

# *History of Western Civilization I*

## *The Remembered and Suppressed Past*

**Dr. Dennis B. Klein**

Hist 1030:01 / Fall 2008  
Class meetings TR 3:30-4:50 pm in CAS 439

Inside this syllabus – Information you will need:

- ✚ **How to reach Dr. Klein**
- ✚ **Key themes in this course**
- ✚ **Course requirements**
- ✚ **Evaluation criteria**
- ✚ **Course policies and procedures**
- ✚ **Using technology in this course**
- ✚ **Required and optional books**
- ✚ **Schedule of class assignments**

### **How to reach Dr. Klein—**

Use only the **phone** if you require assistance. If you have a question or require information about a class you missed, call Dr. Klein the day after class in order to give you ample time to prepare for the next class. Avoid calling on class days or, if possible, the day before class. Call 908-737-4256 (On campus: 7-4256).

Make an appointment or confirm, in advance, Dr. Klein's office hours for a specific day when you want to discuss your progress in this course or to seek more substantial assistance. **Office hours** MW 11:45-1:45, and by appointment in Willis 205G.

Use **Email** only to submit extra credit paper proposals. Email address: [dklein@kean.edu](mailto:dklein@kean.edu). For any other matter, you must use the phone or make an appointment to see Dr. Klein.

Use **Kean Wise** to determine your final course grade.

### **Key themes in this course**

"YOU THINK THAT JUST BECAUSE IT'S HAPPENED, THE PAST IS FINISHED AND UNCHANGEABLE?" --MILAN KUNDERA
--

The problems you and others confront or observe each day might well be hopelessly unmanageable if it were not for an available body of historical knowledge. Examining the past can liberate our imaginations from the dominion of habitual behavior and complacent belief. History can illuminate not only dominant and defining traditions, but also dormant, lost, or

suppressed traditions--hidden traditions that also bear the distinctive traits of Western civilization and, therefore, a potential for suggesting creative alternatives to the spent and dispiriting status quo. In short, taken seriously, history suggests that we need not resign merely to coping with reality. On the contrary, it can fuel our dreams about possibilities.

The present course will acknowledge the influence of past events on successive developments by briefly examining the history of the West chronologically; that is, as a progressive sequence of events. This traditional approach will, in addition, provide a familiar, orienting historical framework. But to respond meaningfully to the stubborn problems of our time, this course will seek to resurrect dormant Western traditions (that is, the possible), treating past events--dormant and dominant--as completely independent and self-contained worlds, and equally instructive. This less common approach will make the case that historical actors (yourselves included) deal with reality by summoning not only history's lessons--the traditions we readily inherit-- but also suppressed, half-forgotten, "irrelevant" traditions that possess a power to change the course of events.

This course is divided into two, overarching themes: the rise and the fall of civilizations in the West. When considering the rise of Western civilizations, we will be examining five topics and their case studies:

- The mystery of durable *empires* (the Roman Empire)
- The lost art of personal and community *loyalty* (early Middle Ages)
- The birth of a "*social conscience*" (early classical Greece)
- The invention of the "*self*" (the Renaissance)
- The modern origins of natural or civil *rights* (the Reformation)

When considering the fall of Western civilizations, we will be looking at four topics::

- The paradox of "*holy war*" (the high Middle Ages)
- *Warfare* and its addictive effects (late classical Greece)
- Epidemic *skepticism* and its cultural consequences (late Middle Ages)
- The heroic experiment of *democratic-republics* (the Roman Republic)

It is my hope that this course will enrich your historical imagination and prepare you to deploy it toward addressing, if not remedying, socially urgent, real-life problems.

### **Course requirements**

An *article summary* for each assigned document (see the class schedule below).

- Find the "Article Summary Form" in your *Source Reader*, type it into your computer, and submit a hard copy of one completed, typed form for each assigned document at the beginning of the class when it is due. Limit each summary to one page.
- Be sure to complete one summary for each assigned document, even if you don't understand a particular assignment. Submitting anything less than the number of

summaries due each class will result in lower scores than submitting all summaries that are due even if they are imperfect.

