

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 117 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to Gen Ed menu: Cultural Literacy.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	09/14/2022 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	HIST 117 Civilization I
Terms offered:	Fall, Spring
Catalog description:	Survey of the social, economic, religious, political and aesthetic activities of western civilization from the earliest times to 1660.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

Other general education menus on which the course appears or you are applying for:	Humanities
---	------------

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This course, which provides a broad survey of the history of the “Western world” from prehistory through c. 1660, examines ancient and medieval civilizations from the Ancient Near East through Europe in the High Middle Ages, and uses the cultural/anthropological lens of worldview as the primary approach, inviting student to think comparatively about different civilizations and cultures through time. The capstone writing assignment requires students to reflect on their how their own culture engages important human questions of ontology, epistemology, and ethics, and how their own responses are similar to and different from other cultures’ and civilizations’ ways of being and knowing.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

No prerequisites

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through

adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.

- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace

- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	○ The study of ancient and medieval worldviews and religious practices in this course emphasizes "how social and historical contexts shape a community's worldview or cultural commitments," with particular attention to how ecology and environment shape culture and religion.
Outcome B2	○ Students "Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture" by reading and analyzing important literary texts (for example, <i>The Epic of Gilgamesh</i>), listening to music (for example, compositions of Perotin), and examining the artistic and architectural production (for example, the Parthenon Marbles of the Acropolis) of ancient and medieval civilizations.

Outcome B3	○ The Reflection paper assignment requires students to “Interrogate one’s internal and external views and values for greater self-awareness” and “Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture”—namely, ancient Near Eastern, Ancient Greek, Roman, Hellenistic, and early medieval European and Byzantine cultures, inviting students to both recognize the heritage connections between these civilizations and contemporary North America, but also to acknowledge the significant divergences.
------------	--

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Midterm Exam
Outcome B2	Primary source presentation/discussion
Outcome B3	Reflection Paper

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

HIST 117: Civilization I

Dr. Kelly R. Elliott
Office: Hardin Admin 324C
Email: kelly.elliott@acu.edu
Cell phone: 501.593.0611
Office Hours: MWF 9-11 and by appointment

Spring 2023
MWF 8:00-8:50
ADM 321
3 credit hours

Course Description: This course provides a survey of the social, economic, religious, political, and aesthetic activities of human civilization from the earliest times to c. 1660, with particular emphasis on worldviews and the development of cultures over time.

Broad course themes include the following:

- the making of human civilization and how civilization is defined
- the development of political and economic institutions and ideas
- commerce, expansion, warfare, and cross-cultural exchange
- social constructions such as gender, class, and other markers of status
- religion's development and role in society and culture
- the relationship between physical/ecological environment and religion/culture

HIST 117 employs a Humanities-based approach to teach ancient and medieval history in the "Western" world, using literary texts, music, and visual arts and architecture to help students appreciate the cultures of the ancient and medieval world and compare their ideas and social and political development to our own times and places.

Purpose of this course: To promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic underpinnings of our own civilization, this course should deepen our understanding of ourselves and our way of looking at the world. Students should emerge with a greater sensitivity to both historic and contemporary diversities of culture and worldview.

Student Learning Outcomes/Competencies:

<i>Outcome. Students will be able to...</i>	<i>Measurement. Demonstrated by...</i>
Explain how human societies change over time, and consider how factors such as ecology/climate and interaction with other cultures shape and alter human civilizations.	Midterm and Final Exams
Analyze and evaluate primary source material related to course themes	Primary source presentation and discussion; primary source response posts
Interrogate and critique the concept of "Western civilization"	Final Exam
Compare and contrast varying worldviews of different civilizations and relate those worldviews to the student's own cultural perspectives	Reflection paper

What I expect of you: This course is designed for entry level students and may be used to satisfy university requirements. There are no prerequisites. Students should come to class on time, prepared, and ready to engage in thoughtful discussion. Turn assignments in on time. If all of us are engaged with the material and with each other, we will all get more out of the class. All students should regularly check their ACU email accounts; this is how the instructor will communicate with you.

What you may expect of me: I will come to class prepared to make the coursework as clear and as interesting as I can. I will start class on time and let you out on time. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will be available to assist you. Email is the best way to reach me, and I will do my best to respond to emails within 24 hours on weekdays. You are also welcome to text or call my cell phone (number provided above) before 10pm. I am glad to meet with you during office hours or by appointment.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. ACU's College of Arts and Sciences' mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. We believe that the study of the past enlightens our understanding of the present and our insight into the future. The ACU Department of History and Global Studies seeks to examine the experiences of mankind, stimulate thought concerning various institutions and ideas, and promote ethical standards in keeping with the Christian faith.

