

**HISTORY 1350 W**  
**An Introduction to the History of Western Civilization to 1500**  
**Winter 2021**

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Course Description

This course narrates the early history of Western Civilization. It begins with pre-history, continues with the development of the civilizations of the Middle East (Egypt, Mesopotamia), Greece, Rome, Judaism, Christianity and the Western Middle Ages. It ends with the decline of medieval Europe and the dawn of the Renaissance. It is the first part of the survey of Western Civilization that continues to the present.

Required Textbooks (some copies available at the University Bookstore)

E.H. Gombrich, *A Little History of the World*, Yale University Press, 2005

Available as a downloadable, open access text through the UM Library search function.

<http://umanitoba.ca/libraries/>

Term Work, Tests and Evaluation

There are three pieces of term work required worth 70%

1. Term test – February 22, 2021(10%)  
Choice of two out of six essay questions based on the review questions
2. Essay 1, a minimum of 1500 words, due March 1, 2021 (20%)
3. Essay 2, a minimum of 3000 words, due April 12, 2021 (40%)

Final Exam, scheduled as a take-home (30%)

Late class work can only be submitted with the consent of the instructor. No term work can be accepted after the last day of term, April 16, 2021.

In addition to uploading written assignments to the instructor , students are required to submit a copy of the paper electronically through UM Learn (as a word document). The file name for the document should be as follows: SURNAME Given name Assign # HIST 1350

Evaluative feedback will be provided prior to the voluntary withdrawal date, **March 31, 2021**.

Grade Distribution

A+	(100-90)	C+	(66-60)
A	(89-80)	C	(59-51)
B+	(79-75)	D	(50-40)
B	(74-67)	F	(39-0)

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.

### Academic Dishonesty

Students should familiarize themselves with the University's policies academic dishonesty found in "Academic Integrity" in the section on General Academic Regulations found in the online Academic Calendar & Catalog [umanitoba.ca/calendar](http://umanitoba.ca/calendar) Faculty of Arts penalties for academic dishonesty include the following, which can be found at [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

### **Penalties for Academic Dishonesty**

The common penalty in Arts for plagiarism on a written assignment is a grade of **F** on the paper and a final grade of **F (DISC)** (for disciplinary action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is **F** for the paper, **F (DISC)** for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

### **Essays**

There are two required essays based on Douglas Linder's website Famous Trials <https://www.famous-trials.com/>

For the essays you are asked to compare the trials of Socrates and Jesus based on the original sources and background historical materials provided by this site. Both essays will be based on arguing for or against the idea that "opposition to the state was the cause of the trial and execution of Jesus and Socrates".

**Essay One** at least 1500 words due March 1, 2021 (20%)

This essay is a preliminary one which focuses on investigating the historical sources for our knowledge of the two trials. Its purpose is to show that historical accounts must be based on documents that are as close to the events described as

possible. Even so they are interpretations based on the preconceptions of their compilers and also those of the present-day reader.

Briefly describe the two trials including their dates, where they took place (Greek city-state, Judea-province of Roman Empire, the occasion for the two trials, and why historians think they are important events).

Go to the Trial of Socrates and read the apologies of Plato and Xenophon. Based on these accounts determine as best you can what were the accusations against Socrates? As far as you can tell, were Plato and Xenophon biased in their accounts? How can you tell?

Then read the four accounts given in the Gospels of the Trial of Jesus. What were the charges against Jesus? Do they agree with one another or are there any significant discrepancies? What are their biases? In this respect compare the non-Christian account of the Roman Tacitus which is earlier than the Gospels and determine according to Tacitus what the charge was against Jesus and who ordered Jesus's execution.

Why were the apologies of Plato and Xenophon as well as the Gospel and Tacitus's accounts written. Are the sources for the trial of Socrates more informative than those describing the prosecution of Jesus? Why can trial records be a useful historical source? Reading other parts of the respective trial sites, e.g. Questions and Answers for Jesus's trial can help you with criticism of the sources.

**Essay Two** at least 3000 words (40%) due on April 12, 2021

The second essay pursues the theme "opposition to the state was the cause of the trial and execution of Jesus and Socrates" It seeks to answer the question as to why in both the case of the official Greek and Jewish temple religion opposition to it was regarded as a serious political crime.

Briefly describe the nature of Greek city-state religion. Did Socrates believe in God? To what extent was philosophy a threat to the state religion?

How did the political issues in Athenian politics affect the trial of Socrates? The interview with I.F. Stone on the website is particularly helpful.

At the time of Jesus the official Jewish temple religion was faced with a number of rivals. What were they? Did the Jews cooperate or resist the Roman conquerors? To what extent was Jesus a rebel?

For all these question the website of James D. Tabor, The Jewish Roman World of Jesus is extremely helpful portal. (<http://religiousstudies.uncc.edu/people/jtabor/>)

The essay should begin with a thesis statement of about half a page elaborating your view of the relationship between Greek and Jewish religion and politics and in particular your view of the statement "opposition to the state was the cause of the trial and execution of Jesus and Socrates". It should then endeavor to answer the above questions in an organized manner. The essay should end with a summary of your conclusions and comment on the historical significance of the martyrdom of Socrates and Jesus.

Essays may be re-written and submitted prior to the last day of class. Students who want to resubmit should consult with the instructor and take his comments on the essay into account when doing the rewrite.

Keep copies of all work.

## **Late Work**

Students who are unable to meet a course requirement due to medical circumstances are currently not required to submit medical notes. However, students are required to contact their instructor or academic advisor by email to inform of the missed work and to make arrangements for extensions, deferrals, or make-up assignments. Please follow these guidelines if you are unable to meet an academic requirement for your courses:

- Contact your instructor for term work such as a class, quiz, midterm/test, assignment, lab;
- Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);
- Inform your instructor/advisor as soon as possible do not delay. Note for final exams, students must contact within 48 hours of the date of the final exam; and
- Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and academic work that was missed.

