

WCV 101: Western Civilization Part I (online)

Spring Session: January 9, 2012- April 25, 2012

Instructor: Ms. Paige Meszaros

Office: Moore Humanities Building (MHRA) Room 2103

Office Hours: by appointment only

Virtual Office Hours on SKYPE: By appointment only. Email me to set up a time and date.

Email: epmeszar@uncg.edu

Availability: Email, Virtual Office Hours, Campus visits

- I check school email **daily** and I always send a response. An online course is available to you 24/7 but please remember that I am not. Just as I do not expect you to spend all of your time on this course, at the expense of other aspects of your life, please grant me the same courtesy. I will reply to your email as soon as I have the chance.
- If you have not heard from me within 48 hours, in reply to your email, then assume that I did not get the message or any information that was communicated and send it again. It is not necessary for you to send multiple messages in one day about the same topic.
- I share an office with other instructors at UNCG, but since I am a distance educator I am not on campus every day and I do not have an office phone.
- On SKYPE we can do an audio conference and you can ask questions. Instructions for using SKYPE are on our Blackboard page under the button labeled "SKYPE."

Course Description

The main theme we will use to understand the origins of Western Civilization is POWER. Through strategic readings and assignments we will explore the development of power relationships between humans and legal systems, religious frameworks, gender relations, nation states, culture, and technology.

Western Civilization 101 covers the period from Ancient Greece and Rome (c. 750 B.C.E or Before the Christian or Common Era) up to Early Modern Europe, the Renaissance, the Protestant Reformation, and the Atlantic Slave System (c. 1740 C.E. or Christian or Common Era). Since we will be looking at over 2,000 years of history, we will touch on the most significant historical events and developments. The nature of a survey course dictates that we will be covering broad geographies and time frames and the pace of the course is BRISK.

The textbook will act as a secondary source, providing us with necessary background information, while the discussion board topics will focus on primary sources—documents, such as laws, religious texts, and literature, written at the time (or shortly after) the events they describe.

Required Textbook

Hunt, Lynn, et al. *The Making of the West: Peoples and Cultures*. (Vol. 1 to 1740), 3rd edition. (Bedford/St. Martin's, 2010). ISBN 13: 978-0-312-55459-0 or ISBN 10: 0-312-55459-1.

The text is available on campus at the UNCG bookstore or online. It is also available for a two-hour in house check out at the Jackson Library on UNCG's campus. Consult the circulation desk in the library to check out the book.

You can buy an e-book version of the text at the link below:

<http://www.coursesmart.com/cart?isbn=9780312594398&freetrialcart=0dcc4bd7-5ede-428a-bc3f-401ff969a40c>

Course Documents:

All primary source documents can be found on our course homepage on Blackboard under the tab labeled "Course Documents." You will use these to answer the questions for the Discussion Board assignments.

Documents 5, 6, 7, 9, 10, 11, 15, 19, 20, and 22 can be found with direct links on the "Course Documents" page.

Documents 1, 2, 3, 4, 8, 12, 13, 14, 16, 17, 18, 21 can be found under the link entitled "CD-Documents in Western Civilization" on the "Course Documents" page. Click on the link, go to the Table of Contents page, click on the title of the document you are searching for and you will be taken there directly from this page.

Course Objectives:

1. Students and instructor will create a **tolerant environment** in which a diversity of opinions are shared and debated.
2. Students will learn to understand and evaluate a variety of **methods for using historical evidence**.
3. Students will learn how to **synthesize central arguments** of readings and evaluate major points of agreement or disagreement among historians and historical actors.
4. Students will **distinguish between primary and secondary** types of historical evidence.
5. Students will **develop critical thinking skills** from a variety writing exercises and key readings.

Learning Outcomes

Students who spend at least 3-4 hours a day completing all reading and writing assignments, who actively engage in the material, and are *thinking* about and *reflecting* on what they are reading and writing will . . .

