

Course Information

History 1333: Survey of Western Civilization

Fall 2019

Meeting Times: MWF 12-12:50 pm (101/L13); TR 2:00-3:20 pm (102)

Meeting Location: PY 202

Professor

Dr. Tiffany A. Ziegler

Department of History

Midwestern State University

Office: O-220

Office Hours: MW 1:00-3:00 pm; 3:30-4:00 pm; by appointment; subject to change

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Course Description/Objectives

As described in the current MSU history course catalogue, the Survey of Western Civilization is “an examination of the traditions which contributed to the intellectual background of modern western society. The course spans the period beginning with the early civilizations of Egypt and Mesopotamia through classical Greece and Rome to the western Middle Ages concluding with the Renaissance and Reformation and the dawn of the modern era.” By the end of this course, students will be able to define and describe important individuals and events in western history, will be able to understand the general framework (chronology and geography) of western history, and will developed an ability to analyze historical sources. More importantly, students will be able to make connections from the past to the present.

Required Books, Readings, and Materials

Cole and Symes, Western Civilizations, Vol. 1, Brief Fourth Edition, 2017. ISBN: 978-0-393-26533-0

Cole, et al, Perspectives from the Past: Primary Sources in Western Civilization, Vol. 1, Sixth Edition, 2016. ISBN: 978-0-393-26539-2

Requirements and Grading

The grade for this course will be based on attendance, discussion, and participation; several short discussion papers; a final exam; and possible weekly quizzes.

Class Attendance

I am assuming that you are an adult and that you can make your own decisions about coming to class. Regardless of what you choose, attendance will be taken at the beginning of class as is required per the Texas University System rules. If you miss 7 or more times your attendance grade will drop one letter grade. The grade will then continue to drop one letter for every additional time missed until ten times missed. After ten times missed you will receive a failing grade for attendance, discussion, and participation. You will also be counted as absent if you show up more than 15 minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and/or fail to participate in class discussion.

Discussion and Discussion Papers

Over the course of the semester we will be examining a number of primary sources. Students must read these works and come to class prepared to speak about them. In addition, students will be writing six short discussion papers (no more than two pages or ~500 words), one of which will be completed as a final exam. Not completing these assignments and/or not participating in discussion will negatively affect the overall grade. More details about the papers is provided below, including an outline of the rubrics used for grading.

*The paper topics are located at the end of the syllabus. All papers must use the primary sources in order to answer the question(s).

*Papers are due at the beginning of the class period. You must staple the pages together or print the papers front to back. You will also need to staple a scoring rubric to the paper, which is provided below.

*Late discussion papers policy: Discussion assignments are due on the assigned days—MWF class will turn in on Friday. You may not submit late discussion papers.

*There are eight paper options. Of the papers, the first three papers must be completed. Of the last four papers, choose two. You may write EVERY paper if you wish, but I will only take the five highest scores.

*Papers need to be typed with a reasonable font (Times New Roman, Cambria, Tahoma, etc.), double-spaced, and have one-inch margins. While you do not need to include a cover page, you do need to include your name, the name of the class, and the section. Please proofread these papers for silly mistakes and errors.

Grading scale for discussion papers:

24/24	100
23/24	95.83
22/24	91.67
21/24	87.5
20/24	83.33
19/24	79.17
18/24	75
17/24	70.83
16/24	66.67
15/24	62.5
14/24	58.33
13/24	54.17

Paper Help

I am more than happy to help you with your papers during office hours and by appointment, but you must come in and get the help in person. In addition, the campus writing center provides free help to any enrolled student. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Examinations

There will be one final exam in the class over the class lectures, readings, and discussions. More detail about the exam will be provided as the course progresses.

Quizzes

We will begin the semester as follows: you read and actively participate. If this continues, nothing will change. If, however, students fail to read and discuss, I will administer weekly quizzes based on the readings.

