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Course description: This course provides a survey, or overview, of early and medieval Western civilization from its Mediterranean origins to the beginning of the early modern period. This particular section examines Western civilization along a few major threads: society; environment; religion; and politics. At the heart of all of this is a story about how people lived their lives: what excited them, what angered them, what they found funny or terrifying or confusing, what their tattoos looked like, even what they ate and drank (including ice cream, beer, and chocolate!).

Course Objectives: History 1100 will help you to:

- Acquire historical knowledge
- Communicate your knowledge
- Analyze information and events
- Understand the significance of historical events, people, and societies
- Use your knowledge to identify ways to solve problems in your world

These correspond to the following IDEA Objectives, each of which are connected to specific learning processes:

To measure how well you gained factual knowledge, we will focus on one IDEA Objective:

#1: Gaining factual knowledge

To measure your ability to apply what you have learned, we will focus on one Objective:

#3: Learning to apply course materials to improve rational thinking, problem solving, and decisions

To measure your growth in communication skills, we will focus on one Objective:

#8: Developing skills in expressing oneself orally or in writing

To measure your intellectual development, we will focus on one IDEA Objective:

#11: Learning to analyze and critically evaluate ideas, arguments, and points of view
**What to expect:** Most of the time, I will lecture during our class periods. My teaching style is very interactive, so I will ask for your questions and insights every day. On some days we will hold small-group discussions or activities designed to help us better understand the people and societies we are studying. Whenever we have a video presentation, we will distribute a list of questions you should watch and listen for, to help to guide your understanding of the material.

**Attendance:** Attendance is required. It is very difficult to succeed in this course without consistent attendance at the lectures and engagement with class discussions.

**Classroom Guidelines:** To minimize distractions and disruptions to the learning environment, please plan to observe these codes of classroom conduct:

- This is a tech-free zone. Please plan to take notes on paper: better retention, better grades. Please turn off your phone when you come into the classroom.

- Show respect for fellow students and the teaching staff: avoid talking or any other distracting behavior during lecture and discussions, and listen carefully to your peers during small group discussion sections.

**Reading and Course Materials:** There are two books required for this course. They are available for purchase at the campus book store. You should plan to finish each week’s readings before coming to class that week.


- Katharine Lualdi, *Sources of the Making of the West*, volume 1: to 1750 (packaged with the Hunt text at no additional charge)
Assignments and their Learning Objectives

**Document Reading and Analysis:** Each week, you will choose one document from the relevant chapter in the documents sourcebook, *Sources of the Making of the West*, by Katherine Lualdi. Of the five documents in each chapter, choose the one that most interests you. You might choose to follow a theme from week to week: law codes, documents about women, the family, or religion, for example. If you prefer, you may choose not to follow a theme, but to look for the most intriguing “find” of the week in the assigned Lualdi chapter.

You should read the document to answer the following questions: Who wrote it? What is it? Where and when? For what purpose? Why is this document significant (or: why is it important enough to include in this sourcebook)? What does it tell us about a certain civilization at a specific time? Are there similarities or differences compared to other civilizations?

Refer to the Documents Analysis Assignment Sheet for further instructions (available on Canvas under Files). Turn in your document analysis via Canvas Assignments before the deadline on their due dates. Even on weeks when you have no analysis due, you should still read at least one primary source document.

Learning Objectives: Acquire historical knowledge; critically analyze information and events; understand the significance of historical events, people, and societies; writing practice.

**Reading Quizzes:** There will be ten quizzes throughout the semester, based on the textbook and other readings. The quizzes are not difficult if you have done the reading. Some of these questions will reappear on the midterm and final exams, so be sure to keep your returned quizzes to use as study sheets. The quizzes will be administered in class at random points throughout the term.

Learning Objective: Communicating knowledge

**Discussion Groups:** Four times during the semester, we will break the large class into smaller groups for the purpose of discussing a set of documents and answering specific questions related to the documents and the course itself. There are no make-ups for these sessions. Your discussion group grade will be evaluated based on your attendance, preparation for discussion, and the quality of your contributions to discussion. A handout with more details will be distributed in class during the second week of the semester.

Learning Objective: Communicating knowledge; working as part of a group

**Midterm Exam:** The midterm examination will be administered in the new USU Testing Center between October 11-13. There will be a map section, a few multiple-choice questions, and one essay. To schedule your exam, contact the Testing Center at testing.usu.edu. You will need a “blue book” for the exams. These are light blue examination booklets available for purchase at the student bookstore and in vending machines on campus.

