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Western Civilization 101-5: Ancient World to the New World (Online) Fall 2011: August 22nd—December 13th

Course Description

Western Civilization to 1715: Western Civilization I is a broad survey of Western history from antiquity to 1715. The material is divided roughly into three major sections: ancient cultures through the fall of Rome, the development of Medieval Europe, and the emergence of early modern states and societies. This course will pay specific attention to Western Civilizations' quest to control many factors of human life including the environment, human relationships, and spirituality. To do this we will examine the political structures, ideas, religions, events, movements, social and economic developments, and personalities that have shaped western culture and identity and its rise to prominence.

Course Goals

Students should be able to:

- Identify and analyze the key themes in Western Civilization mentioned above
- explain the role and involvement of a variety of people in these key themes.
- analyze and interpret primary and secondary source materials.
- use historical knowledge and interpretations to understand your own experience
- critically write and discuss online about the issues and themes presented in this course.
- learn basic online course skills including the use of e-Spartan and Blackboard

Note for Online Courses: This is an online course. Therefore, the majority of our interaction will take place through Blackboard and email. I will always answer emails within 24-48 hours of your initial contact, but I do not answer emails on weekends. Any online course requires certain amounts of technological and computing skill. As a result, it is your responsibility to ensure that your computer, your Internet connection, and your university accounts are up-to-date and functioning properly. Concessions for technological problems will only be given in the direst circumstances.

Required Texts: (available at UNCG bookstore, Amazon.com (and other online book stores), and at Jackson library)

Western Civilization: Volume I: To 1715, Jackson J. Spielvogel

Course Requirements

Participation and class citizenship in online discussion: 30%

Weekly Chapter Outlines: 25%

Two primary source assignments: 2 x 10% = 20%

Final Essay: 25%

We will use the following grading scale: 99 and above A+, 93 and above A, 90-92 A-, 88-89 B+, 83-87 B, 80-82, B-, 78-79 C+, 73-77 C, 70-72 C-, 68-69 D+, 63-67 D, 60-62 D-, 59 and below F.

Discussion: **There will be twelve online discussions based on your Blackboard primary source readings and one practice discussion during the first week. Your weekly readings are located under the "Primary Source Readings" tab on our Blackboard homepage. Each student is responsible for selecting and completing eight out of twelve.** I will post a prompt under the discussion board tab on Blackboard for each of the twelve weeks. **Every student must post** at least three responses to the material **for every discussion by 6:00pm on Sunday** of the assigned calendar week, unless scheduled otherwise. Each student **must also respond to at least one of your classmates' posts**. Consistent participation and engagement in these discussions, beyond the required posts, will result in a better overall discussion grade. **Each post must be at least 100-150 words** and must convey your understanding and interpretation of the material. In other words, do not post simple one sentence discussion responses or do not simply agree or disagree with your classmates. Be polite and articulate, but the overall goal is to reveal your knowledge of the material and engage your classmates while synthesizing your point of view.

Guidelines for Discussion Grades:

Quantity – You must post a minimum of three quality messages per week (see below for descriptions of "quality"). Please note that this is a bare minimum – more messages will usually be needed in order to receive above a C grade on that week's discussion. This is a discussion thread that will grow throughout the week. Several posts will allow the conversation to really fully develop.

Active Participation – Your discussion posts should span throughout the duration of the discussion. For example, if you post seven messages during the week, you will earn more points if two are posted on Tuesday, one on Wednesday, one on Thursday, two on Friday, and one on Saturday or Sunday. Even if you post more than three messages, and even if they are good messages, if you post them all on one day this means you are not really actively participating in the ebb and flow of the discussion. A good discussion, by definition, involves fluid communication.

Quality – Here are some criteria for quality discussion messages:

- Your posts should demonstrate engagement with the specific ideas of others. For example, when you respond to another student's post, state what you are specifically replying to (instead of merely saying things like "good idea!")
- Messages that consist entirely of statements like "I agree!" or "Good point Kevin!" are fine, and it is good to encourage your classmates, but these kinds of messages will earn you almost no points. So, if you leave six messages in a week, at least three of them need to be more thoughtful.
- Adding hyperlinks to your posts can be a great idea – it is a way to cite an outside source and share more information with everyone in class. However, a message should include more than the hyperlink – if you post a hyperlink you should also briefly "abstract" or summarize the main ideas you found in the site to which you are linking. Sites from hyperlinks ending in .edu or .gov are edited for quality and factual information. Try to post links from these sites where possible.
- Asking thought-provoking questions is another way to earn quality points, especially if you follow up by responding to the replies to your question (thus helping to create a "discussion thread").

