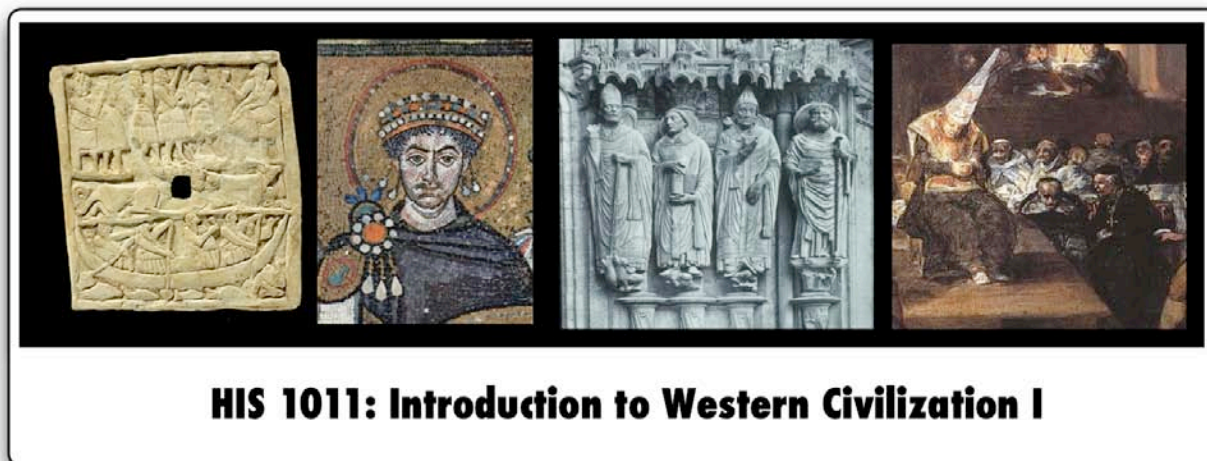


SAINT JOSEPH'S UNIVERSITY
DEPARTMENT OF HISTORY
FALL 2009



Course Section: 106 CRN: 40578

Course Room: Cynwyd Hall, Class 110
(Maguire Campus)

Course Time: TWF, 2:00-2:50 pm

Course Site: See SJU BlackBoard

Professor: Dr. Roger L. Martínez

Office: B/L 112P

Office Hours: -Tue & Wed 12:00-1:30 pm
-Additional hours by appt.

Telephone: 610-660-1742

Email: rmartine@sju.edu

COURSE DESCRIPTION

In this historical survey we will undertake the difficult process of answering the question, “What is ‘Western Civilization’ and why should we endeavor to study the topic?” The study of history is more than the accumulation of information about events, dates, and people – it is fundamentally about understanding who we are and how the past impacts and shapes our 21st century experiences. While the first half of Western Civilization (Antiquity until the sixteenth century) is typically taught as the chronological progression of recorded history from the time of the Sumerians until the European encounter with the Americas, we will approach the topic from a substantially different perspective. Instead of attempting to study every civilization that formed what would become Western Europe and the United States of America, we will instead consider a limited number of key historical themes. These themes as diverse as the nature of life and death, the formation of civilizations and religions, the development of reason, public governance and corruption, sexual and cultural mores, cultural similarities and differences, church affairs and medieval life, and the full range of intolerance and persecution.

REQUIRED TEXTS AND READINGS

- Sanders, N. K. *The Epic of Gilgamesh*. (London: Penguin Books, 1972).
- Plato. *Timaeus and Critias*. (London: Penguin Books, 2008).
- Procopius. *The Secret History*. (London: Penguin Books, 1966).

- Bulliet, Richard W. *The Case for Islamo-Christian Civilization*. (New York: Columbia University Press, 2004).
- Fyre, Richard. *Ibn Fadlan's Journey to Russia*. (Princeton: Markus Wiener Publishers, 2006).
- Brakelond, Jocelin of. *Chronicle of the Abbey of Bury St. Edmunds*. (Oxford: Oxford University Press, 1989).
- Kagan, Richard L. and Abigail Dyer. *Inquisitorial Inquiries: Brief Lives of Secret Jews & Other Heretics*. (Baltimore: Johns Hopkins University Press, 2004).