Grading Breakdown

Grading for the course will break down as follows:

- Five papers: 15% each

75%

- Final Exam 15%
 - Attendance, participation, and discussion 10%
- 100%

The grading scale is as follows: A = 90 and above; B = 80-89; C= 70-79; D = 60-69; F = 59 and below.

Missed Exam or Assignments

A makeup assignment or final exam will not be given unless you have a valid class excuse, including, but not limited to severe illness (with documentation) and a university excused event (again, with documentation). Please notify me in advance and in person if you need to miss class. Avoid any penalties by turning in assignments early or by making arrangements with me if you know you must miss class. In-class work, such as discussion assignments, cannot be made up. Make arrangements to be in class by not scheduling work, child care, doctor's appointments, and other obligations during class time. Late papers will not be accepted.

Support Services

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please meet with the instructor during the first week of class to make arrangements.

Nondiscrimination Statement

Midwestern State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your professor or to the Human Resource Office.

Intellectual Property

All lectures, PowerPoints, handouts, and discussion materials in this class are considered the intellectual property of the professor. Lectures may not be recorded or posted online. This includes taking pictures with your cell phones. In addition, if you miss class, please ask a fellow classmate for the notes. If you are not able to get the notes, see me and I will help you to make accommodations.

Classroom Etiquette

You are responsible for material presented in lectures and the knowledge of any of it will be necessary for papers and the final exam. Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, leaving in the middle of lecture to use the restroom, talking with neighbors, texting and/or using a cell phone. Do not bring work unrelated to class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

Academic Integrity

Cheating, dishonesty and plagiarism will not be tolerated in this course. You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems. Students who plagiarize or cheat on assignments will receive a zero for that assignment—no exceptions. Instances of plagiarism and cheating will be reported to the Dean.

D2L

Students may need to access D2L to complete assignments in this course. To access D2L, go to <https://d2l.mwsu.edu/>

Your username is in the format [first initial + middle initial + 12 characters of last name + #### where #### is the first 4 characters of your date of birth], for example:

Name: Robert T Jones

Date of Birth: 01/03/1998

Username: rtjones0103

Your password is your Mustangs ID followed by an exclamation mark, for example: M10203040!

*Please note that the syllabus, readings, exams, and assignments are subject to change if the instructor feels it is necessary to modify the schedule. *Reminder: Students are expected to read, write, and think in this course.

Week 1: 26-30 August

Introductions

Paleolithic and Neolithic Society

Defining Civilizations

Read Cole and Symes chapter 1; Perspectives from the Past chapter 1

Week 2: 3-6 September

No class 2 September

Ancient Middle East: The Beginnings of Western Civilization

Read Cole and Symes chapter 1 and chapter 2; Perspectives from the Past chapter 1 and 2

Week 3: 9-13 September

The Ancient Middle East, continued

The Cosmopolitan Mediterranean World

Read Cole and Symes chapter 3; Perspectives from the Past chapter 3

Discussion Paper One Due

Week 4: 16-20 September

The Cosmopolitan Mediterranean World

Ancient Greece

Read Cole and Symes chapter 3 and 4; Perspectives from the Past chapter 3 and 4

Week 5: 23-27 September

Ancient Greece, continued

The Hellenistic Diffusion and Synthesis

Read Cole and Symes chapter 4; Perspectives from the Past chapter 4

Discussion Paper Two Due

Week 6: 30 September-4 October

The Rise of the Roman Republic

Read Cole and Symes chapter 5; Perspectives from the Past chapter 5

Week 7: 7-11 October

Imperial Rome

The Decline of the Roman Empire and the Rise of Christianity

Read Cole and Symes chapter 6; Perspectives from the Past chapter 6

Discussion Paper Three Due

Week 8: 14-18 October

Rome's Successors: Byzantium, Islam, and the Germanic West

Read Cole and Symes chapter 7; Perspectives from the Past chapters 6 and 7

Week 9: 21-25 October

The Emergence of 'Feudal Society'

