

Honors 103 Honors History I

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Office hours: TR 1:00-2:30

This course is an examination of Western Civilization from the earliest civilizations to the seventeenth century. Through our readings, discussions and research, we will be introduced to some of the “great ideas” of the period. We will examine such topics as politics, social life, the history of men, the history of women, and religion. The course is also designed to introduce students to some of the key skills of the historian: historical research, making use of primary sources, formulating and developing an argument, and identifying and criticizing the arguments of other scholars.

Requirements:

Readings: Stacey Coffin, et. al., *Western Civilization* vol. 1
Richard M. Golden, *The Social Dimension of Western Civilization*
Marvin Perry, et. al, *Sources of the Western Tradition*

The books are available in the Cadet Store, and should be read according to the schedule below. The day’s reading should be done before coming to class.

Written Assignments:

Tests: There will be three tests in this course, two during the semester and one at the end. Dates are listed below. Tests will be essay in format, and will cover the material from Golden and Perry which we will have discussed in class, as well as presentations by students. Tests are designed to evaluate your understanding of the material, and your ability to apply your knowledge by answering essay questions. Each test counts 20% of your final grade. **Note that scheduled tests are considered mandatory formations. Make up tests will not be given without a written note from a doctor or other appropriate official.**

Papers: Each student will write three research papers on a topic assigned by the professor. Essays should be based on the relevant material in Coffin, and two or more other sources. Each essay should be approximately 1500 words in length. The information from your essay will be shared with the class in an oral presentation. A rough draft of your paper must be shared with the professor before your presentation, either via email or at a conference. Final drafts will be due no later than the last day of presentations for that month. Each paper is worth 10% of your final grade. **Late papers will lose half a letter grade for every day they are late.**

Oral Assignments: Class sessions will be mostly discussion, not lectures. Students are expected to have read the required reading assignments before coming to class, and to be prepared to discuss them. Should it become evident that many students are not doing the reading, the professor reserves the right to have quizzes or to assign informal writing

assignments on the reading. Class discussion counts 10% of your final grade. This includes participation in discussion, your oral presentations, and attendance. Remember that The Citadel has a mandatory attendance policy. While the Commandant's Office can at times excuse students from the military consequences of missing class, it cannot excuse them from the academic consequences. Missing more than 4 classes, for any reason other than illness or family emergency will have negative consequences on your grade.

Class Schedule

Aug. 26 – Introduction

Aug. 28 – **Perry:** “Myth-making outlook of Ancient Near East” pp. 20-24, Mesopotamian Concepts of Justice, pp. 7-10

Aug. 31 – **Perry:** Hebrews: Cosmogony and Anthropology, pp. 26-29, Covenant and Ten Commandments, p. 29, “Humaneness of Hebrew Law”, 33-35. **Golden:** “Why the Hebrews Kept Kosher”

Sep. 2 – **Golden:** “Slavery in the Ancient Near East”, **Perry,** “Homer, the Educator of Greece”, pp. 46-47.

Sep. 4 – **Perry:** “The Persian Wars”, pp. 56-59, “Athenian Greatness”, pp. 62-65.

Sep. 7 – **Perry:** “Socrates: The Rational Individual”, pp. 75-79, **Golden,** “Organized Greek Games”

Sep. 9 – **Perry:** “Decline of the Republic”, pp. 119-121, “The Imperial Office”, 126-129.

Sep. 11 – **Perry:** “The Roman Peace”, pp. 147-150, **Golden,** “Roman Marriage”

Sep. 14 – **Golden:** “Pleasures and Excesses in the Roman Empire”, “Slums, Sanitation, and Morality in the Roman World”

Sep. 16 – **Perry:** “The Teachings of Jesus”, pp 163-164, “The Persecutions”, pp. 169-171.

Sep. 18 – 23 – Presentations

Sep. 25 – **TEST # 1**

Sep. 28 – **Perry:** “Monastic Life”, pp. 171-178, “The Christian World-View” pp. 187-191

Sep. 30 – **Perry:** “The Carolingian Renaissance”, pp. 210-213, **Golden:** “Rural Economy and Country Life in the Medieval West”.

Oct. 2 – **Perry:** “The Feudal Lord: Vassal and Warrior” pp. 213-216, “The Burdens of Serfdom”, pp. 216-218.

Oct. 5 – **Perry:** “The Revival of trade and the Growth of Towns”, pp. 223-227, **Golden:** “The History of Working Class Clothing”.

Oct. 7 – **Perry:** “Islam”, p. 197, “The Crusades”, pp. 229-233.

Oct. 9 – **Perry:** “Medieval Learning”, pp. 236-240, “Magna Carta”, pp. 263-265.

Oct. 12 – **Perry:** “The Fourteen Century”, pp. 265-273, **Golden:** “The Face of Battle: Agincourt”.

Oct. 14- **Golden:** “Ritual Murder Trial of Jews in German”, “The Development of Manners”.

Oct. 16-23 – Presentations.

Oct. 26 – **TEST #2**

Oct. 28 – **Perry:** “Human Dignity”, pp. 287-290, “Break with Medieval Political Theory”, p. 290.