- Be sure to keep a second copy for class discussions and for information you will need for your term papers. *It is imperative that you bring two summary copies to each class – occasionally I will ask to see your second copy. Bring both copies, as well as the assigned reading and this syllabus, to each class session.*
- You must submit your article summaries only at the beginning of class in order to receive credit. Because articles summaries form the basis of class discussion, I will not accept summaries after class begins or after the class when they are due. Nor will I grade summaries submitted by students who leave class before it ends. But keep in mind that missing one or two of these deadlines will not affect your final course grade. Eventually complete these summaries anyway so you can consult them for your term paper.
- Please note that I will not accept summaries from another student – you must submit only your own work.
- If you wish to discuss your scores, bring your copies of the summaries you want to discuss with you.

*A term paper:* See below for guidelines.

*Participation* is an important part of this course – and indeed a significant, if overlooked, aspect of our present lives – and I consider it just as valuable a skill for honing as reading and writing. For reticent students, here are a few tips:

- You can ask questions anytime for clarification. Very legitimate.
- You can read a passage from your summaries - this always opens up conversations into unexpected and productive directions.
- You can return to a point any time - a lot of us need to think a bit longer about just what to say and feel, but believe that, once we formed an opinion, the "appropriate" time has passed. Any time is appropriate.

As a reminder, participation in class, in response to the assigned articles, will improve your final grade. For regular and informed participation, I will raise your final grade by one or two increments.

### **Evaluation criteria**

#### *Requirements*

Article Summary Forms  
13-page term paper  
Participation (regular and informed)

#### *Grade distribution*

50%  
50%  
+1 or 2 increments

*Term paper* - Entitle your paper “Does History Repeat Itself?” Divide your paper into two parts, five pages each, using as subheads “The Rise of Civilization” and “The Fall of Civilization”

respectively. For Part I select two case studies (for specific case studies, see the Schedule of Class Assignments) and, comparing them, develop a persuasive argument for or against historical repetition. Repeat the exercise for Part II. End your paper with a cogent, two-page “Conclusion” summing up your two arguments, reconciling any discrepancies, and considering notable exceptions. Your final, additional page (page 13) is a “Works Cited” page. To assure a strong paper, please observe the following:

- This paper requires ample quotations only from assigned readings – consult and cite at least six sources – in support of your clearly stated argument.
- Use class lectures for historical context. You need not explicitly cite class lectures, but you must use the information from them for thematic coherence.
- Be sure to consult the “Style Counts” paragraph below for further guidelines.
- Length: 13 pages, including a Works Cited page.
- I will nominate the best papers for consideration by an all-university student and faculty committee. Winners will be invited to present their work on April 3<sup>rd</sup> to the campus community as part of a student panel at the history department’s two-day conference on “Historical Perspectives and Public Policy: How Old Rules Fare in a New World Order.” Winners will also have their papers posted to the sixth installment of the university’s Faculty Seminar’s Ebook series.
- Due: December 17<sup>th</sup>.

*Extra credit papers* - Students interested in submitting papers for extra credit (1-2 additional increments for solid work) on a topic of their own choice must first email a two-paragraph proposal to Dr. Klein and receive his approval. You must email your proposal at least two weeks before the term-paper due date. For extra-credit-paper guidelines, consult “Writing Effective Essays” in your Source Reader, paying special attention to the section on the last page called “An Important Note on Extra Credit Papers,” as well as to the section on the first page called “Constructing a Successful Essay.”

*Style counts* - Review style guidelines located in your *Source Reader* called “Writing Effective Essays” before preparing for and writing your term paper and, if you decide to do so, your extra credit paper, paying special attention to the section, “Constructing a Successful Essay.” These guidelines include proper form for mandatory in-text citations and for the additional mandatory “Works Cited” page.

### **Course policies and procedures**

Please observe customary classroom protocol by arriving to class and submitting original work on time (late and plagiarized papers will incur penalties) and – this is important – remaining in class throughout the period (avoid making appointments during class hours). Please do not use your cell phone/PDA or consume food during class (drinks are permissible).

Students are responsible for becoming familiar with the university's academic integrity policy and its codes of student conduct. Consult, respectively, [www.kean.edu/forms/AcademicIntegrity.pdf](http://www.kean.edu/forms/AcademicIntegrity.pdf) and [www.kean.edu/~conduct](http://www.kean.edu/~conduct).