Christian Perspective: This course is taught from a perspective of Christian faith. Students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it. In this course, emphasis on worldview will help students understand and compare human religiosity in different times and places, and compare their own faith to that of past cultures. In particular, this course will explore the origins and development of Christianity and the church, and seek to promote students' sensitivity to the varied and rich history of faith. As the professor, I will always try to be transparent about my own understanding of faith and how history informs that.

I am happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics. I am also glad to meet with students to fill in holes in notes or to clarify confusing material, or to look over rough drafts of papers or projects. Please come and see me during office hours; I would be delighted to know you better!

"Come now, let us reason together," says the Lord. Isaiah 1:18

Textbook:

Western Civilizations vol. 1, by Coffin, Stacey, Cole and Simes (Norton Press).

It is recommended that students purchase this text and read the assigned sections noted for each week, keeping up with the lecture and discussion material. However, the

textbook is not required, and I will not take any test questions from it. Students should decide for themselves how much additional structure they would like and choose accordingly. Exam questions will come from primary source readings and from class lecture and discussion.

Primary source readings will be available online on Canvas and will include selections from:

The Epic of Gilgamesh

Homer, *The Iliad*

Plato, *The Allegory of the Cave*

Virgil, *The Aeneid*

The Quran

Accounts of the Battle of Tours

Accounts of the Invasions of the Northmen

William of Malmesbury, *The Battle of Hastings*

Selections from the writings of Hildegard of Bingen

Dante, *Inferno*

Niccolo Machiavelli, *The Prince*

The Augsburg Confession

The Schleithem Confession

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Grading/Exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two examinations. The first will be at mid-term and will cover all material from the first half of the course. The majority of the second, final exam will cover the second half of the course, but it may also include cumulative questions.

Assignments:

Primary source response posts: roughly weekly, students will write brief, c. 300-word responses to the source materials we are engaging with in our readings and viewings outside of class. There will be ten of these over the course of the term (100 points total). These posts are designed to ensure that you've read/looked at materials prior to class discussion.

Reflection paper: Each student will write a reflection paper that will consider the ways in which their own cultural assumptions are similar to or different from those of another civilization or culture we've studied in class. Each reflection must cite at least one of the primary sources we've examined in class, as well as one scholarly source, but the primary aim of this paper is not research, but personal reflection arising from thinking comparatively about diverse approaches to major questions about how we create a good life, how best to organize society, what it means to exist, mortality/life after death, ethics, and epistemology. This paper allows us to self-consciously wed the Humanities

methodologies and source materials we've engaged with throughout the term to a process of comparative cultural reflection and self-examination. (150 points)

Primary source presentation and discussion: Students will be assigned to groups during the first week of class. Each of these groups will be responsible for giving a presentation on their primary source, and for leading discussion of the source with the rest of the class – be engaging to get your classmates talking! You can use music, video, games, and any number of approaches, but the goal is peer-to-peer learning and discussion. (150 points).

Debate: Students will participate in an in-class debate regarding the provenance and appropriate display of Classical Greek artifacts in museums. You will be assigned to represent either the perspectives of either the Acropolis Museum in Athens or the British Museum in London, and will be given time and materials to prepare for the debate. I will provide a detailed debate structure, and the debate will take place in class. Your grade (100 points possible) will be based on your active participation in both preparation and the debate itself, as well as the quality and enthusiasm of your arguments.

Breakdown of grading, for 1000 total points:

100 points attendance *and participation in discussion*
100 points primary source response posts
100 points museum debate
150 points reflection paper
150 points primary source presentation/discussion
400 points exams (200 midterm, 200 final)

Final grades for the course will be based on the percentage of points earned out of total possible points. Students may check their grades on Blackboard throughout the semester.

Grade scale:

A = 100-90 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

No extra credit is offered in this course.

Course Policies:

Attendance/Participation: Attendance will be taken on a daily basis, and in-class discussion is a major component of this course. *Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will lose participation points.* Please be aware that the participation points section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade.

Habitual talking, reading of outside materials, texting, and internet surfing will result in loss of participation points. Phones should never appear in class unless the professor expressly asks students to use them. Please take notes on paper or on a laptop, not on

your phone.

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction

Monday 12 January – Introduction to course and each other

Wednesday 14 January – Caveats: Who defines “Western” and “Eastern?”

Friday 16 January – What is a worldview?

