

HIST101, Western Civilization to 1648 (CRN 35215) – 3 credit hours
UNM-Valencia, Spring Semester 2019
MW 10:30am-11:45am, Room A-131

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Office Hours: 8am-5pm, Mon.-Fri., except for class time. (I am generally here, but it is wise to make an appointment.)

Course Description

This course is a chronological treatment of the history of the western world from ancient times to the early modern era. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations that impact and influence the development of "western" civilization.

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 be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era.
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events.
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."

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 be able to discern and describe 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 be able to outline 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 be able to describe the impact of the birth of Islam upon the world, and analyze how the religion affected the future of the region and beyond.
- 5) The student will be able to indicate the ways in which 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 be able to analyze how 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, impacted the modern development of the region.
- 7) The student will be able to describe how the Protestant Reformation shattered the Christian unity of Europe and how the Catholic Counter-Reformation led to a century of religious wars.

Readings

There will be several readings that I will distribute to you in class, either on paper or electronically on Blackboard Learn. Also, you have access to an open source electronic textbook here: <https://oer.galileo.usg.edu/history-textbooks/3/>.

***You do not have to purchase a text for this course.**

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

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see page 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.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 part short answer, part essay, and will be based on class lecture, discussion, and the readings. **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, double spaced) 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 4**, and the second analysis is due **Wed., April 24**. 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, double spaced) and is due **Wed., Feb. 6**. 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

Mon., Jan. 14 – Prehistory

Wed., Jan. 16 – Mesopotamia

Mon., Jan. 21 – No class, MLK Day

Wed., Jan. 23 – Mesopotamia II and Egypt. Discussion of *Hammurabi's Code*.

Mon., Jan. 28 – Egypt II

Wed., Jan. 30 – Egypt III

Mon., Feb. 4 – Greece

Wed., Feb. 6 – Greece II. *Hammurabi's Code* reaction paper due.

Mon., Feb. 11 – Greece III and Hellenistic Period

Wed., Feb. 13 – Rome

Mon., Feb. 18 – Rome II

Wed., Feb. 20 – Rome III

Mon., Feb. 25 – Exam 1

Wed., Feb. 27 – Byzantium and Islam

Mon., March 4 – Early Medieval Period. First historical analysis due.

Wed., March 6 – Early Medieval Period II

Mon., March 11 and Wed., March 13 – Spring Break – no class

Mon., March 18 – High Medieval Period

Wed., March 20 – High Medieval Period II

Mon., March 25 – Late Medieval Period

Wed., March 27 – Renaissance

Mon., April 1 – Renaissance II

Wed., April 3 – Renaissance III

Mon., April 8 – Exam 2

Wed., April 10 – New World Exploration

Mon., April 15 – Reformation

Wed., April 17 – Reformation II

Mon., April 22 – Reformation III

Wed., April 24 – Early Modern Politics. Second historical analysis due.

Mon., April 29 – Early Modern Politics, II

Wed., May 1 – last day of class

Wed., May 8 – Final Exam (10:00am-12:00pm)