- have a firm grasp of key themes in Western Civilization
- improve their writing abilities
- be able to communicate ideas, thoughts, and interpretations more clearly and concisely
- become better independent thinkers, students, and historians

Grading Policies

Students who simply follow all the guidelines for assignments earn grades of C. A grade of C is equivalent to "Average." Those whose work and contributions to the class community are clearly more advanced than the majority's earn grades of B, "Above Average," whereas those who contribute less than the

majority earn grades of D, “Below Average.” Work that is truly exceptional earns a grade of A, “Excellent,” whereas work that is substandard and unacceptable earns a grade of F, “Unsatisfactory.” If you are looking to improve your grade at any point during the course then you must complete work above and beyond the minimum requirements for assignments. For example, you can post thoughtful responses to your classmates on the Discussion Board in addition to your original responses.

Grade Breakdown for the Course

- Discussion Board 70%
 - Quizzes 30%
- Total: 100%**

Grading Scale:

The following grading scale will be used to evaluate student performance:

97 and above A+	88-89 B+	78-79 C+	68-69 D+	59 and below F
93 and 96 A	83-87 B	73-77 C	63-67 D	
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

Rules & Procedures

Communication/Questions

Online classes require discipline and time management. Remember that without the normal interactions of a classroom setting, the only way I have to evaluate your participation in this class is through your performance on quizzes and thoughtful Discussion Board posts. Therefore, you should take your readings and responses seriously. In many ways, your work in this course will be independently driven. However, it is NOT an independent study. I have carefully selected the reading assignments, the textbook, and designed comprehensive assignments. You will be a major participant in a community of learners.

Check the “Announcements” section of Blackboard DAILY, and make certain your UNCG email account works. These are the two primary modes of communication I use, and I want to keep you informed of what’s going on throughout the course.

If you have questions about the course, i.e. syllabus, grading policies, or content, please go to the Discussion Board and click on the topic called, “Questions for the Professor.” More than likely you are not the only student with the same question, and I will not have to answer the same question multiple times if you post your question here. This means of communication is for PUBLIC discourse only. If you have a private concern regarding coursework, your grade, tutoring, etc. please address those to email.

If you have questions/complaints regarding how to use Blackboard or anything technological (web browser settings, downloading information, accessing web links, errors, etc.), please do **NOT** contact me. Instead, go to the link below to contact TECH support through phone or online support:

<http://its.uncg.edu/TSC/>

UNCG’s Tech Support is the appropriate office to help you with technology issues.

Late Work

No late work will be accepted, and there are no appeals. All the deadlines are listed on this syllabus. If you have special circumstances preventing you from turning in an assignment on time, then you must communicate that to me ASAP. Failure to turn in work on time will result in a grade of zero (0). It is unfair and disrespectful to the rest of class if I make exceptions for a small minority who are incapable of staying on track. Students requesting exceptions will be referred to this policy.

Academic Integrity

On all graded assignments, students are expected to submit their own original work. Copying and pasting text without giving credit to the source is obviously plagiarism, but so is stealing someone else's idea or interpretation without giving that person credit. Even if you are paraphrasing from memory something you have read in the past, you need to be able to state the source from which you are paraphrasing this material.

You can access the Academic Integrity Policy HERE:

Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>

Please complete the Jackson Library Plagiarism Tutorial by Friday 1/13/12 at 5 p.m.

You can access the tutorial HERE:

<http://library.uncg.edu/tutorials/index.aspx?m=8>

Anyone caught cheating or plagiarizing WILL receive a grade of F for the assignment without the opportunity to make up the work. Violations will be reported to the University in accordance with the Academic Integrity Policy. Students also risk receiving a final grade of F for the course.

Citation Methodology

If you need to cite the textbook or a primary source in the Discussion Board please use parenthetical documentation at the end of the direct quotation or paraphrase. You cannot earn full credit on a post without using both direct quotations/evidence AND citations.

For example if citing from the textbook: (Hunt, 175) in which Hunt is the textbook author and you are citing something from page 175. You would use this citation at the end of a direct quotation or paraphrase of our textbook.

If citing from a primary source: (*How They Died*, 155) in which *How They Died* is the title of the primary source and page 155 is the page on which you found the cited information. You would use this citation when you are directly quoting the author or paraphrasing his words.

If citing from a primary source without page numbers: (*Roman Baths*, 1) you will begin with page one and follow from there. For example Document 6 for the course is entitled *The Sounds of the Roman Bath* and was written by Seneca and lacks page numbers. If a page number is not visible on the source, you may number your own pages beginning with the number one and move forward from there.