Due to religious reasons class will not meet on September 30, October 9, October 14, and October 21. Class will also not meet on November 27 (Thanksgiving) and on other possible dates as needed. *Unscheduled class cancellations will be announced in class.*

A special note on cancellations and delayed openings: Unavoidable schedule conflicts, as they arise, may compel cancellation of a class. These cancellations will be announced in class. For cancellations due to unforeseen weather conditions or other circumstances –

- This class will not meet due to unanticipated circumstances only if the university announces that it is closed or will open after the hour when our class customarily meets. Consult the Kean University home web page, or receive text messages and landline and email alerts (you must first register at [www.mir3.com/kean](http://www.mir3.com/kean)) to determine if the university is open or closed, or if it will open later in the day – you need not contact me directly. No matter how prohibitive the weather is, if the university is open we will meet and I will collect article summaries.
- If the university is closed and we cannot meet, there will not be any new assignment for the next scheduled class. Review your completed assignment that was due for the university-canceled class in preparation for the next scheduled class.

### **Using technology in this course**

The Student Technology Laboratory is open for students on a walk-in basis. Its primary purpose is to provide technological support to all Kean University undergraduate and graduate students, an especially useful advantage when writing research papers. The STL is located in the Nancy Thompson Library, Room 133, and can be reached by dialing 4-4607 from an on-campus telephone or 908-737-KEAN (5326) ext. 4-4607 from an off-campus phone; sending an e-mail message to [techlab@kean.edu](mailto:techlab@kean.edu); or visiting its Web site at [www.kean.edu/~techlab](http://www.kean.edu/~techlab). For further information, contact Gloria P. Rego, Student Technology Lab administrator, at (908) 737-4635 or [grego@kean.edu](mailto:grego@kean.edu)

### **Required and optional books**

The books listed below are available for purchase at the Kean University bookstore. These books will be returned to their publishers two weeks after the start of this course.

Klein, Dennis B., comp. Western Civilization: A Romance with Power / A Source Reader. Union, NJ: Kean University, 2008.

Machiavelli, Niccolo. The Prince. Indianapolis: Hackett Publishing Co., 1995.

Tuchman, Barbara. A Distant Mirror: The Calamitous 14<sup>th</sup> Century. New York: Random House, 1978.

[Optional] Donald Kagan, et al., The Western Heritage, Vol. 1 (to 1715) (8th ed. or later). Available for purchase in the University Center bookstore. Lectures will be based on Chapters 1-12 in *The Western Heritage*. At your option, you may read these chapters to reinforce class lectures or to make up for incomplete class lecture notes.

*Supplies* Nothing required, except a stapler (which you will need for your summaries).

## Schedule of Class Assignments

*The class schedule amounts to a course outline and is essential for helping you organize key themes and supporting sources. Please bring it to each class and consult it regularly. Changes to the class schedule will be announced in class. Students who miss class are responsible for ascertaining subsequent class meetings and assignments by consulting another student or calling Dr. Klein.*

**SR** = *Source Reader*. Please note that some documents in the *Source Reader* do not show page numbers, even though the syllabus and our class discussions will occasionally refer to specific pages. Please number pages on your own, starting each document with page 1. Please also note that it is imperative that you bring your *Source Reader* to each class, even if there are no assignments from it for any particular class.

\* = Look for an asterisk after selected reading assignments indicating the existence of important background notes, which you will find toward the beginning of your *Source Reader*. Without reading these notes you will be woefully lost.

WH = *Western Heritage*. Use this optional textbook to supplement class lectures and for background to assigned readings.

