

WEEK ONE

Lesson 1

- **C. S. Lewis, "On the Reading of Old Books" File**

Lesson 2

With this unit, we begin with some of the earliest, most ancient material the class will cover. Not surprisingly, it may be some of the most foreign. Don't let that scare you away. As you read the Code of Hammurabi, reflect on the general tone of the law code. Don't get caught up on any single law. Rather, consider what it reveals about society at the time and about how Mesopotamians thought about justice and rule. Then, try to decipher the partial text from the Epic of Gilgamesh. What are Gilgamesh's concerns? How does he try to solve them?

1. **Code of Hammurabi--Read Introduction, Laws 1-65, Epilogue**
2. **Selections, Epic of Gilgamesh**

WEEK TWO

Lesson 3

The Egyptians also possessed a very foreign culture, and there would be many ways to learn about them. This section uses two religious texts to help us learn about their view of the world and the afterlife. The hymn to Ra praises their sun-god. How does it view him? Then, we examine the "Negative Confession." Another way of thinking about this document is as a positive rejection of evil, to be made after death for entry into the afterlife. How do the Egyptians think about living an ethical life? What types of behavior will make them acceptable to enter into the afterlife?

1. **Hymn to Ra**
2. **The Egyptian Negative Confession (after Death)**

Lesson 4

You may have encountered the biblical passages from this week, or you may not have. Either way, try to read them with fresh eyes. These readings come from the Hebrew Bible, what Christians would call the Old Testament. Look at the various genres that are present--history, law, songs (in the Psalms), and prophecies. Do some of these passages seem familiar? How have they become part of our larger culture? Also, consider whether there are any themes or commonalities. What ideas connect the passages? Is there a "big picture" that these passages mark?

1. Genesis 1-3, 17 **[From Bible Gateway, ESV Version Preferred]**
2. Exodus 3, 20
3. 1 Samuel 8-17
4. Psalm 1, 19, 23, 51, 100
5. Isaiah 52-56, 60-61

WEEK THREE

Lesson 5

One major factor that shaped Ancient Greece was warfare. In this section's readings, we encounter three selections connected to warfare. The first two deal with wars between the Greeks and the Persians and the specific battles of Marathon and Thermopylae. The last reading comes from the early years of the Peloponnesian War, the war that ripped classical Greece apart. The last reading is a speech given by Pericles to honor the Athenian dead who had fallen early in the war. In all of these readings, consider what ideals are being expressed. What is good, noble, or heroic, for the soldiers at Marathon, the Spartans at Thermopylae, or the Athenians honored by Pericles? How do these moments help us understand what was valued in classical Greece?

1. **Herodotus on Marathon**
2. **Herodotus on Thermopylae**
3. **Funeral Oration of Pericles**

Lesson 6

In thinking about ancient Greek culture, we can use several other genres. One genre is a philosophical discourse. In the selection from Plato's Republic, the main speaker is Socrates, although pay attention to when others interact with him. What kind of word-picture is Socrates drawing? How is the picture related to the larger notion of what philosophy is all about? How does it relate to truth-seeking? A second genre this week is Greek drama. In Sophocles' play Antigone, first identify what is happening. Then, ask, how does this drama give voice to important issues for the Greeks? Again, for both documents, identify what is being most valued by the society.

1. **Plato, Republic, Book VII**
2. **Excerpts from Antigone by Sophocles**

WEEK FOUR

Lesson 7

This week we turn to Ancient Rome. The readings from this week come from two Roman historians, reflecting on events in their country's past. Livy is writing about the early history of Rome. What are his emphases? What are the virtues that Livy is praising? In a sense, what parts of earliest Rome does he want his readers to emulate? The second historian, Appian, is writing about later Roman warfare, specifically the conquest of their major rival, Carthage. What does Roman warfare look like? More importantly, how does warfare impact General Scipio? What does Appian want his readers to learn from this account?

1. **Livy, History of Rome, Book II, chs. 1-14**
2. **Appian of Alexandria, History of Rome, SS. 126-130**
3. **Appian of Alexandria, History of Rome, SS. 131-132**

Lesson 8

In this section, we see the transition from the Roman Republic to the Roman Empire. We have readings that shed light on three very different emperors--Augustus Caesar, Nero, and Marcus Aurelius. Think how each man either presents himself or is presented. Again, consider what each considers praise-worthy. Augustus Caesar is leaving a record of his Deeds Done (Res Gestae)--which activities does he highlight, and why are they important? How does Suetonius present the life of Nero? What type of individual was he? Finally, what ideals does Marcus Aurelius hold up? How do these three men show three different ways of being an emperor in Ancient Rome?