If citing from the editor's introduction to a document: (Introduction, *Hammurabi's Law Code*, 11) in which you want to quote something the editor has stated about the document to provide historical context and not the historical document itself. For example, you would use the above citation if you wanted to talk about the carving of the law code on stone pillars throughout the kingdom. Each document we use in this

course will contain an editor's introduction at the top of the first page of the document. Usually, it is in a different font size or italicized.

Citing material from the editor's introduction or the textbook can provide useful historical context for Discussion Posts. However, they do not count towards your required primary source evidence in posts. They can only enhance your primary source evidence.

This course does not require you to use information from outside sources. In Discussion Board you SHOULD NOT quote from outside sources, but rather confine your comments to the materials from the class. Quizzes are taken entirely from material in our textbook.

Discussion Board

Discussion Board topics are designed to test your completion and understanding of the primary sources. Posts open at 8 a.m. on Mondays each week and close at 11 p.m. the following Sunday due date. Participating in these discussions is absolutely key to succeeding in this course. By practicing your writing abilities on a regular and rigorous basis, and sharing your writing with others, you will become better interpreters of the past. **Posts will be graded on quality, as well as quantity, of writing.** For the first few posts on the Discussion Board, I will provide individualized feedback. Once I am sure that everyone is comfortable with the assignment, I will offer generalized comments directed towards the entire class. It is very important to compare your work to both the individualized and group comments so that you can see both the strengths and weaknesses of your work as a writer and get suggestions for how to improve your writing.

All of the topics require reading primary sources (materials written during the time period in question). These readings are located under the "Course Documents" button of Blackboard. **You MUST reference these readings in your responses with direct quotations and citations.**

Posts should be between 150 and 250 words. Type the "Word Count" at the end of the document before you post. **Please type your posts in a word processor (such as Microsoft Word) before copying and pasting them to the appropriate discussion forum. This will help you avoid spelling errors, and it is always a good idea to have a backup file in case your work does not post correctly in Blackboard.** The edit feature is NOT enabled on Blackboard so your posts should be finalized copies. Don't post unless it's as perfect as you can get it! These are formal essays which should be free of spelling and grammatical errors. Also, remember to get the author and document names CORRECT on your posts. You may always go above the minimum word requirements and in some cases you may feel the need to do so in order to fully answer all questions and fully exploit the evidence.

Students can post their initial response by clicking on "Create Thread," copying and pasting their work into the message box, and then clicking "Submit." To reply to another person's post, students should select that student's post, and then click "Reply." You are encouraged but NOT required to respond to posts of others. It is a good way to check on your understanding of the material to read what others have written about the readings and compare it to your own point of view. Replying to another person's post means you are going above and beyond the basic requirements for the course and that you are positively contributing to the class community.

Feel free either to agree or disagree with someone else's argument, but be certain to provide convincing reasons explaining why you either agree or disagree. **Always be polite and civil on the Discussion Board!** Before you post anything, ask yourself if you would actually say these things to a person in a face-to-face environment? Do not allow the anonymity aspect of the Internet to strip you of your common sense and good manners. This same policy of courtesy should apply to all email communication to the instructor and to your classmates.

The Discussion Board is worth 70% of your total grade. **There are a total of 14 discussion forums on the Discussion Board. You are required to complete 10 of your choice.** Blackboard will automatically record a zero for the four forums you choose not to complete. However, at the end of the course, your final grade will not average in these four assignments. **I will grade the first ten posts you record on the Discussion Board.** You cannot complete extra posts for additional course credit, so be sure to monitor which ones you complete or do not complete throughout the duration of the course.

Quizzes

There are fourteen reading quizzes, each one based on one of the chapters from the textbook. Each quiz is made up of 25 multiple-choice questions and each question is worth 4 points for a total of 100 points for each. Students should only take a quiz after they have read the appropriate chapter thoroughly and taken notes on it. Each quiz will be available for the week during which the textbook chapter is assigned. Quizzes open at 8 a.m. on Mondays each week and close at 11 p.m. the following Sunday due date. You will have the week to complete the quiz. Questions are presented one-at-a-time and you cannot backtrack to previous questions. Read each question carefully; select the BEST possible answer from among the choices. Submit your answer for each question and save each question as you take the quiz. You have only one attempt at this quiz, so do your best.