Read Cole and Symes chapter 8; Perspectives from the Past chapter 8

Discussion Paper Four Due

Week 10: 28 October-1 November

The Expansion of Europe

Read Cole and Symes chapter 8 and 9; Perspectives from the Past chapter 8 and 9

28 October—Last Day for a "W"

Week 11: 4-8 November

The Consolidation of Europe

Read Cole and Symes chapter 9 and 10; Perspectives from the Past chapter 9 and 10

Discussion Paper Five Due

Week 12: 11-15 November

The Later Middle Ages: Death, Disease, and Destruction

Read Cole and Symes chapter 11; Perspectives from the Past chapter 11

Week 13: 18-22 November

Recovery and The Age of Exploration

Read Cole and Symes chapters 12 and 14; Perspectives from the Past chapter 12 and 13

Discussion Paper Six Due

Week 14: 25 November-26 November

The Renaissance

Read Cole and Symes chapter 12; Perspectives from the Past chapter 12

Holiday Break: 26 November-1 December

Week 15: 2-6 December

The Reformation: Wars of Religion and Conclusions

Read Cole and Symes chapter 13; Perspectives from the Past chapter 13

Review for final

Discussion Paper Seven Due

Final Exams: 7-13 December

Discussion Papers Scoring Rubric

	Capstone	Milestone		Benchmark
	4	3	2	1
Critical Thinking: Explanation of the Issue	Clear, strong, comprehensive thesis stated delivering all relevant information necessary	Thesis is weak or flawed but present to the extent that it is not impeded by omissions	Thesis is more implied than clear or is at the end; the thesis may leave terms undefined, ambiguities unexplored, and/or backgrounds unknown	No clear thesis or the thesis is stated without clarification or description
Critical Thinking: Use of Evidence	Appropriate sources (namely primary but also secondary) present with appropriate analysis/interpretation and relation to thesis, meaning that there is enough interpretation and evaluation to develop a comprehensive analysis while also considering others' points of view	Appropriate sources present but without appropriate analysis/interpretation and relation to thesis. There is only some interpretation and evaluation to develop a comprehensive analysis and/or there is only some consideration of others' points of view	Few sources present (or use of only secondary sources) and/or without appropriate analysis/interpretation in relation to thesis. There is little interpretation and evaluation to develop a comprehensive analysis and/or there is little consideration of others' points of view	No appropriate sources used
Critical Thinking: Conclusion	Conclusion is logical and reflects the student's informed evaluation of the topic and sources	Conclusion is logical but weak. It only partially reflects the student's informed evaluation of the topic and sources	Conclusion present but does not reflect the student's informed evaluation of the topic and sources	Conclusion confused, oversimplified, or not present
Communication and Writing	Student successfully executes of wide range of conventions specific to communication and writing, including: grammar, spelling, organization, content, presentation, formatting, and style	Student only partially executes of wide range of conventions specific to communication and writing, including: grammar, spelling, organization, content, presentation, formatting, and style; straightforward language is used to convey the meaning and there may be some errors	Conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, are basic; basic language is used to convey the meaning and there may be many errors	Attempts to use the basic system of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, but language and errors impede the meanings being conveyed
Intercultural Knowledge	Clearly understands the source's values in the context of the times by initiating and developing verbal interactions with culturally different others	Partially understands the source's values by initiating and developing verbal interactions with culturally different others; the essay may show confusion or a partial reading of the present into the past	Vague understanding of source's values through verbal interactions with culturally different others; has difficulty suspending judgments	Little or no understanding of source's values through verbal interactions with culturally different others; is unaware of own judgments
Personal Responsibilities	Through verbal communication articulates a complex understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a shared understanding of multiple cultural perspectives of a source.	Partial relation of document's values through verbal communication; articulates a partial understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a partial understanding of multiple cultural perspectives of a source	Relation of document's values to actions more implied than stated or vague through verbal communication; articulates a partial or implied understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides an implied understanding of multiple cultural perspectives of a source	Relation of values to actions not addressed