Read: *Epic of Gilgamesh* selections; *Western Civilizations* 3-21

Week 2: Foundations of Civilization

Monday 19 January – **no class, MLK Jr. Day**

Wednesday 21 January – Introduction to the Ancient Near East

Friday 23 January – ANE continued; discuss Huffpost and Heritage Daily articles

Read: *Epic of Gilgamesh* selections; “Scientists Find 6,200-Year Old Parasite Egg in Child’s Ancient Tomb,” *Huffington Post*; “Research Dates First British Settlers at Stonehenge,” *Heritage Daily*; *Western Civilizations* 37-40, 46-71

Week 3: Aegean Civilizations and Homeric Greece

Monday 26 January – Gilgamesh presentation and discussion

Wednesday 28 January – Minoans and Mycenaeans

Friday 30 January – Iliad presentation and discussion

Read: *Iliad* selections; *Western Civilizations* 73-93

Week 4: Classical Greece

Monday 2 February – Mesopotamian Empires and Archaic Greece

Wednesday 4 February – Greece’s golden age

Friday 6 February – Greece’s golden age; debate prep

Read: “Ill-Gotten Gains,” *The Verge*; “Elgin Marbles Argument in New Light,” *New York Times*; *Western Civilizations* 93-105

Week 5: Hellenism

Monday 9 February – Debate: The Elgin Marbles and the British Museum

Wednesday 11 February – Greek philosophy; Plato presentation and discussion

Friday 13 February – Alexander the Great and the Hellenistic World

Read: Plato, Allegory of the Cave; *Western Civilizations* 107-139

Week 6: Rome

Monday 16 February – Rise of Rome; *Aeneid* presentation and discussion

Wednesday 18 February – The Roman Republic

Friday 20 February – The Decline of the Republic and the Principate

Read: *Aeneid* selections; *Western Civilizations* 141-173

Week 7: Fall of Rome

Monday 23 February – The Roman Empire

Wednesday 25 February – Fall of the Western Roman Empire

Friday 27 February – Rise of Christianity

Read: *Western Civilizations* 175-205

Week 8: Developments in the East

Monday 2 March – MID-TERM EXAM

Wednesday 4 March – Emergence of Islam

Friday 6 March – Quran presentation and discussion

Read: *Quran* selections; *Western Civilizations* 207-223

SPRING BREAK, MARCH 9-13

Week 9: Romans, Germans, Christians

Monday 16 March – Barbarians to Europeans

Wednesday 18 March – New Institutions in the Early Middle Ages: King, Monk, Pope

Friday 20 March – Rise of the State

Read: *Accounts of the Battle of Tours*; *Western Civilizations* 223-230

Week 10: Political and Economic Developments in the Middle Ages

Monday 23 March – Carolingian State

Wednesday 25 March – Carolingian Culture; *Battle of Tours*, *Invasions of the Northmen*, and *Hastings* presentation and discussion

Friday 27 March – Feudalism

Read: *Accounts of the Invasions of the Northmen*; William of Malmesbury, *Battle of Hastings*; “Invasion of the Viking Women;” *Western Civilizations* 231-247

Primary Source Response Paper due Friday 27 March

Week 11: Medieval Institutions

Monday 30 March – The Emergence of Towns

Wednesday 1 April – Gown and Crown

Friday 3 April – **no classes, Good Friday**

Read: *Western Civilizations* 247-273

Week 12: Late Middle Ages

Monday 6 April – Holy Mother Church and Investiture

Wednesday 8 April – Achieving Stability in the Late Middle Ages

Friday 10 April – Knights and the Crusades

Read: *Western Civilizations* 275-309

Week 13: Crisis and Transition

Monday 13 April – Medieval Scholarship

Wednesday 15 April – Plague and transition; Dante presentation and discussion

Friday 17 April – The Renaissance

Read: Dante's *Inferno* selection; *Western Civilizations* 311-326

Week 14: Renaissance culture

Monday 20 April – The Renaissance, cont.

Wednesday 22 April – Machiavelli presentation and discussion

Friday 24 April – Renaissance art and music

Read: selection from Machiavelli, *The Prince*; *Western Civilizations* 329-336, 373-397

Week 15: Religious Reform

Monday 27 April – Protestant Reformation

Wednesday 29 April – Reformation; Confessions presentation and discussion

Friday 1 May – Discussion and Review: Worldview and the Rise of the Modern

Read: Augsburg and Schleitheim Confessions; *Western Civilizations* 399-425

Final Exam: 10-11:45am, Friday 8 May. Please note that the university schedules all final exams. The only way you can alter your final exam time is by petitioning the registrar for an exception if you have more than three finals in one day.