Learning Objectives: Acquire historical knowledge; analyze information and events; understand the significance of historical events, people, and societies; communicate knowledge.
**Final Exam:** The final examination will be administered on **December 15** from **1:30 – 3:20,** in our usual classroom.

Purpose: Measures degree of competency or mastery of course materials.

Learning Objectives: Acquire historical knowledge; critically analyze information and events; understand the significance of historical events, people, and societies; communicate your knowledge.

**Grading:** Your course grade is made up of the combination of the following assignment scores:

- Document Analysis: 15%
- Reading Comprehension Quizzes: 10%
- Discussion Groups: 20%
- Midterm Exam: 25%
- Final: 30%

**LATE WORK IS NOT ACCEPTED.**

**THERE ARE NO OPPORTUNITIES FOR MAKING UP QUIZZES OR DISCUSSIONS, SO PLAN ACCORDINGLY.**
Getting the Grade you Want

Set Goals: Write down the grade you would like to earn in this course. Then, read the syllabus, carefully and thoroughly. Write down a plan for how you will manage your time and energy to achieve your goal. For instance, if you know you have trouble concentrating on class readings, then divide the reading into manageable sections, set a schedule for reading those sections, and stick to your schedule. When you get off-track, ask one of the teachers for help.

Reading: Be an active reader. That means engaging with your textbook by writing in the margins, asking questions and drawing connections between the content in different sections. If you are reading along and think, “Hmm, that sounds really similar to what I read about x,” make a note of that in the margins. You can draw connections between different parts of the textbook and between the text and documents readings, podcasts, really any of the course content.

Top students have said that their grades improved even more when they transferred the thoughts and questions in their marginal notes to a notebook, where they had the space to work through those ideas.

Document Analysis: Learning to read primary sources can be difficult. It will be easier if you ask yourself some questions about the document as you read it. For instance, if you are reading a folk tale, ask yourself what the folk tale tells us about religion? About social life? Is it designed as a morality tale and if so, for what purpose? It might help to have your textbook open to the relevant section so that you can work on placing the document in its broader context.

Lecture: Lectures do not simply repeat the reading material. In lecture we will discuss concepts and narratives that the textbook does not cover. More importantly, lecture periods are my best opportunity to teach you the analytical skills that this course is designed to give you. If you are to understand this course, then a blend of lectures and readings is essential, which means consistent, regular attendance and active engagement with the lecture – in other words, listening carefully, taking notes and asking questions. This is not the time to work on your multitasking skills, so avoid distractions such as email, social media, sports scores, and your cell phone while in class.

Study Sessions: We will offer study sessions/SIs prior to every exam. Take advantage of as many of these review opportunities as you can.

Talk to your teachers: Visit the professor, the graduate assistant, or the undergraduate teaching fellow during office hours. We set aside this time just for you! If you are curious about something, need to clarify material from lecture, aren’t sure how to take notes or how to study effectively, or if you are struggling in this course, visit us in office hours. We want you to succeed!

Use University Resources: You have already paid for these, so use them and get your money’s worth out of your student fees! The Academic Success Center (TSC 305) has a ton of great handouts on study skills (e.g. how to take good lecture notes) and self-care advice (e.g. sleep is super important) that will help you achieve success and get the most out of your university education. The handouts are on the walls outside of the Center, so you don’t even have to talk to anyone if you don’t want to.
Schedule of Lectures and Assignments

PART I: THE ANCIENT PERIOD AND EARLY EUROPEAN EMPIRES

Week 1: Introducing and Defining our Topic: What is Western Civilization?

This week will be devoted to orienting you to the course and to setting up the “historical problem” of the course: how certain structures (legal, religious, gender) have shaped Western society and culture.


T (8/30): Course Introduction: Expectations, Assignments, and Defining “Western Civilization”
R (9/1): Early Civilization; Documents Workshop

Week 2: Early Civilizations: Law, Religion, and Gender Relations

Read: Hunt, Chapter 1; Lualdi, Chapter 1
AND:

Assignment: Document Analysis 1. Choose one document from Chapter 1 of Lualdi to analyze.

T (9/6): Religion and Law in Ancient Mesopotamia and Egypt
R: (9/8): Material Culture: what Egyptian graves tell us about ordinary people

Questions to consider:
- What do the law codes we have read so far tell you about social life? About the relationships people had with one another? About religious beliefs?
- What do the prayers suggest about religious beliefs in the ancient Near East? What kind of relationship did these people have with their gods?
- Thinking about the development of towns, temple complexes, and pyramids, what was the relationship between humans and the environment?