1. ***Res Gestae Divi Augustus (The Deeds of the Divine Augustus)***
2. ***Suetonius, De Vita Caesarum, Life of Nero***
3. ***Marcus Aurelius, Meditations, Book Two***

WEEK FIVE

Lesson 9

Midterm 1

Lesson 10

As we begin Unit 2, we turn first to the Early Church. Here, we have a range of readings. Begin with the New Testament readings from Luke and Acts. How do these passages reflect significant claims by the Early Church? How would claims like these help to form a new religious movement? The Didache was likely written in the first century A.D. The Church did not accept it as inspired and worthy of inclusion in the New Testament. Still, it preserved it as a valuable piece of spiritual advice and writing. What picture of the Early Church emerges from it? What problems would the Early Church have to confront? With "The Martyrdom of Polycarp," we see a moving account of one martyr's confrontation with the pagan and Roman world. What view of the world is provided by this pro-Christian text? Finally, the Nicene Creed expresses the conclusions of the Council of Nicea. What are those claims? Why do you think each phrase matters? Put together, how do these documents give us a picture of the Early Church developing within the Roman world?

1. Luke 22-24 **[From Bible Gateway, ESV Version Preferred]**
2. Acts 1-2
3. ***Didache***
4. ***Martyrdom of Polycarp***
5. ***Nicene Creed***

WEEK SIX

Lesson 11

With the "Decline of Rome," we confront an important moment of transition, what some historians call the "World of Late Antiquity," the period when the ancient world transforms (gradually, sporadically) into the World of the Middle Ages. One key figure in this transformation was Augustine. One of Augustine's famous writings is his spiritual autobiography, *The Confessions*. Book VIII recounts his conversion experience. What was Augustine thinking about at the time?

What produced the change in his life? Also important in the transition to the Middle Ages was the rise of monasticism. How does Benedict describe his goals in founding a monastery and a Rule or Pattern for monastic living?

1. **Augustine, *The Confessions*, Book VIII**
2. **Benedict, Rule, Prologue**

Lesson 12

Two of the successor empires of the Roman Empire were the Byzantines (who saw themselves as continuing the Roman Empire) and the rising Muslim Empire. The great Emperor of Byzantium, Justinian, crafted a law code, the *Corpus Iuris Civilis* (Body of Civil Law). How does Justinian think about law? How could this legal approach prove culturally significant? Meanwhile, in Arabia, the new religion of Islam was rising. What ideas are expressed in the selection from the Qur'an? Although this is an excerpt, what tone and concepts are being communicated? Finally, how does the "Chronicle of Nestor" describe the coming of Eastern Orthodox Christianity to Russia? How might all of these religious developments lead to interaction and even conflict?

1. **Selections from the Qur'an**
2. **Code of Justinian, *Corpus Iuris Civilis*** (Read Book I, Sections I through V and Book 1 Section VIII.)
3. **The Chronicle of Nestor**

WEEK SEVEN

Lesson 13

Looking to the Middle Ages in Central and Western Europe, we recognize a very broad scope in terms of time period and regions discussed. One document comes from the Emperor Charlemagne to the Abbot Baugulf. We might think this as a small expression of the Carolingian Renaissance. What does Charlemagne want to see the Abbot emphasize for his monastery? How does Charlemagne think this will improve matters? Then, we jump about 400 years forward to Magna Carta, approved by King John in 1215 in England. Rather than getting hung up on individual provisions, think about the general principles in Magna Carta. Are there elements that have remained in Anglo-American law and politics?

1. **Letter from Charlemagne to Abbot Bagulf of Fulda**
2. **Magna Carta**

Lesson 14

This unit also looks at cultural aspects of society, this time the High Middle Ages. From the theologian Thomas Aquinas, we have a single argument from his *Summa Theologica*. In this section, examine his methodology. How does he make his argument and how does he draw on other sources in support of his claims? Then, we have poetry from Dante. These selections come from the first (*Inferno*) and third (*Paradiso*) books of his *Divine Comedy*. As you read them, first be sure you can trace what is happening--and note that these sections occur at places far removed from each other, the beginning and ending of the work. Then, consider what religious perspective

Dante is advancing. How is this presenting a picture of the world and a picture of religious themes simultaneously?

