

HIST101, Western Civilization to 1648 (CRN 34977) – 3 credit hours
UNM Valencia, Spring Semester 2016
MW 9:00am-10:15am, Room A-127
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Course Description

HIST 101: Western Civilization to 1648 (3 credit hours). This course covers ancient times to 1648. It meets UNM Core Curriculum Area 5: Humanities, and meets New Mexico Lower-Division General Education Common Core Curriculum Area V: Humanities and Fine Arts.

Goals and Outcomes

During this course, I hope each of you will improve your skills in the following areas: written communication, critical thinking, international issues, and historical knowledge. Specifically we will examine the following learning outcomes:

- 1) Students will distinguish between primary and secondary sources and identify and evaluate evidence.
- 2) Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.
- 3) Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space.
- 4) Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past.
- 5) Students will demonstrate ethical use of sources and provide accurate and properly formatted citations in formal papers.

Your tests and papers are designed with these in mind. You will strive to synthesize and analyze the material, not just spit it out on a test. My personal goal is for you to understand and recognize the importance of some area of history that you had never considered before.

The specific content goals for HIST101 include the following:

- 1) The student will understand the emergence of Sumerian and Egyptian civilizations in the Fertile Crescent and be able to compare and contrast these two ancient cultures.
- 2) The student will understand the Classical cultures of Greece and Rome and why their influence continues to shape western political and philosophical thought and artistic conventions.

- 3) The student will understand the ways in which the Medieval period represents the breakdown of the Roman Empire, the impetus for the rise of European nation states, and the development of the Christian Church as a binding agent for the West.
- 4) The student will understand the impact of the birth of Islam.
- 5) The student will understand how the Renaissance gives re-birth to Classical culture through humanism whereby art, philosophy, and politics are transformed from a predominantly clerical society to an increasingly secular one.
- 6) The student will understand the European age of exploration, including the impact of the Columbian Exchange, trans-Atlantic Slavery, triangular trade and the creation of the modern, integrated Atlantic economy.
- 7) The student will understand how the Protestant Reformation shattered the Christian unity of Europe and how the Catholic Counter-Reformation led to a century of religious wars.

Text

Lynn Hunt, *The Making of the West: A Concise History, Vol. I*, 5th edition (Bedford/St. Martin's Press: 2016)

Make-ups

Please make separate arrangements with me in the event you must miss an exam and need a make-up. The make-up must be taken within one week of the missed exam.

Attendance

Regular participation, attendance, and the turning in of assignments are expected. 5% of your total grade is based on participation. If you are absent for the first two total weeks of class, you will be disenrolled/dropped from class. After that point in the semester, **you will not be dropped for excessive absences**; therefore, **do not assume you will be dropped** if you stop attending after the first two weeks. You must communicate with me if something is preventing you from attending. For the total semester, you can have three "free" absences. After that, you start to lose ½ point from your grade for each absence. As indicated above, you have 5 points total (5% out of 100%) for attendance.

Academic Integrity

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>. The policy states:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic Dishonesty is defined as:

"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Equal Opportunity and Non-Discrimination

UNM faculty are considered responsible employees. This designation requires that any report made to a faculty member regarding sexual misconduct or gender discrimination must be reported to the Office of Equal Opportunity and the Title IX Coordinator. For more information regarding sexual misconduct, see:

<https://policy.unm.edu/university-policies/2000/2740.html>

UNM is committed to creating and maintaining a community in which students and employees can learn and work together in an atmosphere that enhances productivity and draws on the diversity of its members, and is free from all forms of disrespectful conduct, intimidation, exploitation, and harassment. The purpose of this policy is to guide University officials to take whatever action may be needed to prevent, correct, and, when necessary, to discipline behavior which violates this policy. In fulfilling its dual tasks of educating and providing public service, the University can, and shall, demonstrate leadership in eliminating discrimination and providing equal opportunities in employment and education. <https://policy.unm.edu/university-policies/2000/2720.html>

Disability Statement

If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujan@unm.edu.