Week 3: Bronze Age Empires: Discussion Groups

Read: Hunt, Chapters 2 & 3; Lualdi, Chapters 2 & 3
Other Readings:
AND:
Assignment: Document Analysis 2. Choose one document from Chapter 2 and one from Chapter 3 of Lualdi to analyze this week.

T (9/13): Discussion 1: Group A
R (9/15): Discussion 1: Group B

Week 4: Greece and the Hellenistic World
Readings: Hunt, Chapters 4 & 5; Lualdi, Chapters 4 & 5
AND
Read Aristotle: On a Good Wife, c. 330 BCE
http://www.fordham.edu/halsall/ancient/greek-wives.asp

Assignment: Document Analysis 3. Choose one document from Chapter 4 and one from Chapter 5 of Lualdi to analyze this week.

T (9/20): Ancient and Classical Greece
R (9/22): Macedonians, Greeks, and the Hellenistic Empire

Question to consider: How did the empire-building strategies of Philip of Macedon and his son Alexander compare to the empire-building techniques of the Assyrians and Persians? Keeping in mind the definitions of sustainability we have used so far, could any of those definitions or models apply to empire-building?

Week 5: Rome
Readings: Hunt, Chapters 6 & 7; Lualdi, Chapters 6 & 7.
View: Engineering an Empire: Rome (watch through 26:50)
https://www.youtube.com/watch?v=JfocKPxD2Qc

T (9/27): Roman Republic
R (9/29): Roman Empire

Questions to consider:
- What was expected of women in Ancient Rome? How were they supposed to behave? What were their various roles in the family/household/community? What kinds of legal privileges did women have?
- How did women’s roles and privileges in Rome compare to women’s roles and privileges in other parts of the ancient world (especially Egypt and Greece)?

Week 6: Resurrecting Rome in the Early Middle Ages
Readings: Hunt, Chapters 8 & 9; Lualdi, Chapters 8 & 9
Viewings: The Islamic History of Europe (watch through 55:35) BEFORE class on Tuesday!
http://www.youtube.com/watch?v=YfhZR15QRKA
**Assignment**: Document Analysis 4. Choose one document from Chapter 8 and one from Chapter 9 of Lualdi to analyze this week.

T (10/4): New Empires, New Monarchies: England, France, and Germany
R (10/6): The Emergence of Islam

**Week 7: Discussion Groups and Midterm Exam**


Scar Viking Boat Burial (read the page titled “The Discovery” and the next page, “Who were the Occupants?” at [http://www.orkneyjar.com/history/scarboat/](http://www.orkneyjar.com/history/scarboat/))


**Viewings**: Sutton Hoo Helmet: Masterpieces of the British Museum (parts 1 & 2): [https://www.youtube.com/watch?v=dAPgfW9Qi4](https://www.youtube.com/watch?v=dAPgfW9Qi4) AND [https://www.youtube.com/watch?v=qla1CiMY4K4](https://www.youtube.com/watch?v=qla1CiMY4K4)

Complete the Sutton Hoo Viewing Guide (available in Canvas Files) and bring to your discussion section.

T (10/11): Discussion 2: Group A
R (10/13): Discussion 2: Group B

**The Midterm Exam will be held in the new USU Testing Center. To schedule your exam, contact the Testing Center at testing.usu.edu. You may sit the exam on Tuesday, Wednesday, or Thursday of this week, but not during your discussion group time.**

**Week 8:**

**Read**: Hunt, Chapter 10; Lualdi, Chapter 10

AND

“Abstract” (1/2 page) and “Epilogue: Communities and Sustainability in the Larger Framework” (2-3 pages) by E.P. Echegaray, in “Communities and Sustainability in medieval and early modern Aragon,” *International Journal of the Commons* vol. 5, no. 2 (2011). Available at: [https://www.thecommonsjournal.org/articles/10.18352/ijc.304/](https://www.thecommonsjournal.org/articles/10.18352/ijc.304/)

**Assignment**: Document Analysis 5. Choose one document from Chapter 10 of Lualdi to analyze this week.

T (10/18): Agricultural Revolution and Urban Planning: how did “common people” manage common land?
R (10/20): FALL BREAK SCHEDULE: GO TO YOUR FRIDAY CLASSES INSTEAD
Week 9: Medieval Optimum and Decline  
Readings: Hunt, Chapters 11 & 12; Lualdi, Chapters 11 & 12

Web Readings: Scientists on the Causes of the Little Ice Age:  
https://www2.ucar.edu/atmosnews/news/6338/study-may-answer-longstanding-questions-about-little-ice-age

Assignment: Document Analysis 6. Choose one document from Chapter 11 and one from Chapter 12 of Lualdi to analyze this week.

