

Syllabus, HST-101 Oakland University, College of Arts and Sciences, Department of  
History, Winter 2007

HST 101 - Introduction to European History Before 1715  
CRN# 10172 (4 credits), Tuesday Evening, 6:30 to 9:50pm, 363 SFH  
Instructor: Dr. Jace T. Crouch, Office Hours: 5:00-6:00, Tuesday

**Catalog Description:** Surveys the history of Europe from the ancient period through the Middle Ages, Renaissance, Reformation, and the Early Modern Periods. This course satisfies the university general education requirement in Western civilization.

**Thematic Overview:** This is a course of lectures, readings, handouts, and web assignments that constitute an introduction to the history of Western Civilization from its beginnings through the Treaty of Passarowitz. More importantly, this course also constitutes an active and collaborative attempt to extend, preserve, and transmit the intellectual and cultural heritage of western civilization. One of my fundamental premises going into this course is that western civilization is good, and therefore is worthy of being preserved, transmitted, and extended. Reading assignments, examinations and discussions are designed to explore the following themes: the nature of historical evidence; the utility and reliability of myths, sagas, and legends; the rise and fall of kingdoms, empires, republics, democracies and commonwealths in the ancient, medieval, and early modern periods (particularly the foundational centers of western civilization: Jerusalem, Athens, and Rome); religion and identity; ethnicity and identity; Islam and the West; and the expansion of Western civilization, as well as dragons, elves, and heroes.

**Prerequisites:** None, although students who have weak reading and writing skills should delay taking this course until they have successfully completed the appropriate foundation courses in composition and rhetoric. Objectives: Students will develop skills of critical inquiry into the history of Western civilization and investigate the foundations and development of Western thought. Students will become familiar with assessing historical evidence in terms of its scope, reliability, analytic content, sense of causation, concept of progress, and its teleology. Special attention will be given to the origins and development of the state, as well as to the development of western epistemologies, philosophies and religions, but we shall not neglect the more traditional analyses of political, social, economic, artistic, and intellectual developments.

**Grades:** Grades will be based on an unannounced quiz, a mid-term exam, another unannounced quiz, and a comprehensive final exam (in that order), as well as participation. The quizzes are worth up to 10 points each, the Midterm up to 125 points, the final up to 125 points, and participation is worth up to plus or minus 30 points. Total points available: 300.

Grades Will Be Assigned According to the Following

Schedule Points	270+	255+	240+	225+	210+	195+	180+	179-
Percent	90%	85%	80%	75%	70%	65%	60%	59%
Grade	3.5 - 4.0	3.3 - 3.4	3.2 - 3.0	2.5 - 2.9	2.0 - 2.4	1.5 - 1.9	1.00.0	

**Exams and Grading:** Exams will consist of two or more formal essay questions and several short-answer identification questions. Bring one or more signed blank "blue books" to class the week prior to the exam, depending on how many you think you will need to write your essays. These blue books will be collected in class the week prior to the exam, logged for credit, and then passed back to you on the day of the exam. Exam questions will draw on material from the readings and the lectures, as well as any handouts and web assignments. Thus, both attendance and attentiveness are important. Your exams and quizzes should not be mere recitations of spoon-fed information, but should demonstrate to me that you have developed an understanding of the course material and have synthesized informed opinions about the history of western civilization. These intellectual accomplishments, which constitute the writing component of this course, will be presented on the exams in written English that is clear and cogent and which conforms to accepted university level writing standards. This aspect of the course is intended to facilitate critical thinking, and its expression in written argument, about the history of western civilization. Three points extra credit for each exam written in blue or black ink.

## Test Schedule

Mid-Term Examination (125 points possible) Tuesday, February 20, 6:30 - 9:50 pm

Final Exam Examination (125 Points possible) Tuesday, April 14, 7:00 - 10:00 pm

Make-up Examinations for the mid-term will not be given automatically. In order even to be considered for a make-up exam a student must offer advance notice, with sufficient reason (such as illness or military service). Being out of town or having schedule conflicts are not sufficient reasons. Make-up examinations will not necessarily consist of the same questions the rest of the class writes on, and they will occur at the end of the semester. No make-up examination is available for the Final, nor for the unannounced quizzes. No early exams.

**Attendance and Participation:** Whether or not you choose to attend class is your business, but if you miss class I will not take you as seriously as I do students who actually bother to show up. Additionally, your grades will suffer as a consequence of absences, not only because you will certainly perform less well on quizzes and exams, but also because attendance, attentiveness, and preparation mitigate towards the participation component of this course. If you miss more than one class I will not consider seriously any complaint that you may have about grades. If you miss more than two classes you may wish to withdraw from the course simply as a matter of self-preservation. Emergencies do occur, and I will understand, but students are expected to attend lectures and take notes. Reading assignments should be completed before the lecture, and students should be prepared to answer questions concerning the reading assignments in class. I reserve the right to call on students regardless of whether they have volunteered; their responses, which are indicative of preparation and attentiveness, will mitigate towards participation.