1. **Thomas Aquinas, "Proof of the Existence of God"**
2. **Dante, *The Divine Comedy, Inferno, Cantos 1-3***
3. **Dante, *The Divine Comedy, Paradiso, Cantos 31-33***

WEEK EIGHT

Lesson 15

This section brings us to the Renaissance, a time of great cultural renewal. Petrarch is often called "The Father of Renaissance Humanism." One way he expressed his views was through his letters. In the letters we have, consider his views of the ancient world. What is he trying to reclaim? What is his ideal for his contemporary culture? Similar questions could be asked of Erasmus, whose "Paraclesis" was an introduction to his Greek New Testament. How does he hope the world will be different with more access to the Scriptures? How can this lead to reform of society? Finally, Nicolo Machiavelli has his own advice for rulers. What advice does he give? Is this advice similar to or different from that of Petrarch, Erasmus, or others you have read this semester?

1. **Petrarch, Letters**
2. **Machiavelli, *The Prince, Chs. 8, 17, 18, 25***
3. **Erasmus, "Paraclesis"**

Lesson 16

Midterm 2

WEEK NINE

Lesson 17

With the Reformation, we have documents that express a number of perspectives from the period. First, we have two documents from Martin Luther. The 95 Theses are famous for the way they inspired the early Reformation. But, look at what Luther is claiming. What perspective is he advancing? Several years later, with "The Freedom of the Christian," he states a stronger case. What Reformation ideals are present in "Freedom"? Next, we have a small sample from John Calvin's *Institutes of the Christian Religion*. What principles does Calvin emphasize even from the very beginning of his work? Finally, we have the 39 Articles, which express the set of beliefs that developed in the Church of England. Which of these principles echo things in Luther and Calvin? Do any of them sound out of accord with the other groups?

1. **95 Theses**
2. **Luther, "The Freedom of the Christian"**
3. **Calvin, *Institutes of the Christian Religion, Book I, 1-3***
4. **39 Articles**

Lesson 18

Moving into the 17th century, we see documents that reflect on several different aspects of events. The English Bill of Rights emerged from the Glorious Revolution in England. What principles does it state? How does it define English Rights? Looking back, how does this expand upon the Magna Carta? Looking forward, do you see any echoes of this in the American Declaration of Independence? Next, we have a letter of Christopher Columbus recounting his first voyage to the New World. How does he describe the world and the natives he encountered to King Ferdinand? With this interpretation of the New World, what approach would it recommend for Spain? Finally, in thinking about colonization, we have John Winthrop's "Modell of Christian Charity." Winthrop was the Puritan governor of Massachusetts Bay colony. How does he describe their endeavor? What would be necessary for it to succeed? What does success mean for him?

1. [English Bill of Rights](#)
2. [Columbus, Letter to King Ferdinand](#)
3. [Columbus Letter to King Ferdinand – alternate link](#)
4. [Winthrop, Modell of Christian Charity](#)
5. [Winthrop – Model of Christian Charity new link](https://www.winthropsociety.com/a-model-of-christian-charity) [https://www.winthropsociety.com/a-model-of-christian-charity]

WEEK TEN

Lesson 19

In the 17th and 18th centuries, a number of changes occurred in how people thought about the world. One development we label the Scientific Revolution. Galileo was an important controversialist in this period. In his "Letter to the Grand Duchess Christina," he attempts to describe the interaction of scientific investigation and the dominant Christian religion. How does he relate the two? How does Galileo want them to interact? Then, in the eighteenth century, the development of Enlightenment(s) occurred. Denis Diderot edited the *Encyclopedie* to advance enlightened ideas. How do the text and illustrations combine to give a sense of the outlook of the *Encyclopedie*? Another advocate for enlightenment in France was Voltaire. What attitude does he express in this selection from his novel *Candide*?

1. [Galileo, Letter to the Grand Duchess Christina](#)
2. [Selections from the Encyclopedie, Part 1](#)
3. [Selections from the Encyclopedie, Part 2](#)
4. [Selection from Voltaire, Candide](#)

View Primary Sources

Mozart was one of the great composers of the 18th century and so participated in the century of enlightenments. Symphony 41 was his last. Viewing this recording is optional.