You can only attempt a quiz one time so make sure you are certain of your answers before you submit and that you have allotted the appropriate time to finish the quiz. The date listed on the syllabus is the date by which the quiz is due and on which the window closes. After the window has closed, the quiz will no longer be available, and any students who have not completed that quiz will receive a zero.

If you decide to complete a quiz on the due date and experience any kind of technical difficulties, you will NOT be allowed to make up these quizzes at a later date. Students requesting exceptions will be referred to this policy. I strongly encourage you not to wait until the last moment to complete these quizzes. You should have plenty of time to complete them if you stay on task. I drop the lowest quiz grade at the end of the semester from your final grade for the course. Quizzes are worth 30% of your final grade for this course. Blackboard will automatically record a zero if you choose not to complete one of the quizzes and then that grade will not be averaged into the final grade for the course. However, if you choose to take all fourteen quizzes, then Blackboard will drop the lowest grade you earned on a quiz.

SKYPE

Look under the button labeled "SKYPE" on our Blackboard homepage for instructions on how to use this program for Virtual Office Hours.

Technical Problem Policy

You CANNOT participate in this course without a working computer and reliable internet connection. Due to the nature of online classes, **NO special concessions will be made for technological difficulties.** Students are responsible for obtaining and maintaining reliable Internet access. Internet access is available at libraries, schools, hotels, and coffee shops worldwide. Therefore, no extensions will be granted due to lack of Internet access. If you have a technical problem, such as a crash or lockup, while taking a quiz, email me requesting a quiz reset. I will reset your quiz within 24 hours if possible.

NOTE: If you wait until the day a quiz is due, you assume responsibility that a technical problem may preclude you from completing the quiz on time. Those who ask for an extension will be referred to this policy. I may or may not have time to give you a quiz reset on a Sunday if you request one.

Course Calendar (Note: All Quizzes and Discussion Prompts are to be completed on UNCG Blackboard. All times and dates are Eastern Standard Time for those of you taking the class outside of North Carolina)

Week One: Monday, January 9, 2012- Sunday, January 15, 2012

The Ancient Near East and The Hebrews

Readings: Textbook Chapter 1: *The Emergence of Western Civilization*, pages 3-45

Activities:

- 1-Personal Biography on Blackboard due by Friday, 1/13/12 by 5 p.m.
- 2-Complete the Jackson Library Plagiarism Tutorial by Friday, 1/13/12 by 5 p.m. (see the Academic Integrity section of the syllabus for instructions)
- 3-Take Quiz 1 on Blackboard by Sunday, 1/15/12 by 11 p.m.
- 4- Complete Discussion Post 1 on Blackboard by Sunday, 1/15/12 by 11 p.m.

Week Two: Monday, January 16, 2012-Sunday, January 22, 2012

Greece's Golden Age

Readings: Textbook Chapter 2: *The Greek Golden Age*, pages 47-83

Activities:

- 1-Take Quiz 2 on Blackboard by Sunday, 1/22/12 by 11 p.m.
- 2-Complete Discussion Post 2 on Blackboard by Sunday, 1/22/12 by 11 p.m.

Week Three: Monday, January 23, 2012-Sunday, January 29, 2012

Hellenism

Readings: Textbook Chapter 3: *From the Classical to the Hellenistic World*, pages 85-117

Activities:

- 1-Take Quiz 3 on Blackboard by Sunday, 1/29/12 by 11 p.m.
- 2-Complete Discussion Post 3 on Blackboard by Sunday, 1/29/12 by 11 p.m.

Week Four: Monday, January 30, 2012- Sunday, February 5, 2012

Roman Empire: Daily Life

Readings: Textbook Chapter 4: *The Rise of Rome*, pages 119-153

Activity:

- 1-Take Quiz 4 on Blackboard by Sunday, 2/5/12 by 11 p.m.
- 2-Complete Discussion Post 4 on Blackboard by Sunday, 2/5/12 by 11 p.m.