T (10/25): The High Middle Ages: Crusades, Courtly Love, and the Church  
R (10/27): Climate, Disease, and Death

WEEK 10: Warfare, Religion, and Gender: Discussion Groups  
Readings: “Joan of Arc” packet (Canvas) and worksheet  
Listen to: Podcast, Larissa Taylor on Joan of Arc (Canvas link)

Assignment: Complete the Joan of Arc podcast worksheet and bring it to your discussion section.

T (11/1): Discussion 3: Group A  
R (11/3): Discussion 3: Group B

The discussions this week will help us to knit together the social and cultural contexts that allowed Joan of Arc’s rise and subsequent fall. Be sure to have completed all of the readings from previous weeks and this week. Be ready to discuss how religious reforms, mysticism, gender, and political factors shaped the Hundred Years War, France, and the role of women.

Part III: The Renaissance

Week 11: European Renaissance (Part 1)  
Read: Hunt, Chapter 13; Lualdi, Chapter 13  
AND  
Goodman of Paris: On Ideal Marriage  
http://www.fordham.edu/Halsall/source/goodman.asp  
AND  
Francesco Barbaro’s Advice to Lorenzo de Medici: On Wifely Duties  
(available on Canvas)

Assignment: Document Analysis 7. Choose one document from Lualdi Chapter 13 to analyze this week.

T (11/8): Comparing different types of Humanism: Civic and Christian  
R (11/10): Social Life and Gender Relations in the Renaissance

Questions to Consider: How do the gender prescriptions of the Renaissance period compare to gender prescriptions of the Classical period?
Week 12: Art and Technology
Read:
Shedding New Light on Old Manuscripts (spectral imaging, ink and parchment)
http://huntingtonblogs.org/2012/08/lectures-shedding-new-light-on-old-manuscripts/


The Archimedes Palimpsest http://archimedespalimpsest.org

T (11/15): Renaissance Art: rebirth of Classical forms
R (11/17): Using Modern Technology to understand pre-modern art

Week 13: Colonial Expansion and Collision of Cultures
Read: Hunt, Chapter 15; Lualdi, Chapter 15, “The Edict of Nantes” and Michel de Montaigne’s “Barbarians All”.

T (11/22): European Expansion and Commodities
R (11/24): Happy Thanksgiving!

Week 14: Religious and Social Reformations
Read: Hunt, Chapter 14; Lualdi, Documents, Chapter 14
Excerpts from Thomas More’s Utopia (this reading covers urban life, communities, and social reform). Available on Canvas.

Assignment: Document Analysis 8. Choose one document from Chapter 14 to analyze this week.

T (11/29): Religious and Social Reform
R (12/1): Utopia and sustainable towns

Week 15: Discussion
Read: Anything you have not yet read.

T (12/6): Discussion 4: Group A
R (12/8): Discussion 4: Group B

Discussion Questions:
1) How have behavioral codes, roles, and status changed for women and men? What factors prompted change? What factors encouraged continuity (keeping things the same)? Were these expectations the same across all of “Western Civilization” or did they differ by location?
2) What kinds of “sustainable” behaviors did humans display in the Ancient, Medieval, and Early Modern periods? Were any of these behaviors durable (meaning long-lasting) over the entire time we have studied? What were they? What do these behaviors suggest about humans and their relationship to the environment?

Thursday, December 15: Final Exam from 1:30-3:20 pm, in our usual classroom.
Important University Policies to Know:

**Students with Disabilities:** Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, (435) 797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

**Plagiarism:** Plagiarism will not be tolerated. Anyone who knowingly uses the work of another without attribution – including document analyses, exams, homework, and extra credit work – will receive an “F” on the assignment, and at the instructor’s discretion may receive an “F” in the course. ALL cases of plagiarism will be reported to the Office of Student Services.

**Honor Code:** As stated in The Student Code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students.” Upon admission to Utah State University, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

**ALL cases of academic dishonesty will be referred to the Office of the Vice President for Student Services.**

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University’s Student Code:

Acts of academic dishonesty include but are not limited to: 1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.

3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using the sale of term papers or other academic materials.


**Religious Observance:** It is my policy to make every effort to reasonably and fairly accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict no later than the end of the second week of class: September 9.