5. [Optional: Wolfgang Amadeus Mozart, Symphony #41 \(Jupiter\)](#)

Lesson 20

In coming to the American Revolution, we touch on a subject that will likely be more familiar to many students. Still, do your best to bring fresh eyes to this. As you read the Declaration of Independence, the U.S. Constitution, and its amendments, consider why these documents are valued so highly. In the Declaration, pick out why the colonists felt independence was justified. In what ways does this sound like the English Bill of Rights? In the Constitution, examine the provisions. What big concepts are lying behind the individual sections? Finally, how do the amendments guarantee rights and modify some aspects of the Constitution?

1. [**The Declaration of Independence**](#)
2. [**The Constitution and Amendments**](#)
3. [**Bill of Rights**](#)
4. [**Constitutional Amendments**](#)

[View Primary Source](#)

What might the military music of the American Revolution have sounded like? We have a reconstruction with the Colonial Williamsburg Fife and Drum Corps. Viewing this source is optional.

5. [**Optional: Williamsburg Fife and Drum Corps**](#)

WEEK ELEVEN

Lesson 21

The decade following the American Revolution also saw the outbreak of the French Revolution. The documents for this topic try to trace some elements of the French Revolution. An early advocate for reform was the Abbe Sieyes. He asks, provocatively, "What is the Third Estate?" How does he answer? What does he want to see happen early in the French Revolution? 1789 witnessed the National Assembly issuing the Declaration of the Rights of Man. What does it claim? In what ways is it similar and dissimilar to the Declaration of Independence and/or the American Bill of Rights? As war broke out between France and other European powers, the National Assembly called on all citizens to participate via the Levee en Masse. What principles does the decree lay down? How might this outlook transform warfare? Finally, we have a speech from Maximilien Robespierre justifying the Jacobin policies. What is Robespierre advocating for? Why is terror an appropriate political tool? Can we assemble these readings into some understanding of what the French Revolution stood for, over all?

1. [**Abbe Sieyes, What is the Third Estate?**](#)
2. [**Declaration of the Rights of Man**](#)
3. [**Levee en Masse**](#)
4. [**Robespierre, Speech**](#)

View Primary Source

Although composed later, Tchaikovsky's 1812 Overture celebrates the Russian victory over Napoleon. Famous for its cannons, the entire piece is worth listening to. Viewing this recording is optional.

5. **Optional: Tchaikovsky's 1812 Overture**

Lesson 22

Moving into the nineteenth century, we can identify a major question of how work should be done and how economies should advance. One piece of this debate occurred over slavery. In the United States, we have the opportunity to listen to Abraham Lincoln. How does Lincoln frame the issues of slavery and civil war in his speeches? How would he like Americans to think about these issues? Moving to Europe, we see debates grow over industrialization. Examine the Sadler Commission Report for some specific details of working conditions in early factories. How would you describe those factories? One answer to problems came from Karl Marx. His *Communist Manifesto* was a political tract. How does he describe the problems of the 19th century? What solution and program does he offer?

1. **Lincoln, First Inaugural Address**
2. **Lincoln, Gettysburg Address**
3. **Lincoln, Second Inaugural Address**
4. **Sadler Commission Report**
5. **Selections from Marx, Communist Manifesto**

WEEK TWELVE

Lesson 23

Midterm 3

Lesson 24

In addition to debates over work, the 19th century also witnessed great debates over political arrangements--debates that even took the form of revolutions. The documents today look at some of these disputes. Lord Byron wrote poetry to celebrate Greece. What did Greece stand for in this period? Tocqueville observed revolutionary political upheaval in France. How does he describe the "June Days"? Finally, John Stuart Mill tried to describe a version of political liberalism in *On Liberty*. How does Mill describe liberty and set out a vision for an approach to politics in the 19th century?

1. **Alexis de Tocqueville, The June Days, Chapter 1**
2. **Mill, On Liberty, Chapter 1**
3. **Lord Byron, "The Isles of Greece"**

View Primary Source

Ludwig von Beethoven is one of the greatest composers, and his compositions can be fit into the Romantic moment. Of all Beethoven's works, perhaps his greatest is his 9th Symphony. Especially listen for the final section, the "Chorale" movement. Viewing this recording is optional.

4. **Optional: Beethoven's 9th Symphony**

WEEK THIRTEEN

Lesson 25

The twentieth century saw a great deal of turmoil. That turmoil was inaugurated by World War I. The war itself proved very difficult to describe. How did World War I poets and Erich Marie Remarque (in the novel *All Quiet on the Western Front*) try to describe the war and its impact on soldiers? What picture of the war did they create? Then, the war was concluded with the Treaty of Versailles. What were some of the most important components of the treaty? How might this treaty lead to additional problems down the road?