COURSE REQUIREMENTS AND ASSIGNMENTS

Your performance in the course will be assessed based on a mix of assignments and in-class participation. All written work should be submitted to the course BlackBoard site by the deadlines specified in the syllabus. Late assignments will not be accepted. One week prior to each assignment deadline, you will receive specific instructions on how to complete the assignment.

<u>Assignment</u>	<u>% of Final Grade</u>
<ul style="list-style-type: none"> ▪ Weekly Book Discussion Questions and Observations (Post to BlackBoard) <ul style="list-style-type: none"> ○ For each book we read and discuss in class, you will prepare two discussion questions and make at least one observation about the historical significance of the readings. 	25% total
<ul style="list-style-type: none"> ▪ 1st Book Review on <i>Timaeus and Critias</i> (Submit to BlackBoard) <ul style="list-style-type: none"> ○ For this text, you will write a one page, single-spaced book review that explores, explains, and evaluates its critical historical issues. 	10% total
<ul style="list-style-type: none"> ▪ 2nd Book Review on <i>Ibn Fadlan's Journey to Russia</i> (Submit to BlackBoard) <ul style="list-style-type: none"> ○ For this text, you will write a one page, single-spaced book review that explores, explains, and evaluates its critical historical issues. 	10% total
<ul style="list-style-type: none"> ▪ Four Short Book Responses for <i>The Epic of Gilgamesh, The Secret History, The Case for Islamo-Christian Civilization, and Jocelin of Brakelond</i> (Submit to BlackBoard) <ul style="list-style-type: none"> ○ For each of these four texts you will write a brief half-page, single-spaced response on the historical issues discussed and how you believe they pertain to our "modern" world. 	20% total
<ul style="list-style-type: none"> ▪ Formal In-Class Presentation and Participation (from <i>Inquisitorial Inquiries</i>) <ul style="list-style-type: none"> ○ During the final weeks of the course we will re-enact six Inquisition trials from the 15th and 16th centuries in Spain and Latin America. Each of you will publically present a portion of a case as a prosecuting or defense attorney, as well as prepare a short legal brief. In addition, for those cases that you are not serving as an attorney, you will prepare evaluations of your classmates' trials. 	25% total
<ul style="list-style-type: none"> ▪ Final Exam (Cumulative Essay) <ul style="list-style-type: none"> ○ The final exam will consist of a single essay question that asks you to consider the readings in the broader context of history. What continuities, trends, transformations, and/or changes in human history are discernable from the readings? 	10% total

COURSE LEARNING OBJECTIVES

After completing the course, it is my expectation that you will be able to:

- Gather an understanding of how *The Epic of Gilgamesh* is one of humanity's longest surviving narratives on the nature of life and death and how it came to influence Western Civilization.
- Appreciate the significance of Plato's endeavor to develop a methodology of thinking and his substantial influence on Western European and Islamic communities.
- Recognize that human civilization has been plagued by public corruption, vicious personal attacks on public figures, and sexism, for eons as revealed in *The Secret History*.
- Picture the "other's" perception of medieval Western Europeans as in *Ibn Fadlan's Journey to Russia*.
- Know that Western European culture, especially during the Middle Ages, was pitifully unsophisticated in comparison to Islamic culture and built upon the achievements of Islam (See *The Case for Islamo-Christian Civilization*.)
- Visualize Jocelin of Brakelond's day-to-day life in a medieval Western European abbey and community.
- Understand how early modern religious intolerance in Western Europe led to and resulted in the Spanish Inquisition's persecution of persons that were not viewed as model Catholics. (See *Inquisitorial Inquiries*.)
- Be able to analyze and discuss primary sources so that you have a better understanding of the period, as well as how historians construct "history" from these sources.