**Classroom Behavior:** Classroom civility and restraint are crucial to a beneficial learning environment. Your conduct should contribute to a respectful, engaged, and productive classroom culture. All class members are responsible for maintaining and protecting an ethic of civility and restraint. Accordingly, the following guidelines for appropriate conduct have been established. Turn off or mute cell phones or pagers; it is an act of profound rudeness to interrupt class for personal or business phone calls. Refrain from side conversations and interpersonal remarks during class time, and restrain from all boisterous behavior whenever you are in the classroom. Address personal and/or other non-course related problems to your professor during the evening break, after class, or during office hours. If you have a certified medical condition that requires you to eat in the classroom during class time rather than outside the classroom before or after class, then you must evince sufficient courtesy to avoid noisy handling of snack food containers or other items, not bring into the classroom aromatic substances such as fast food, and quietly clean up for yourself. Casual comings and goings are not acceptable. If you have a legitimate reason to leave class early, inform your professor in advance. If circumstances beyond your control force you to be late for class or to leave class early, be discrete and do not disturb the other students or the instructor. We are very empathetic to your problems, but you should not allow your problems to disrupt the educational process. Persistent or recalcitrant failure to abide by these and other common sense rules or courtesy may result in corrective action at the discretion of your professor, not only negatively affecting participation points, but also including removal of disruptive or overbearing students from the classroom. Students who are habitually disruptive or overbearing may be involuntarily dropped.

**Plagiarism and Cheating:** Appropriating the work of others and passing it off as your own work is plagiarism, an act that is both immoral and illegal. Examples of plagiarism would include memorizing passages of the textbook and reproducing those passages on an exam or quiz, quoting or paraphrasing another person's words or ideas without acknowledging the source, and turning in as your own any work that you have purchased, downloaded, or otherwise "borrowed." Plagiarism can result in your receiving a failing grade for an assignment, a grade of 0.0 for the entire course, academic suspension, or even expulsion from this institution. Aside from the legal implications of plagiarism, a student who plagiarizes the work of others also steals from himself, effectively denying himself freedom of thought and expression, and willfully limiting himself to the mindless repetition of thoughts that are not his own. As Edward White has written: "Plagiarism is outrageous, because it undermines the whole purpose of education itself: Instead of becoming more of an individual thinker, the plagiarist denies the self and the possibility of learning. Someone who will not, or cannot, distinguish his or her ideas from those of others offends the most basic principles of learning." Students who are unaware of what constitutes plagiarism are encouraged to consult with me before any assignments are due. I will help. Additionally, cheating on examinations or quizzes, plagiarism, and falsifying reports or records, are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. For further information concerning the seriousness with which Oakland University treats cheating and plagiarism, here is a link to [Oakland University's Academic Conduct Regulations](#).

**Mid Semester Evaluations:** Starting fall semester 2003 faculty teaching 100- and 200-level courses are to enter a U (Unsatisfactory) in the on-line Banner system for students who are not making satisfactory progress in their course(s) by the seventh week of the semester for fall or winter. Faculty are then to notify all students enrolled in 100- and 200-level courses that these Mid Semester Evaluations (MSEs) are available through the Banner system on-line. Note that it is not necessary to enter any grades for students who are making satisfactory progress. Students are to be told, that if no evaluation shows for their name, it indicates that they are making satisfactory progress. However, please inform the students that they must continue to make satisfactory progress throughout the semester to ensure a passing grade. The use of MSEs is intended to alert students to potential problems and to give them an opportunity to take steps to improve their performance.

**General Education:** Learning Outcomes: This course satisfies the university general education requirement in the Knowledge Explorations area of Western Civilization. The students will demonstrate: 1) knowledge of historical events and/or philosophical ideas of European culture and 2) knowledge of how western ideas or institutions have evolved over time. Cross-cutting Capacities: 1) Students will become familiar with and evaluate various sources of historical information, including some sources that are of problematic reliability or uncertain utility; their evaluations will be summarized in essay examinations and in unannounced short answer essay quizzes; in this way they will strengthen their critical thinking skills. 2) The material presented in this course will provide the student with a better understanding of the complex political, economic, intellectual, religious, and social forces which contributed to the development of Western civilization; this will provide them with a mechanism for developing social awareness. 3) The writing component of the course will improve their ability to communicate effectively. 4) Students will be encouraged to use intellectual skepticism in approaching historical accounts, and will gain some basic experience in library and internet resources, which will facilitate development of information literacy.