Scoring Rubric					
	4	3	2	1	0
Explanation of the Issue					
Use of Evidence					
Conclusion					
Communication and Writing					
Intercultural Knowledge					
Personal Responsibility					

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Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). This first paper is meant to introduce you to primary and secondary sources, how to use the sources, and how to cite properly. Please follow the directions below using chapter one of your textbook (Cole and Symes) and the primary sources. You may also use any primary sources from chapter one of your textbook. Failure to use primary evidence will result in a lower grade. Answer the following question:

1. What is the difference between societies (Paleolithic and Neolithic) and civilizations (i.e., Egypt, Mesopotamia, etc.)?—Please draw your response from the textbook (Cole and Symes, pg), primary sources (*The Code of Hammurabi*, pg), and lectures (lecture, date), being sure to cite properly.

You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole and Symes book, you cite as follows:
 - Cole and Symes argue that “the distinctiveness of Egyptian civilization rests on this fundamental ecological fact” (Cole and Symes, 17).
 - If you use something from a document, cite as follows:
 - “If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed...” (*The Code of Hammurabi*, 18).
 - Integrate the sources: no free-floating quotations.
 - The Epic of Gilgamesh bears striking similarities to the Book of Genesis, especially when Utnapishtim tells Gilgamesh that on the seventh day after the flood “I sent forth a dove and released it” (*The Epic of Gilgamesh*, 12).
- Use only class materials.
- Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). In this second paper you will continue to develop skills related to the use of primary and secondary sources through comparison and contrast. Please follow the directions below. Failure to use primary evidence will result in a lower grade.

1. Read chapter two of Cole and Symes and the primary sources.
2. Answer the following: Religion has been identified as one of the key components of civilization. Is it, however, the most important characteristic of a civilization?
3. Choose one polytheistic group and one monotheistic group in order to make your case for religion or for another characteristic of your choice.
4. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
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- Use only class materials.
- Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). In this third paper you will refine skills related to the use of primary and secondary sources. Please follow the directions below. Failure to use primary evidence will result in a lower grade.

1. Read chapters three and four of Cole and Symes and the sources.
2. Answer the following: “Don’t hate the player; hate the game”—how did the Western Greeks (the players) change civilization (the game)? *Hint: you might think in terms of individualism, philosophy, science, medicine, etc.
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole and Symes book, you cite as follows:
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Introduction: Historians pose questions and then attempt to answer them with evidence that the peoples who have come before have left behind (primary documentation). By now, you should have the necessary practice to draw your own conclusions. Your job is to answer one of the following questions in a well-thought out and fully-supported response that uses primary evidence. Failure to use the primary evidence will result in a lower grade.

1. Read chapters 5 and 6 in Cole and Symes and the primary sources.
2. The history of Roman can be divided into the following periods:
 - a. Foundation, 753-509 BCE
 - b. Republic, 509-27 BCE
 - c. Empire, 27 BCE-284 CE
 - d. Late Antiquity, 284-500 CE
3. Choose one. At what point in Roman history did the Romans achieve their golden age? Why?
5. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
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1. Read chapter seven of Cole and Symes and the primary sources. You may also use chapter six (the Christian Church).
2. “Nobody exists on purpose. Nobody belongs anywhere. We’re all going to die.” Who (or what) ended the Roman Empire and began the early Middle Ages?
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
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Introduction: Historians pose questions and then attempt to answer them with evidence that the peoples who have come before have left behind (primary documentation). Your job is to answer one of the following questions in a well-thought and fully-supported response that uses primary evidence. Failure to use the primary evidence will result in a lower grade.

1. Read chapters 8 and 9 in Cole and Symes and the primary sources.
2. What impact did the Crusades have on Western Civilization? On non-Western Civilization?
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
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1. The times were good (trade and exploration). The times were bad (plague, famine, war, death). How did both experiences—good and bad—help to shape Western Civilization in the later Middle Ages?
2. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
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