Oct. 30 – **Perry:** “The Ideal Gentleman”, pp. 293-295, “Renaissance Art and Science”, pp. 295-300.

Nov. 2 – **Perry:** “The Lutheran Reformation”, pp. 312-317, “German Peasants’ Revolt”, pp 317-320.

Nov. 4 – **Perry:** “The Calvinist Reformation”, pp. 322-324, “The Catholic Response to Protestantism”, pp. 324-328.

Nov. 6 – no class

Nov. 9 – **Golden:** “The Spanish Inquisition and the People”, “The Rites of Violence”.

Nov. 11 – **Perry:** “The Age of Exploration and Conquest”, pp. 336-341, “Spanish Oppression of Amerindians”, p. 341.

Nov. 13 – **Golden:** “Hemispheres Colliding”.

Nov. 16 – **Perry:** “Toward the Modern Economy”, p. 343, “The Atlantic Slave Trade”, pp. 349-354.

Nov. 18 – **Perry:** “The Witch Craze”, pp. 359-365, **Golden:** “The Witch-Figure and the Sabbat.”

Nov. 20 – **Golden,** “Material Conditions of Family Life”

Nov. 23-27 – Thanksgiving break

Nov. 30 – Dec. 7 – Presentations

Research Essays - The Ancient World

Papers should be 1500 words, typed, sources cited with footnotes or endnotes and a bibliography. Your paper should be based on the relevant material in Coffin and two other sources. Other Western Civ. textbooks do not count as a source. Internet sources should be used judiciously and in most cases will not be appropriate. Check with the professor before using an internet source as one of your two sources. Please remember that encyclopedias, even those found on the internet, are not generally appropriate sources for college-level work and should not be used. It is also best not to use sources published before 1960, as most will be out of date by now.

1. Discuss Egyptian ideas of death, and the way Egyptians prepared for death. How did the evolution of Egyptian funeral customs demonstrate a “democratization of death”? (Chap. 1) **Addis**

2. Why were the hoplites (soldiers) the cause of social and political change in Greece? (chap. 3) **Ashley**

3. Describe Athenian marriage and inheritance laws. Explain what goals these laws were supposed to achieve, and discuss how these could both empower and restrict women. Be sure you consider what rights these laws gave to women, as well as what kind of personal restrictions the goals of the laws might subsequently impose on them. (chap. 3)

Athanason

4. Philip II of Macedonia and his son Alexander the Great are famous for their skill as military leaders, but winning battles was not the only reason for their great success. Explain the strategies these two monarchs used to suppress opposition, attract support for their policies, and manage an ever-growing empire. Be sure you include an analysis of the ways in which they played upon existing political rivalries, historical traditions, and religious beliefs as a part of their strategies. (chap. 4) **Corbett**

5. Discuss the phenomenon of the Roman “new man”. One of the major characteristics of this development was the open encouragement of popular armies loyal to their commanders rather than to the ideals of the republic. What factors gave rise to this phenomenon? What were its effects on Roman political life? What were the defining characteristics of these new notable Romans, as opposed to the notable figures of the past? (chap. 5) **Hager**

6. The Punic Wars were among the most important and influential events in the history of the Roman Republic’s foreign conquests. What were the motivating factors of these conflicts? In what ways did they shape or transform Rome militarily? What were some of the economic consequences? (chap. 5) **Hsia**

7. Religion and morality were central to the ideology of the Roman republic. Define the purpose of religion and morality and explain how each was not simply a private virtue

but an important contributor to social and political stability. Make sure you provide specific examples. (chap. 5) **Marcus**

8. Discuss Roman Republican ideals of marriage and family. What was the function of family in Roman society and politics? What were male and female roles in the family? What freedoms and restrictions did children (even adult children) face? What freedoms and restrictions did women have? (chap. 5) **McVey**

9. Augustus and most of his successors for the following two hundred years had the goal of maintaining peace and stability. Although the threat of military force was ever present in the praetorian guard, most emperors attempted to show or remind their subjects of the advantages of living peacefully under their rule. Explain the ways in which emperors reminded the public of their benevolent rule. (chap. 5) **Moore**

10. Who were the Christians? Discuss the social composition of the early Christian church. What social groups were attracted to Christianity and why? What did Christianity offer these particular groups of people? (chap. 6) **Seignious**

11. Discuss the Roman persecution of Christians. At what points in Christian history did persecutions take place? How widespread were the persecutions? Why did the Romans, who were known for being tolerant of other religions, persecute Christians? What effects did the persecutions have on the development of Christianity? (chap. 6) **Slater**

12. The Roman army was at the heart of the problems that led to the “Crisis of the Third Century AD”. Although their role as a military force used to install or remove emperors had substantial impact on the course of Roman history, it was the army’s role in the economy that helped establish the conditions that led to the instability of the era. Explain how the army’s success in maintaining a “Pax Romana” seems to have had a negative impact on the economy in the long run, how emperors attempted to deal with the crisis as it related to the military, and why their efforts to stabilize the situation were ultimately unsuccessful. (chap. 6) **Steele**