#### **TEXTBOOKS:**

##### **Required:**

Richard Sullivan, A Short History of Western Civilization, Combined One Volume Ed. 8th ed. (1994)  
Nels Bailkey, Readings in Ancient History, sixth edition (2002)  
Einhard & Notker, Two Lives of Charlemagne (Penguin edition)  
Gawain and the Green Knight, Pearl, Sir Orfeo (Tolkien translation)

##### **Recommended** (in the bookstore for your convenience)

Rand McNally Historical Atlas of the World

##### **Unofficially Recommended** (at most bookstores - get the thumb-indexed editions)

Miriam-Webster Collegiate Dictionary  
Roget's International Thesaurus  
Emily Post on Etiquette

**Lecture Topics and Reading Assignments:** The following schedule indicates class dates, exam dates, specific topical material to be covered, and reading assignments. I reserve the right to make adjustments or corrections to this schedule, which will be announced in class and/or posted on this web page.

1. Tuesday, January 09, Sullivan: Chapter 1-3, Bailkey, I, #s 1, 2, 3, 4, 5, 8, 13, 14
  1. Earliest Civilizations in Europe and the Middle East
  2. Abrahamic Religions: Moses and Monotheism
  3. Technologies of Empire, Assyria and Persia
2. Tuesday, January 16, Sullivan: Chapters 4, 5; Bailkey, II (complete)
  1. The Origins and Development of the Polis
  2. Athens, Sparta, and the Persian Empire
  3. The Greek Golden Age, 500-336: Life, War, and Politics
3. Tuesday, January 23, Sullivan, Chapters 6, 7; Bailkey, III, #s 32, 35, 37, 40
  1. The Age of Perikles and the Age of Demosthenes
  2. Socrates and Greek Philosophy
  3. Greek and Macedonian Imperialism: The Hellenistic World, 336-31

4. Tuesday, January 30, Sullivan: Chapters 8, 9; Bailkey, IV (complete)
  1. The Rise of Rome to Dominion of the Mediterranean World: 800 - 133
  2. The Failure of the Roman Republic, 133 - 31
  3. Augustus & Political Correctness
  
5. Tuesday, February 06, Sullivan: Chapters 10, 11; Bailkey, V (complete)
  1. The Roman Empire and the Pax Romana
  2. Abrahamic Religions: 2nd Temple Judaism and the emergence of Rabbinic Judaism
  3. Abrahamic Religions: Jesus, Mary and the early Church
  
6. Tuesday, February 13, Sullivan: Chapters 12, 13; Bailkey, VI (complete) [Midterm Blue Books Due]
  1. Crisis in the Roman World, 180-284
  2. Late Antiquity, 284-500: The Transformation of Greco-Roman Civilization
  3. Barbarian Invasions and the Fall of the Roman Empire
  
7. Tuesday, February 20 Midterm Examination
  
- February 24 - March 04, Winter Recess
  
8. Tuesday, March 06, Sullivan: Chs 14, 15
  1. Heirs of the Roman Empire: Byzantium and Slavic Civilization
  2. Heirs of the Roman Empire: Islam, and the Islamic Assault on Christendom, 632-750
  3. Heirs of the Roman Empire: Latin Western Europe, 500-750
  
9. Tuesday, March 13, Sullivan: Chapters 16, 17; Einhard & Notker, Two Lives of Charlemagne (complete)
  1. The First Europe: The Carolingian Age, 750 - 888
  2. Lordship and Dependency: Feudalism and Manorialism
  3. Origins of England, France and Germany
  4. The Agricultural Revolution & Population Growth
  
10. Tuesday, March 20, Sullivan: Chapters 18, 19, 20; Tolkien (begin) Web-based Handout: Some comments on the Holy Roman Empire
  1. Economic and Social Revival, 1000 - 1300
  2. The Revival of Monarchy, 1000 - 1300
  3. The Medieval Expansion of Europe, 1000-1300
  4. Renewed Islamic Assault on Christendom, 996-1300
  
11. Tuesday, March 27, Sullivan: Chapters 21, 22; Tolkien (continue)
  1. Religious Renewal, 1000 - 1300
  2. The Papal Monarchy: Gregory VII to Boniface VIII
  3. Intellectual and Artistic Revival, 1000 - 1300
  4. Medieval Women: Hildegard von Bingen
  
12. Tuesday, April 03, Sullivan: Chapters 23-26; Tolkien (complete)
  1. Transition in Economic, Social, and Political Institutions, 1300 - 1500
  2. Transition in Religion and Thought, 1300 - 1500
  3. The Renaissance in Italy and the North
  4. The Islamic Assault on Christendom, 1300-1453
  
13. Tuesday, April 10, Sullivan, Chapters 27-29
  1. The Rise of Nation States
  2. European Expansion, Commercial Capitalism, and Social Change
  3. The Reformation

14. Tuesday, April 17, Sullivan: Chapters 30-33 [Final Exam Blue Books Due]

1. Politics and the Wars of religion
2. Society, Faith, and Culture in the Seventeenth and Eighteenth Centuries
3. Royal Absolutism in Western and Eastern Europe
4. The Islamic Assault on Christendom, 1453-1718

15. Tuesday, April 24, Comprehensive Final Exam, 7:00pm - 10:00pm