ATTENDANCE

If you must be absent, you may receive an excused absence if you provide a valid doctor's note or another verification from a school official (for extracurricular activities). Also, when possible, please notify me via email if you know you will be absent from class. Notes from parents are not valid excused absences. If you have five or more unexcused absences (roughly the equivalent of missing two weeks of class) then you will receive an automatic FA, failure due to absence, for the course.

ELECTRONIC DEVICES IN THE CLASSROOM

You are permitted to use a laptop to take notes in class, but you should not check-email or surf the Internet during class. In addition, during class you should keep your mobile phone in your bag and muted or off. During all tests and quizzes, all electronic devices must be powered off and placed in your bag.

STUDENTS WITH DISABILITIES

Those who have or think that you may have a disability (learning, physical or psychological) are encouraged to contact Services for Students with Disabilities, Room 113, Science Center, 610-660-1774 or 610-660-1620 as early as possible in the semester. Accommodations can only be provided to student with current (within 3 years) documentation. Students are encouraged to discuss their instructional ("reasonable academic adjustments") and accommodation needs with their professors. All student requests for extended time to take examinations in a distraction free environment, must be discussed with the professor a minimum of one week prior to the scheduled date of the exam; the student must complete the Extended-Time Request Form and obtain the professor's approval; and submit the form to the office – Services for Students with Disabilities a minimum of 3 days prior to the date of the scheduled exam. Failure to follow these procedures could result in a denial of the request. Exceptions to exam schedules requires prior written approval of the professor.

ACADEMIC INTEGRITY

You are expected to abide by the university's honor code and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of SJU's Academic Honesty Policy, see:

<http://www.sju.edu/registrar/policies.html#ahp>

CLASS SCHEDULE

I. September 1st, 2nd, and 4th

Course Introduction and Petrarch's "Western Civilization"

- Tue, Lecture: Course Introduction
 - Review of the syllabus, course requirements and assignments, required texts and readings, and class schedule
 - Brief introduction to Western Civilization and what this course will cover
 - Brief question and answer session regarding the course
- Wed, Lecture: Overview of Western Civilization
- Fri, Discussion of "Petrarch's Vision of the Muslim and Byzantine East"
 - **Downloadable Article from BlackBoard.** Bisaha, Nancy. "Petrarch's Vision of the Muslim and Byzantine East," *Speculum*, Vol. 76, No. 2, (Apr., 2001), pp. 284-314.

II. September 8th, 9th, and 11th

The Sumerians and Gilgamesh

- Tue, Lecture: Ancient Sumeria
 - pp. 7-47, *Introduction* (from *The Epic of Gilgamesh*)
 - **Post your book discussion questions and observations for *Gilgamesh* by midnight on Tuesday.**
- Wed, Discussion of The Epic of Gilgamesh
 - pp. 61-96, *Prologue*, 1. *The Coming of Enkidu*, 2. *The Forest Journey*, 3. *Ishtar and Gilgamesh and the Death of Enkidu*.
- Fri, Discussion of The Epic of Gilgamesh
 - pp. 97-119, 4. *The Search for Everlasting Life*, 5., *The Story of the Flood*, 6. *The Return*, 7. *The Death of Gilgamesh*.
 - **Submit your short book response (half-page, single space) for *Gilgamesh* by 5 pm on Friday.**

III. September 15th, 16th, and 18th

Ancient Greece and Plato

- Tue, Lecture: Ancient Greece
 - Film clips.

- Wed, Lecture: Plato
 - pp. ix-xxxiii, *Introduction*.
 - **Post your book discussion questions and observations for *Timaeus* by midnight on Wednesday.**
- Fri, Discussion of Timaeas from Timaeus and Critias.
 - pp. 3-38, *Introductory Conversation, Main section I: The work of reason*.

