TOPICS DISTRIBUTED**
- Tuesday, 6 February
- Christendom Unbound (4)  
a. *Song of Roland*, pp. 51-144.  
b. *Song of Roland*, pp. 145-203.
- Wednesday, 7 February
- Rediscovering the Mystical and Higher Rules (5)  
a. Claire of Assisi, pp. 39-85.  
b. Claire of Assisi, pp. 280-329.
- Thursday, 8 February
- Rediscovering Classical Faith, or a New Humanism? (6)  
a. Petrarch, *My Secret Book*, pp. 3-54.  
b. Petrarch, *My Secret Book*, pp. 55-111.
- Friday, 9 February
- Writing Day  
**SECOND PAPER DUE AT 5 PM.**

### ***III. Reform or Revolution?***

- Monday, 12 February
- Reading, Reform, Religion, and Revolution (1)  
a. Luther, "Preface to ... Romans," pp. 19-34.  
b. Luther, "Appeal to the Ruling Class," pp. 403-485.  
*Afternoon*: Review for Exam, 1-3 PM (optional)
- Tuesday, 13 February
- Oral Examinations  
*Exams for groups 1-3, Noon – 3 PM.*
- Wednesday, 14 February
- Oral Examinations  
*Exams for Groups 4-6, 9 AM – Noon.*

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## **BLOCK 2: 19 FEBRUARY—14 MARCH**

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### ***IV. The Discoveries of European Civilization***

- Monday, 19 February  
**\*\*Class Meets\*\***  
**\*\*9:20 – 1PM\*\***
- The Early Modern State and Morality  
a. Film Screening: *A Man for All Seasons*  
b. Discussion and lunch

Tuesday, 20 February	<u>Encountering America/Discovering Europe (2)</u> a. Las Casas, <i>Destruction of the Indies</i> , pp. 3-70. b. Las Casas, <i>Destruction of the Indies</i> , pp. 71-130.
Wednesday, 21 February	<u>Problems of Race and Sex (3)</u> a. Behn, <i>Oroonoko</i> , pp. 75-111. b. Behn, <i>Oroonoko</i> , pp. 111-141. <b>THIRD PAPER TOPICS DISTRIBUTED</b>
Thursday, 22 February	<u>The Reasonable Potential of Humanity (4)</u> a. *Kant, "What Is Enlightenment?" pp. 1-6. b. *Kant, <i>Idea for a Universal History</i> , pp. 1-16.
Friday, 23 February	<u>From Reason to Revolution (5)</u> a. <i>French Revolution and Human Rights</i> , ed. Hunt, pp. 1-79. b. <i>French Revolution and Human Rights</i> , ed. Hunt, pp. 80-139.
Monday, 26 February	<u>The Hope of Utopian Society (6)</u> a. Tristan, <i>Utopian Socialist</i> , pp. 1-33, 53-102. b. Tristan, <i>Utopian Socialist</i> , pp. 103-123.
Tuesday, 27 February	<u>Writing Day</u> <b>THIRD PAPER DUE AT 5 PM.</b>

#### ***V. Toward Global Discipline and Historical Reflection***

Wednesday, 28 February	<u>Reading Day</u> <i>Start reading Zola!</i>
Thursday, 1 March	<u>Material Souls (1)</u> a. Zola, <i>Ladies' Paradise</i> , chaps. 1-5, pp. 3-152. b. Zola, <i>Ladies' Paradise</i> , chaps. 6-10, pp. 153-302.
Friday, 2 March	<u>Capitalism and Gender (2)</u> a. Zola, <i>Ladies' Paradise</i> , chaps. 11-12, pp. 303-360. b. Zola, <i>Ladies' Paradise</i> , chaps. 13-14, pp. 361-432.
Monday, 5 March	<u>Communism (3)</u> a. Zamyatin, <i>We</i> , pp. 1-129. b. Zamyatin, <i>We</i> , pp. 130-232.
Tuesday, 6 March	<u>Reading Day</u> <i>Start reading Orwell!</i>
Wednesday, 7 March	<u>Imperialism (4)</u> a. Orwell, <i>Burmese Days</i> , pp. 5-174. b. Orwell, <i>Burmese Days</i> , pp. 174-287. <i>Afternoon: Read Bess and start reading Kundera!</i>

Thursday, 8 March

**\*\*Class Meets\*\***

**\*\*9:20 AM - 2 PM\*\***

Total War – Films, Lunch, and Discussion (5)

- a. Film Screening: *Saving Private Ryan*
- b. Film Screening: *Night and Fog*
- c. \*Bess, *Choices under Fire*, pp. 1-18, 336-346.

Friday, 9 March

History: Past, Present, and Future? (6)

- a. Kundera, *Book of Laughter and Forgetting*, pp. 3-212.
- b. Kundera, *Book of Laughter and Forgetting*, pp. 215-312.