## READING SCHEDULE

*A Little History of the World* by E.H. Gombrich

**Week 1 - Chapter 1: Once Upon a Time  
and Chapter 2: The Greatest Inventors of All Time**

**Week 2 - Chapter 3: The Land by the Nile  
and Chapter 4: Sunday, Monday**

**Week 3 - Chapter 5: The One and Only God  
and Chapter 6: I C-A-N R-E-A-D**

**Week 4 - Chapter 7: Heroes and their Weapons  
and Chapter 8: An Unequal Struggle**

**Week 5 - Chapter 9: Two Small Cities in One Small Land  
and Chapter 10: The Enlightened One and his Land**

**Week 6 - Chapter 11: The Greatest Teacher of a Great People  
and Chapter 12: The Greatest Adventure of All**

**Week 7 - Chapter 13: New War and New Warriors  
And Chapter 14: An Enemy of History**

**Week 8 - Chapter 15: Rulers of the Western World  
and Chapter 16: The Good News**

**Week 9 - Chapter 17: Life in the Empire at its Frontiers  
and Chapter 18: The Storm**

**Week 10 - Chapter 19: The Starry Night Begins  
and Chapter 20: There is no God but Allah, and Muhammad is his Prophet**

**Week 11 - Chapter 21: A Conqueror who Knows How to Rule  
and Chapter 22: A Struggle to Become Lord of Christendom**

**Week 12 - Chapter 23: Chivalrous Knights  
and Chapter 24: Emperors in the Age of Chivalry**

**Week 13 - Chapter 25: Cities and Citizens  
And Chapter 26: A New Age**

## HIST 1350 Review Questions

Instructor: H. Heller

1. What role did tools play in the development of human culture in the prehistoric age?
2. Why was the invention of agriculture (circa 10,000 B.C.) the decisive step in the development of civilization?
3. Outline the steps between the first appearance of writing and use of the alphabet. Why was writing important to the development of civilization? What is the Rosetta Stone?
4. "The Sumerians created Mesopotamian culture." Discuss.
5. Why did economic classes develop in early civilizations?
6. Who was Akhnaton?
7. Account for the longevity of Egyptian civilization.
8. "The invention of iron metallurgy undermined the stability of bronze age civilization." Discuss
9. Greek trade and colonization of the Mediterranean were the product of necessity.
10. Athenian democracy was both direct and limited. Explain.
11. Discuss the origins of Greek civilization.
12. Compare and contrast Hebrew and Greek religion.
13. Outline the political and social history of Greek civilization between 1200 - 500 B.C.
14. Compare and contrast the nature of the Athenian and Spartan state.
15. What effects did slavery have on ancient Greek civilization?
16. What effects did warfare have on Greek civilization?
17. What was the historical significance of the conquests of Alexander the Great?
18. Outline the principal cultural and political achievements of classical Greek civilization.
19. The Hellenistic Age (4<sup>th</sup> - 3<sup>rd</sup> century B.C.) was merely the dark shadow of the previous Greek golden age (5<sup>th</sup> century B.C.).
20. "Historically speaking the terms 'Hebrew' and 'Jew' are not synonymous." Explain.

21. Explain the role of the prophets in the development of the Jewish religion.
22. Outline the history of the Ancient Hebrews to the time of the fall of the Monarchy of Judea (586 B.C.).
23. "The Jewish people were united at the time of the birth of Jesus." Discuss.
24. Discuss the relationship between imperialist expansion and class conflict during the Roman Republic.
25. How true is it to suggest that the Romans became imperialists by accident?
26. In giving birth to the Empire, the Roman Republic destroyed itself.
27. "Jesus was a product of Jewish history." Explain.
28. "Paul was the true founder of Christianity as a world religion." Explain.
29. Why did Christianity become the state religion of the Roman Empire in the fourth century? How had it evolved between the first and fourth centuries?
30. Account for the decline of the Roman Empire.
31. Describe the efforts of Diocletian and Constantine to restore the Empire.
32. Trace the history of the Church in Western Europe from Constantine to Gregory the Great.
33. Explain why the Vandals, Visigoths and Ostrogoths were unable to establish lasting political kingdoms in the wake of the collapse of the Roman authority.
34. Feudalism is a product of both German and Roman elements. Above all it is a result of the disappearance of a money and market economy. Discuss.
35. Outline the early history of monasticism.
36. In a negative sense the rise of Islam made possible the birth of western European Civilization.
37. It was under the Carolingians that European Civilization came into being.
38. What were the cause and effects of the late medieval crisis?

## **Student Resources**

\*Student supports and resources are available throughout the Fall and Winter terms. Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.

### **Academic Resources**

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### **Indigenous Student Centre**

ISC student advisors can help you achieve your academic goals by: answering your questions about admission or registration, creating an academic plan, clarifying university policies, connecting you with important services, resources, programming and much more. Call (204) 474-8850 or send an email to [isc@umanitoba.ca](mailto:isc@umanitoba.ca) to make an appointment.

<https://umanitoba.ca/indigenous/student-experience#student-support-at-migizii-agamik>

### **Student Counselling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

### **Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

### **University Health Service**

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>



**Sexual Violence Resource Centre**

The Sexual Violence Resource Centre provides support, resources, information and referral services for any student, faculty or staff member who has been affected by sexual violence. <http://umanitoba.ca/student-supports/sexual-violence-support-and-education>

**Student Advocacy**

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

**UM History Student Association (UMHiSA)**

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our twitter account @UMH\_Undergrad, our instagram account @UMHISA\_Undergrad, or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).