IV. September 22nd, 23rd, and 25th Ancient Greece and Plato

- Tue, Discussion of Timaeas from Timaeus and Critias.
 - pp. 38-64, *Main section II: The work of necessity*.
- Wed, Discussion of Timaeas from Timaeus and Critias.
 - pp. 64-91, *Main section III: Reason and necessity working together*.
 - **Post your book discussion questions and observations for *Critias* by midnight on Wednesday.**
- Fri, Discussion of Critias from Timaeus and Critias.
 - pp. 95-121, *Critias*.
 - **Submit your book review (full page, single space) for *Timeaus and Critias* by 5pm on Friday.**

V. September 29th and 30th and October 2nd The Byzantines and Procopius

- Tue, Lecture: The Byzantine Empire and Procopius
 - pp. vii-xx., *Introduction* (from *The Secret History*).
 - **Post your book discussion questions and observations for *Part I and Part II of The Secret History* by midnight on Tuesday.**
- Wed, Discussion of The Secret History
 - pp. 1-24, *Proemium, Part I: The Tyranny of Women*.
- Fri, Discussion of The Secret History
 - pp. 25-77, *Part II: Justinian and Theodora*.

VI. October 6th, 7th, and 9th The Byzantines

- Mon
 - **Post your book discussion questions and observations for *Part III of The Secret History* by midnight on Monday.**
- Tue, Discussion of The Secret History
 - pp. 78-124, *Part III: Anatomy of a Regime*.

- Wed, Discussion of The Secret History
 - pp. 78-124 (continued)
 - **Submit your short book response (half-page, single space) for *The Secret History* by 5 pm on Wednesday.**
- Fri, Lecture: Introduction to Islamic Civilization and Ibn Fadlan
 - Film Clips

**VII. October 13th, 14th, and 16th
Medieval Islamic Perceptions of Europeans**

- Tue, Lecture: Introduction to Islamic Civilization and Ibn Fadlan
 - Film Clips (continued)
 - **Post your book discussion questions and observations for *Chapters 1-3 of Ibn Fadlan* by midnight on Tuesday.**
- Wed, Discussion of Ibn Fadlan
 - pp. 1-21, *Chapter 1: The Time and the Man* and *Chapter 2: His Book and Geography*.
- Fri, Discussion of Ibn Fadlan
 - pp. 25-77, *Chapter 3: Translation of His Travels*.

**VIII. October 20th, 21st, 23rd
Medieval Islamic Perceptions of Europeans**

- Tues, Oct. 20th, **SJU Fall Break. No Class.**
- Wed, Discussion of Ibn Fadlan
 - pp. 25-77, *Chapter 3: Translation of His Travels*, (continued).
- Fri, Discussion of Ibn Fadlan
 - pp. 81-113, *Chapter 4: Commentary on the Translation*.
 - **Submit your book review (full page, single space) for *Ibn Fadlan* by 5pm on Friday.**

**IX. October 27th, 28th, and 30th
The Case for Islamo-Christian Civilization**

- Mon
 - **Post your book discussion questions and observations for *Chapters 1 and 2 of The Case for Islamo-Christian Civilization* by midnight on Monday.**
- Tue, Lecture and Discussion of The Case for Islamo-Christian Civilization
 - pp. vii-46, *Preface, Chapter 1: The Case...*
- Wed, Discussion of The Case...
 - pp. 47-94, *Chapter 2: What Went On?*
 - **Post your book discussion questions and observations for *Chapters 3 and 4 of The Case for Islamo-Christian Civilization* by midnight on Wednesday.**

- Fri, Discussion of The Case...
 - pp. 95-134, *Chapter 3: Looking for Love in All the Wrong Places.*

X. November 3rd, 4th, and 6th From the Middle East to the European Middle Ages

- Tue, Discussion of The Case...
 - pp. 135-161, *Chapter 4: The Edge of the Future.*
 - **Submit your short book response (half-page, single space) for *The Case...* by 5 pm on Tuesday.**
- Wed, Lecture: Medieval Islamic/Christian Continuities
 - Film clips.
- Fri, Lecture: European Middle Ages and Jocelin of Brakelond
 - pp. ix-xxix, *Introduction, Note on Text and Translation, A Chronology of Jocelin's Narrative.*