1. **World War I Poems**
2. **Selection from Erich Marie Remarque, *All Quiet on the Western Front***
3. **Treaty of Versailles**

Read the following sections of the Treaty:

- - Articles 1-30, The Covenant of the League of Nations
 - Articles 231-247, Reparations

Lesson 26

The pressure placed on Russia by World War I set the stage for the Russian Revolution of 1917, with effects continuing for decades in the twentieth century. Consider outlooks posed by three significant figures in the 20th century of Russia and the Soviet Union. Vladimir Lenin was the leader of the Bolsheviks who led the Revolution in late 1917. In preparation for the event, Lenin had asked "What is to be done?" What answer did Lenin provide? What strategy did he articulate? After much struggle, Josef Stalin came to succeed Lenin. He envisioned a forced economic and industrial development of the Soviet Union. How does he propose to modernize the USSR's industry? Finally, a great critic of the Communist regime was Aleksandr Solzhenitsyn. In his short essay, "Live Not by Lies," Solzhenitsyn describes and critiques the Soviet state. Why is truth-telling so important to Solzhenitsyn? What are the political implications of such a commitment?

1. **Selection from Vladimir Lenin, *What Is to Be Done?***
2. **Joseph Stalin, "Industrialization of the Country . . ."**
3. **Aleksandr Solzhenitsyn, "Live Not By Lies"**

WEEK FOURTEEN

Lesson 27

The Great Depression enveloped the western world in the 1930s. These stresses also opened up opportunities for totalitarianism to flourish, culminating in Nazism and Fascism. In the U.S.A., President Franklin D. Roosevelt tried to confront the Great Depression. How did he do so with his Inaugural Address? What program does he hope will help? (Note: this will become his New Deal program.) Economic times were also dire in England. How does George Orwell describe the poverty he encountered in "The Road to Wigan Pier"? During World War II, British Prime Minister Winston Churchill attempted to lead his people against overwhelming odds. How do Churchill's speeches call his hearers to a courageous response? Also, how does he describe the conflict between Britain and Nazi Germany?

1. [Franklin D. Roosevelt, First Inaugural Address](#)
2. [Winston Churchill, Speech 1](#)
3. [Winston Churchill, Speech 2](#)
4. [Selection from George Orwell, *The Road to Wigan Pier*](#)

View Primary Source

5. **Optional:** World War II Newsreels (page on course site)

Lesson 28

After World War, relations between the West and the Soviet Union deteriorated into a Cold War. Today we have several documents from different periods of the Cold War. George Kennan was an early observer of the USSR. How does he describe the nature of the Soviet regime? Then, what approach does he advocate for countering it? From near the end of the Cold War, consider Ronald Reagan's Speech to Parliament. How does he describe the conflict? What does he predict will be the outcome of the Cold War? (Note: you can also view a video clip of Reagan at the Berlin Wall.) Simultaneously with the Cold War, many social changes were occurring in the West. One was the struggle for Civil Rights in the U.S.A. How does Martin Luther King, Jr. describe his vision for social reform? What dream does he hold? Another Martin Luther King, Jr., document is optional reading. However, it is well worth reading and considering.

1. [George Kennan, Sources of Soviet Conduct](#)
2. [Ronald Reagan, Speech to Parliament](#)
3. [Martin Luther King, Jr., "I Have a Dream"](#)
4. **Optional:** [Martin Luther King, Jr., "Letter from a Birmingham City Jail"](#)

View Primary Sources

In addition to a recording of Ronald Reagan at the Berlin Wall, you have a clip of The Beatles. The Beatles were a global phenomenon in the post-war era, as they developed a smooth rock and roll sound. In the accompanying music video, note the depiction of "Beatles-mania." The Beatles recording is optional.

1. **Ronald Reagan at the Berlin Wall**
2. **Optional: The Beatles' "I Want to Hold Your Hand"**
3. **Optional: The Beatles' "Help"**

WEEK FIFTEEN

Lesson 29

Read Primary Source

Describing the very recent past is always a challenge for historians. We close this unit with just one additional reading, a conversation with Mark Noll and Michael Nazir-Ali. How do these scholars describe Christianity as becoming a global faith? Where does potential for conflict arise because of the developments they describe? You might also speculate on what trajectory these developments might set for the world in the 21st century.

1. **Mark Noll and Michael Nazir-Ali, "Faith and Conflict: The Global Rise of Christianity"**

Lesson 30

Final Exam