\* \* \*

*Introduction to the course:* Terms of engagement – “civilization”; “the West”; history and chronology

*A chronological overview*

<b>Part I: The Rise of Civilizations in the West</b>
--

*Introduction to Part I:* The achievement of unity, or “civilization,” in the Western world: 5 distinctive case studies (in bold face):

**Early Classical Greece** (800-500 BC)

Late Classical Greece (500-400 BC)

Roman Republic (500-31 BC)

**Roman Empire** (31 BC – 476 AD)

**Early Middle Ages** (50-800)

High Middle Ages (800-1300)

Late Middle Ages (1300-1450)

**Renaissance Europe** (1450-1600)

**Reformation Europe** (1500-1650)

**IA. Inside the *Roman Empire* (31 BC-476 AD)** (WH, Ch. 5)

*Immoderate greatness*

1. Vergil, "Eclogue IV" and The Aeneid (SR, p. 43)
2. Tacitus, "On Germany" \* (SR, 44-45)
3. M. Felix, Octavius (SR, 47)

**IB. Life during the *early Middle Ages* (50 -800)** (WH, Ch. 6)

*Spiritual politics*

4. Paul, "First Letter to the Corinthians" \* (SR, 48-54)
5. Paul, "Letter to the Romans" \* (SR, 54-56)
6. Jerome, "Letter CXXV" (SR, 56-61)
7. Benedict of Nursia, The Rule of St.Benedict (SR, 62)

**IC. Inside the *early classical Greek world* (800 - 500 BC)** (WH, Ch. 2)

*Community: The highest good*

8. Homer, The Iliad \* (SR, 10-18)

**ID. Inside *Renaissance Italy* (1450-1600)** (WH, Ch. 10)

*When the "self" was invented*

- 9a. Niccolo Machiavelli, The Prince, Chs. 14-18: pgs. 45-55
- 9b The Prince, Chs. 19, 25-26: pgs. 56-63 and 74-80 \*

**IE. The *Lutheran & Calvinist Protestant Reformation* (1500-1650)** (WH, Chs. 11-12)

*When "truth" became "truths"*

10. M. Luther, Address to the Christian Nobility \* (SR, 107-108b)
11. Twelve Articles of the Peasants (SR, 109-110)
12. Henry IV, "The Edict of Nantes" \* (SR, 113-114)
13. Ignatius Loyola, The Spiritual Exercises \* (SR, 111-112)

<b>Part II: The Fall of Civilizations in the West</b>
---

*Introduction to Part II:* The unraveling of the West's great civilizations: 4 distinctive case studies (in bold face):

Early Classical Greece (800-500 BC)  
**Late Classical Greece** (500-400 BC)  
**Roman Republic** (500-31 BC)  
 Roman Empire (31 BC – 476 AD)  
 Early Middle Ages (50-800)  
**High Middle Ages** (800-1300)  
**Late Middle Ages** (1300-1450)  
 Renaissance Europe (1450-1600)  
 Reformation Europe (1500-1650)

**IIA. Life during the *high Middle Ages* (800-1300)** (WH, Chs. 7-8)

*"Holy War" and other lethal oxymorons*

14. Pope Urban II, "Speech at Clermont" (SR, 71)
15. Pope Boniface VIII, "*Unam Sanctam*" \* (SR, 72-73b)

**IIB. Life in *late classical Greece* (500-400 BC)** (WH, Ch. 3)

*The strange, sudden death of a great civilization*

16. Thucydides, "Pericles' Funeral Oration" \* (SR, 29-34)
17. Thucydides, "The Melian Dialogue" \* (SR, 35-38)

**IIC. Life during the *late Middle Ages* (1300-1450)** (WH, Ch. 9)

*When skepticism and distrust became epidemic*

18. Tuchman, "This Is the End of the World: The Black Death." In A Distant Mirror (1978), Ch. 5 \*
19. Tuchman, "Born to Woe: The Century." In A Distant Mirror (1978), Ch. 2 \*

**IID. Inside the *Roman Republic* (500 - 31 BC)** (WH, Ch. 4)

*American reflections: How republics can fail*

20. Appian, The Roman History (SR, 39-40)
21. Cicero, "Writings" (SR, 41-42)

Term papers and approved extra credit papers are due by 12 noon on December 17<sup>th</sup> in Dr. Klein's office mailbox (Willis Hall 205). Hard copy only – no email. Absolutely no extensions. Be sure to include a cover page showing your name, the name of this course, type of paper (term paper or extra credit), and the submission date.

Unpublished work © 2008 by Dennis B. Klein. All rights reserved.  
Wcsyl07.doc