

western civilization I

HIST 1150
Section 501
CRN 83165
3 credit hours

Mon/Wed:
10:30am-11:45am

UNM-Valencia
Room SCC 200
(above the
Wellness Center)



Akhnaten, Nefertiti and family, circa 1350 BCE, 18th Dynasty, Ancient Egypt



Nefertiti

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.

Dr. Laura Musselwhite
Dean of Instruction (and proud to be your instructor this semester!)

Office:
Arts and Sciences Building,
Room 114 – in Academic Affairs
8:00am to 5:0pm most days

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Course 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 HIST1150 include the following:

- 1) The student will be able to analyze the progression of prehistoric societies to a more complex system of societies and governments.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) 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.

<p>important university stuff to know</p> <p>UNM sets policies designed to provide services and help with your success. Please take a look at these.</p>	<p>Academic Integrity</p> <p>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: <i>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.</i></p> <p>Academic Dishonesty is defined as: <i>"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.</i></p>	<p>Equal Opportunity and Non-Discrimination</p> <p>Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women’s Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are “responsible employees” who must communi cate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.</p>	<p>Disability and Accommodations</p> <p>UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. Also available is the Accessibility Resource Center at UNM-Albuquerque at arcsrvs@unm.edu or 505-277-3506.</p>
	<p>UNM-Valencia Resources</p> <p>Please see these campus resources: https://valencia.unm.edu/students/student-resources/index.html</p> <p>Also, there are opportunities available through the Pasos Resource Center: https://valencia.unm.edu/campus-resources/pasos/pasos-resource-center/index.html</p>		

Course details

Readings

There will be several readings that I will distribute to you in class, either on paper or electronically on Canvas. Also, you have access to an open source electronic textbook here: <https://oer.galileo.usg.edu/history-textbooks/3/>. Another text option can be found in pdf form in Canvas. Both texts are good options to utilize.

***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 $\frac{1}{2}$ point from your grade for each absence. As indicated above, you have 5 points total (5% out of 100%) for attendance.



Book of Hours, June



Book of Hours, February

More course details

Reaction Paper

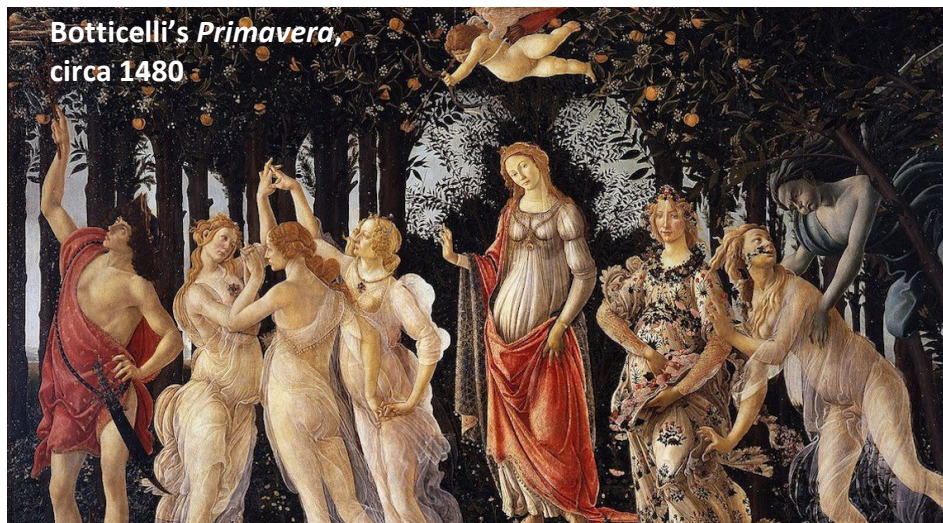
This paper is to be **two to three pages** in length (approximately 750 words, double spaced) and is due **Mon., Feb. 9**. You will choose a law or set of related laws from *The Code of Hammurabi* to discuss. Your paper will have two parts: 1) what the law(s) mean and why you think they existed in the first place, and 2) how such laws relate to something in your life. We will discuss both of these in class, and I will provide you with a guide sheet.

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 9**, and the second analysis is due **Wed., April 29**. We will go over possible topics and ways to organize your analyses in class. If you would rather do some type of interactive project (PowerPoint, Canva, video) instead of a written paper, that is fine. We will spend time in class working on these, and students will present their work to the class.

Exams

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 *The Code of Hammurabi* (15%).



Grading Scale:

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)

Reaction Paper	15%	Due February 9
Historical Analysis 1	10%	Due March 9
Historical Analysis 2	10%	Due April 29
Exam 1	20%	February 25
Exam 2	20%	April 6
Final Exam	20%	May 13
Attendance/Participation	<u>5%</u>	
Total	100%	

Class Outline

Wed., Jan. 21 – Introduction to course

Mon., Jan. 26 – Prehistory

Wed., Jan. 28 -- Mesopotamia I

Mon., Feb. 2 – Mesopotamia II and discussion of *The Code of Hammurabi*

Wed., Feb. 4 – Egypt I

Mon., Feb. 9 – Egypt II. *The Code of Hammurabi* reaction paper due.

Wed., Feb. 11 – Greece I

Mon., Feb. 16 – Greece II

Wed., Feb. 18 – Greece III and the Hellenistic Period

Mon., Feb. 23 – Workshop day for first historical analysis

Wed., Feb. 25 – Exam 1

Mon., March 2 – Rome I

Wed., March 4 – Rome II

Mon., March 9 – Rome III. First historical analysis due.

Wed., March 11 – Classroom presentations on first historical analysis

Mon., March 16 and Wed., March 18 – Spring Break – no class

Mon., March 23 – Byzantium and Islam

Wed., March 25 – Early Medieval Period

Mon., March 30 -- High Medieval Period

Wed., April 1 – High Medieval Period II

Mon., April 6 – Exam 2

Wed., April 8 – Late Medieval Period

Mon., April 13 – Renaissance

Wed., April 15 – Renaissance II

Mon., April 20 – Workshop day for second historical analysis

Wed., April 22 – New World Exploration

Mon., April 27 – Reformation I

Wed., April 29 – Reformation II. Second historical analysis due.

Mon., May 4 – Classroom presentations on the second historical analysis

Wed., May 6 – Early Modern Politics I, last day of class

Wed., May 13 – Final Exam (10:30am-12:30pm)