Monday, 12 March

**\*\*Class Meets 1-3 PM\*\***

Review and Study Groups

- a. General course review and discussion.
  - b. Meet in assigned exam groups on your own.
- FOURTH PAPERS DUE AT NOON.**

Tuesday, 13 March

Exams

*Exams for groups 4-6, Noon – 3 PM.*

Wednesday, 14 March

Exams

*Exams for groups 1-3, 9 AM – Noon.*



### Two-Page Summary and Reaction Statements

Over the course of the two blocks, students will write at least four short, informal summary-and-reaction statements. These pieces should be divided into two parts:

- a) stating in summary form what strikes you as the most significant or interesting point (or two points) made in the assigned text or texts ( $\frac{1}{2}$  – 1 page); and
- b) explaining your reaction to that aspect of the reading (1 – 1  $\frac{1}{2}$  pages).

These statements should be the equivalent of 1  $\frac{1}{2}$  - 2 word-processed, double-spaced pages – so about 375-525 words long. The format is informal: your statement should list your name, the date, the assignment (the authors, titles, and chapters/pages discussed), and your own title at the top. You should divide the statement into two parts (“Summary” and “Discussion”), one summarizing the reading's most important point or points and the other giving your reaction to the reading. You need neither quote nor cite the text, though you can, if you think it important to do so. The statements should be written in clear, Standard English prose. The style may be informal.

As you write, don't try to summarize *all* the points made in the reading. Focus on one or two points that seem highly significant *to you*. This point or these points ought to have led you to think about something that seems important, significant, or meaningful. This point or these points need not be central to the reading, although in most cases I expect they will be. You may well write about some minor aside that an author makes, if that aside has led you to begin thinking. Just be sure to explain clearly and accurately what the authors say when you claim the authors argue something. Also, explain your reaction, your interest, your thought process. When I say, “explain,” I don't mean saying that something is “interesting” or it has “made you think.” Instead, identify what *in particular* strikes you as interesting, or what *specific problems or ideas* the reading raised for you, and then give the reader some sense of why any of these ideas seem important or significant to you. What has led you to react in the way you have?

This assignment is meant to be focused both on the reading and on your thoughts insofar as they relate to the readings. For the second half of the papers, you may explain why the authors' claims seem to you wrong-headed, or really cogent; why they excite or repel you; why they have made you think of something in a new way, or why they seem to point to a dead end. You may explain why the piece seems really bad or really good to you. This assignment lets you think aloud, as it were. However, the first part of the paper should accurately summarize what the author says.

The assignment also, I hope, will further four other aims. First, it will give you a chance to work on mastering the readings, as well as to demonstrate to me that you have done the reading. If there are parts of the readings that you don't understand, then write about the problems you have in seeing the author's points. I'll try to address those problems, either directly, by commenting on your paper, or indirectly, in class. Second, these assignments are designed to give you some easy practice in writing clearly and coherently. The more you learn to clarify your thoughts on paper, the better off you will be as a writer and student. Third, your comments may provide food for thought for you and your fellow students in class discussion and when you prepare to write essays that are more formal.

These papers will be graded minimally: plus, check, check/minus, minus, zero. I may add no or only a few comments.

- Plus: a) the paper clearly and coherently develops an idea; b) it also accurately and fully summarizes what the readings say; and c) it convincingly and clearly shows why this point or line of thought is significant to you.
- Check: the paper is a serious effort that contains a reasonably accurate summary and a serious reaction.
- Minus: the paper is just thrown together, it lacks careful thought, or it is wildly inaccurate about the reading,

Pluses will earn extra credit (2.5%), with checks gaining full credit (2%), check/minus (1.5%) and minuses (1%) partial credit. I give pluses very rarely. A check is the equivalent of an “A+” already for 2% of your final grade.

You must write reaction papers on at least four works, but you may write on additional readings – in which case only the four best grades will be counted for the final grade. No late papers will be accepted. Finally, all papers will be e-mailed not only to me, but also to the entire class, for use in our discussions.

Note: Students will be assigned to one of six groups, corresponding to numbers listed on reading schedule. These groups and readings are summarized below:

#### Group 1

23 Jan. – *Gilgamesh*  
 1 Feb. – Augustine  
 12 Feb. – Luther  
 1 Mar. – Zola

#### Group 2

24 Jan. – Genesis or *Euthyphro*  
 2 Feb. – Augustine  
 20 Feb. – Las Casas  
 2 Mar. – Zola

#### Group 3

25 Jan. – *Apology* and *Crito*  
 5 Feb. – *Beowulf*  
 21 Feb. – Behn  
 5 Mar. – Zamyatin

#### Group 4

26 Jan. – *Phaedo*  
 6 Feb. – *Song of Roland*  
 22 Feb. – Kant  
 7 Mar. – Orwell

#### Group 5

29 Jan. – Tacitus  
 7 Feb. – Claire of Assisi  
 23 Feb. – Hunt  
 8 Mar. – Bess

#### Group 6

31 Jan. – Matthew or Augustine  
 8 Feb. – Petrarch  
 26 Feb. – Tristan  
 9 Mar. – Kundera