Grades

Grading falls on a ten point scale, with plus and minus designations as follows:

A+	(97-100)
A	(93-96)
A-	(90-92)
B+	(87-89)
B	(83-86)
B-	(80-82)
C+	(77-79)
C	(73-76)
C-	(70-72)
D+	(67-69)
D	(63-66)
D-	(60-62)
F	(0-59)

Tests

There will be three exams this semester, including a non-comprehensive final. All exams are made up of short answer responses, and will be based on class lecture, discussion, and the text. **I will provide blue exam books for you on test days.** These are what you will use for the exams. The exams will count the following percentages toward your final grade: exam 1 -- 20%; exam 2 -- 20%; final - 20%. 5% of your grade will come from class participation. The remaining 35% of your grade will come from three additional assignments: two historical analyses (10% each), and a reaction paper based on *Hammurabi's Code* (15%).

Historical analyses

These are **two-page** (approximately 700 words) papers that will reflect your views on an historical topic. The first paper will cover a topic from the first half of class, and the second paper will cover a topic from the second half of class. The first analysis is due **Mon., March 7**, and the second analysis is due **Wed., April 27**. We will go over possible topics and possible ways to organize your analyses in class. These short papers are designed to help you look at historical context, why things happen, and why those things might be significant to us today. If you would rather do some type of interactive project (PowerPoint, Prezi, video) instead of a written paper for the analyses, that is fine.

Reaction Paper

This paper is to be **three pages** in length (approximately 1000 words) and is due **Wed., Feb. 10**. You will choose a focused topic on the *Hammurabi* text from a list on the guide sheet that I will provide. You must use material from the text to support your thesis, and cite it appropriately. We will discuss how to do this in class. No matter what topic you choose, your paper should address historical significance - how does what you are discussing reflect upon their culture and era?

Class Outlines - please read the chapters in your Hunt text before class. Even though I will not read to you from the text, it is your tool for study and a deeper understanding. If you read the material before class each time, you will better understand the topic for the day and be able to more effectively participate in class discussion.

Wed., Jan. 20 - Prehistory (Ch. 1)

Mon., Jan. 25 - Mesopotamia (Ch. 1)

Wed., Jan. 27 - Mesopotamia, II and Egypt (Ch. 1). Discussion of *Hammurabi's Code*.

Mon., Feb. 1 - Egypt, II (Ch. 1)

Wed., Feb. 3 - Greece (Ch. 2)

Mon., Feb. 8 - Greece, II (Ch. 2)

Wed., Feb. 10 - Greece, III (Ch. 3). *Hammurabi's Code* reaction paper due.

Mon., Feb. 15 – Hellenistic Period (Ch. 4)

Wed., Feb. 17 – Rome (Ch. 5)

Mon., Feb. 22 – Rome, II (Chs. 6 and 7)

Wed., Feb. 24 – Rome, III (Chs. 6 and 7)

Mon., Feb. 29 – Exam 1

Wed., March 2 – Byzantium and Islam (Ch. 8)

Mon., March 7 – Early Medieval Period (Ch. 9). First historical analysis due.

Wed., March 9 – High Medieval Period (Ch. 10)

Mon., March 14 and Wed., March 16 – Spring Break – no class

Mon., March 21 – High Medieval Period, II (Ch. 11)

Wed., March 23 – Late Medieval Period (Ch. 12)

Mon., March 28 – Renaissance (Ch. 13)

Wed., March 30 – Renaissance, II (Ch. 13)

Mon., April 4 – Renaissance, III (Ch. 13)

Wed., April 6 – Exam 2

Mon., April 11 – New World Exploration (Ch. 14)

Wed., April 13 – Spain and the Southwest (no chapter)

Mon., April 18 – Reformation (Ch. 14)

Wed., April 20 – Reformation, II (Ch. 15)

Mon., April 25 – Reformation, III (Ch. 15)

Wed., April 27 – Early Modern Politics (Ch. 15). Second historical analysis due.

Mon., May 2 – Early Modern Politics, II (Ch. 15)

Wed., May 4 – last day of class

Wed., May 11 – Final Exam (9:00am-11:00am)