Week Five: Monday, February 6, 2012-Sunday, February 12, 2012

Roman Empire: Religious Competitors

Readings: Textbook Chapter 5: *The Roman Empire*, pages 155-195

Activities:

- 1-Take Quiz 5 on Blackboard by Sunday, 2/12/12 by 11 p.m.
- 2-Complete Discussion Post 5 on Blackboard by Sunday, 2/12/12 by 11 p.m.

Week Six: Monday, February 13, 2012-Sunday, February 19, 2012

Transformation of Rome

Readings: Textbook Chapter 6: *The Transformation of the Roman Empire*, pages 197-235

Activities: 1-Take Quiz 6 on Blackboard by Sunday, 2/19/12 by 11 p.m.
2-Complete Discussion Post 6 on Blackboard by Sunday, 2/19/12 by 11 p.m.

Week Seven: Monday, February 20, 2012-Sunday, February 26, 2012

Islamic Culture

Readings: Textbook Chapter 7: *Islam, Byzantium, and the West*, pages 237-269

Activities: 1-Take Quiz 7 on Blackboard by Sunday, 2/26/12 by 11 p.m.
2-Complete Discussion Post 7 on Blackboard by Sunday, 2/26/12 by 11 p.m.

Week Eight: Monday, February 27, 2012-Sunday, March 4, 2012

The Middle Ages: Urban Life

Readings: Textbook Chapter 8: *Emperors, Caliphs, and Local Lords*, pages 271-309

Activities: 1-Take Quiz 8 on Blackboard by Sunday, 3/4/12 by 11 p.m.
2-Complete Discussion Post 8 on Blackboard by Sunday, 3/4/12 by 11 p.m.

Monday, March 5, 2012-Friday, March 9, 2012: SPRING BREAK

Week Nine: Monday, March 12, 2012-Sunday, March 18, 2012

The Middle Ages: Legal Codes

Readings: Textbook Chapter 9: *The Flowering of the Middle Ages*, pages 311-351

Activities: 1-Take Quiz 9 on Blackboard by Sunday, 3/18/12 by 11 p.m.
2-Complete Discussion Post 9 due on Blackboard by Sunday, 3/18/12 by 11 p.m.

Week Ten: Monday, March 19, 2012-Sunday, March 25, 2012

The Middle Ages: Death

Readings: Textbook Chapter 10: *The Medieval Search for Order*, pages 353-391

Activities: 1-Take Quiz 10 on Blackboard by Sunday, 3/25/12 by 11 p.m.
2-Complete Discussion Post 10 on Blackboard by Sunday, 3/25/12 by 11 p.m.

Week Eleven: Monday, March 26, 2012- Sunday, April 1, 2012

The Renaissance: Gender and Marriage

Readings: Textbook Chapter 11: *Crisis and Renaissance*, pages 393-433

Activities: 1-Take Quiz 11 on Blackboard by Sunday, 4/1/12 by 11 p.m.
2-Complete Discussion Post 11 on Blackboard by Sunday, 4/1/12 by 11 p.m.

Week Twelve: Monday, April 2, 2012-Sunday, April 8, 2012

The Reformation

Readings: Textbook Chapter 12: *Struggles over Beliefs*, pages 435-479

Activities: 1-Take Quiz 12 on Blackboard by Sunday, 4/8/12 by 11 p.m.
2-Complete Discussion Post 12 on Blackboard by Sunday, 4/8/12 by 11 p.m.

Week Thirteen: Monday, April 9, 2012- Sunday, April 15, 2012

The Age of Absolute Monarchs

Readings: Textbook Chapter 13: *State Building and the Search for Order*, pages 481-519

Activities: 1-Take Quiz 13 on Blackboard by Sunday, 4/15/12 by 11 p.m.
2-Complete Discussion Post 13 on Blackboard by Sunday, 4/15/12 by 11 p.m.

Week Fourteen: Monday, April 16, 2012-Sunday, April 22, 2012

The New World: Servitude and Slavery

Readings: Textbook Chapter 14: *The Atlantic System and Its Consequences*, pages 521-559

Activities: 1-Take Quiz 14 on Blackboard by Sunday, 4/22/12 by 11 p.m.
2-Complete Discussion Post 14 on Blackboard by Sunday, 4/22/12 by 11 p.m.

Tuesday, April 24, 2012- LAST DAY OF CLASSES

Wednesday, April 25, 2012- READING DAY