Weekly Chapter Outlines: **Each student must create twelve weekly outlines of their choice on that corresponding week's *Western Civilization* readings. Each outline should contain bullets of major points and a 200-word chapter summary and at least one point you found interesting.** Be sure to take good notes as you read to help prepare for your outlines. Each week's outline must be submitted to the digital drop box on Blackboard by Sunday of each calendar week. Outlines should highlight major themes of the week's readings as well as several points of interest chosen by each student. Outlines will be evaluated on the depth and breadth of their coverage as well as the strength of summary.

Primary and Secondary Sources: Throughout this course you will be responsible for understanding and interpreting both primary and secondary source materials. A primary source is a document or physical object, which was written or created during a specific time period or series of events. These sources are specific to an experience or time period and offer a personal reflection of a particular event. A secondary source interprets, analyzes, and synthesizes primary sources. These sources are removed from the event under study by time and place. Secondary sources may have pictures, quotes or graphics of primary sources in them. Visit the following link for a good description:

<http://www.princeton.edu/~refdesk/primary2.html>

Primary Source Analysis: **Each student is required to write two, two to three page analyses of one primary document from readings posted on Blackboard.** A good primary source analysis will identify the source type, its origins, its authenticity, and the context of the document in the larger historical picture. I will post the documents by the end of the first week of class for students to choose from as well as details and

examples of how to approach this assignment. **The first paper will be due during week 7 and the second will be due on week 13.** We will discuss this assignment more thoroughly in the coming weeks.

Final Essay: Your final essay will consist of a single cumulative and interpretative question based on one of the three sections covered in this course of your choosing. The final essay is due during the last week of class. Papers should be 3-4 pages in length, titled, and double-spaced, with name, date, and course information at the top. Spelling, grammar, and organization will be heavily evaluated. I will post a rubric within the coming weeks with detailed instructions for success on this essay.

Academic Integrity Policy

Any student caught cheating or plagiarizing will receive a failing grade for the course. All writing assignments do not require that you consult extra materials. If you do consult outside materials, make sure that you use them only for deep background understanding, not as the basis for your essays. Your primary source assignments should be based on your own ideas, conceived after reading the assigned readings, and written in your own words. This course will abide by the University's Academic Integrity Policy, which is available on the following website:

<http://studentconduct.uncg.edu/policy/academicintegrity/>
<http://academicintegrity.uncg.edu/complete>

Course Schedule:

Part I: The Ancient World

Week 1 (08/22-08/28) Chapter 1: The Ancient Near East: The First Civilizations
Practice Discussion: What is Civilization and should it be divided into Eastern and Western?

Week 2 (08/29-09/04) Chapter 2: The Ancient Near East: Peoples and Empires
1st Discussion: Document 1.5—Hammurabi's Code

Week 3 (09/05-09/11) Chapter 3: The Civilization of the Greeks
2nd Discussion: Document 2.5—Education and the Family in Sparta

Week 4 (09/12-09/18) Chapter 4: The Hellenistic World
3rd Discussion: Document 3.5—Pericles' Funeral Oration

Week 5 (09/19-09/25) Chapter 5: The Roman Republic
4th Discussion: Document 4.3—Slaves in the Roman Countryside

Week 6 (09/26-10/02) Chapter 6: The Roman Empire
5th Discussion: Document 5.2—A Satirical View of Women

Part II: The Middle Ages

Week 7 (10/03-10/07) Chapter 7: Late Antiquity and the Emergence of the Medieval World. No Discussion. **1st Primary Source Analysis Due**

Week 8 (10/12-10/16) Chapter 8: European Civilization in the Early Middle Ages
6th Discussion: Document 6.5—A Christian’s Description of the Mongols. **Shortened Week for Fall Break**

Week 9 (10/17-10/23) Chapter 9: The Recovery and Growth in the High Middle Ages
7th Discussion: Document 8.3—College Life Between Students and Their Fathers

Week 10 (10/24-10/30) Chapter 10: The Rise of Kingdoms and the Growth of Church Power. 8th Discussion: Document 7.2—Benedict of Nursia, The Rule of Saint Benedict

Week 11 (10/31-11/06) Chapter 11: The Later Middle Ages: Crisis and Disintegration in the 14th Century. 9th Discussion: Document 9.6—Workers Revolt The Demands of the Ciompi

Part III: Early Modern Europe

Week 12 (11/07-11/13) Chapter 12: Recovery and Rebirth: The Age of the Renaissance
10th Discussion: Document 10.1—Petrarch: Rules for the Ruler

Week 13 (11/14-11/20) Chapter 13: Reformation and Religious Warfare in the Sixteenth Century. 11th Discussion: Document 11.2—Luther’s *Ninety-Five Theses*. **2nd Primary Source Analysis Due**

Week 14 (11/21-11/27): Thanksgiving Break—No Class

Week 15 (11/28-12/05): Chapter 14: Europe and the World: New Encounters, 1500-1800
12th Discussion: Document 10.4—Bartholomew De Las Casas “Amerindians and the Garden of Eden”

Week 16 (12/07-12/13): Final Essay Due