XI. November 10th, 11th, and 13th Medieval Europe and Jocelin of Brakelond

- Mon
 - **Post your book discussion questions and observations for *Jocelin of Brakelond* by midnight on Monday.**
- Tue, Discussion of Jocelin of Brakelond
 - pp. 3-41, from “The Abbey in debt” through “Samson’s character”.
- Wed, Discussion of Jocelin of Brakelond
 - pp. 41-86, from “The Jews Expelled—the purchase of Mildenhall 1190” through “More reforms—new buildings and a canopy for St. Edmund’s Shrine”.
- Fri, Discussion of Jocelin of Brakelond
 - pp. 86-122, from “A dispute with the king 1198” through “Samson’s Leavetaking 1202”.
 - **Submit your short book response (half-page, single space) for *Jocelin...* by 5 pm on Friday.**

XII. November 17th, 18th, and 20th Early Modern Europe and Intolerance

- Tue, Lecture: Medieval European Religious and Cultural Intolerance
 - Begin reading *Inquisitorial Inquiries* in its entirety.
- Wed, Lecture: The Spanish Inquisition
 - Film clips.
 - Introduction, pp. 1-20.
- Fri, Preparation for In-Class Inquisition Trials (In-class re-enactments and presentations)

**XIII. November 24th, 25th, and 27th
Opening of the Inquisition Trials and Thanksgiving Holiday**

- Tue, Inquisition Trial of Luis de la Ysla
 - pp. 21-35.
 - **Students participating in this trial should submit their legal briefs to BlackBoard by 5 pm on Tuesday.**
 - **All other students should submit their evaluations of the trial to BlackBoard by 5pm on Tuesday.**
- Wed, Nov. 25th, Thanksgiving Holiday (Enjoy the break!)
- Fri, Nov. 27th, Thanksgiving Holiday (Enjoy the break!)

**XIV. December 1st, 2nd, and 4th
Inquisition Trials**

- Tue, Inquisition Trial of Elena/Eleno de Cespedes
 - pp. 36-59.
 - **Students participating in this trial should submit their legal briefs to BlackBoard by 5 pm on Tuesday.**
 - **All other students should submit their evaluations of the trial to BlackBoard by 5pm on Tuesday.**
- Wed, Inquisition Trial of Miguel de Piedrola
 - pp. 60-87.
 - **Students participating in this trial should submit their legal briefs to BlackBoard by 5 pm on Wednesday.**
 - **All other students should submit their evaluations of the trial to BlackBoard by 5pm on Wednesday.**
- Fri, Inquisition Trial of Francisco de San Antonio and Mariana de los Reyes
 - pp. 88-118.
 - **Students participating in this trial should submit their legal briefs to BlackBoard by 5 pm on Friday.**
 - **All other students should submit their evaluations of the trial to BlackBoard by 5pm on Friday.**

**XV. December 8th, 9th, and 11th
Inquisition Trials and Closing Thoughts**

- Tue, Inquisition Trial of Diego Diaz
 - pp. 119-151.
 - **Students participating in this trial should submit their legal briefs to BlackBoard by 5 pm on Tuesday.**
 - **All other students should submit their evaluations of the trial to BlackBoard by 5pm on Tuesday.**

- Wed, Inquisition Trial of Blanca Mendez de Rivera
 - pp. 152-188.
 - **Students participating in this trial should submit their legal briefs to BlackBoard by 5 pm on Wednesday.**
 - **All other students should submit their evaluations of the trial to BlackBoard by 5pm on Wednesday.**

- Fri, Closing Thoughts on the Course, Final Exam Review, and Student Evaluations

XVI. December 15th, 16th, and 18th Final Exams Week

- **Final Examination**
 - See the university's scheduled final exam date.