HIS-101 L11: Western Civilization I — Spring 2009

Instructor: Laura Lewis — **Class Hours: 7:10 – 8:25 p.m. TR**

Office Phone: 339-6516 — **Class Room: LC 103**

Office Hours: by appointment

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I. Course Description and Objectives

History 101, Western Civilization I, explores the major social, economic, political, diplomatic/military, cultural and intellectual events and the roles of key personalities that shaped Western civilization from the prehistoric era to roughly 1600. The course will include lectures, discussions, audio/video presentations and assigned readings. Upon successful completion of this course students will be expected to identify major themes, ideas, persons, and events in the Western tradition. Students will also be expected to communicate their understanding of these both orally and through written essays.

The most important aspect of studying history is to always ask the question, "Why?" Why does this person or event matter? Why did these people do the things they did? You will be expected to ask yourself these questions over and over again throughout this class. Always be prepared to try to answer those questions.

II. Required Texts:

Kagan, Donald, et al., The Western Heritage, 9th edition, Vol. I. (ISBN: 978-0132197199)
Gregory, Candace, ed. Documents of Western Civilization : To 1715. Belmont: Wadsworth, 2005. (ISBN: 978-0495030102)

III. Grading Procedure

Attendance and participation are vital for this course. Students should be prepared for each class session, having read any assigned material in advance. Students should also participate actively in regular class discussions. Final grades will be based on the following criteria:

Component:	Points possible:
Midterm Exam	100
Final Exam	100
Homework Assignments (see below)	180
5 page research paper (see below)	100
Paper draft (see below)	20
Class participation	100
Attendance	60
Total possible:	**660**

Final grade:	
A:	594 – 660 points
B:	528 – 593 points
C:	462 – 527 points
D:	396 – 461 points
F:	Less than 396 points

Plagiarism: Any student who willfully uses another's words or ideas (without proper documentation) and presents them as his or her own will fail this course.

IV. Attendance and Participation

Attendance will be taken on a regular basis. If you cannot attend class, it is your responsibility to contact the instructor. Each class is worth 2 points. Unexcused absences will count for 0. Excused absences will only count for 1 point. Makeup exams will be given at the discretion of the instructor. Attendance is worth a total of 60 points.

Participation means responding when I ask questions, contributing to class discussions, and asking questions. Students engaging in disruptive behavior (talking during lectures, for example) will receive 0 points for participation. Participation is worth 100 points. Note that the participation grade can mean the difference between an A and a B…or a D and an F.

Please silence cell phones before class. Recorders and laptop computers are welcome. Texting, computer games and web surfing are not. When in class, please respect your fellow students and your instructor.

If you decide not to complete the course, IT IS YOUR RESPONSIBILITY TO WITHDRAW. Please do not leave your name on the class roster, or I will be forced to give you a grade based on the points you earned.

V. Exams

Two exams will be given, one at mid-term and one at final. These will each be worth 100 points. These will consist of both objective and subjective questions, and will include identification, fill-in-the-blank, short answer, and essay questions. If you cannot attend class on the day of an exam, please contact me PRIOR TO THE CLASS MEETING. Make-up exams will be given only if the instructor is contacted prior to the absence. NOTE: The final will be given on Tuesday, May 5 at 7:10 p.m.

VI. Homework Assignments

Homework will be given once a week (see class schedule for exceptions), for a total of 12 assignments. Each is worth 15 points, except for the first (which is worth 10) and the last (which is worth 20). Assignments are due the first class day after they are assigned, unless otherwise specified. Assignments turned in late will be docked 5 points, unless the student contacts me prior to the due date with a reasonable excuse. Assignments may be submitted in handwritten form, typed, or via e-mail, whichever is most convenient for the student.

VII. Research Paper

Each student will research and write a 5 page research paper (plus bibliography) on a person from Western Civilization prior to 1600. **(See the Research Paper Requirements on the next page for full details—I mean it!!!!! If you don't, your grade will not be pretty)**. A rough draft of the paper will be due ***Thursday, April 16***. Please submit the draft via e-mail in either Microsoft Word (with a .doc extension) or rich-text form (with an .rtf extension). If you don't understand this, please talk to your instructor, and she will help you. The draft will be returned to you, also via e-mail, with suggestions for how to improve it. This draft is ***required***.

The final draft of the paper will be due Thursday, April 30 at the beginning of class. Any paper turned in late without permission from the instructor will be docked one letter grade. Papers turned in on time will be graded and returned to students on Tuesday, May 5. The rough draft of the paper is worth 20 points, and the final draft is worth 100.

Each student will choose one person or event or idea which influenced the development of U.S. History. The paper should include an overview of the person's life or the circumstances surrounding the event or issue, and the impact they or it had on history. ***The emphasis should be placed on why they had an impact, rather than simply how***. I provide this list to give you some ideas, but I encourage you to investigate other possibilities:

Peter Abelard	Humanism	Pope Urban II
Aeschylus	Invention of agriculture	Queen Boadicea
Augustine	John Wycliffe	Queen Elizabeth I
Charlemagne	Julius Caesar	Ramses II
Christine de Pisan	Leonardo da Vinci	Richard III
Dante Alighieri	Battle of Marathon	Sappho
Galileo	Michelangelo	Shakespeare
Gnosticism	Pericles	Battle of Thermopylae
Hammurabi	Plato	William the Conqueror

Research Paper Requirements

Basic requirements (see below for clarification):

- **5 pages, double-spaced, 1 inch margins, font size no larger than 12 point**
- **Your name on each page (i.e. "Lewis p. 2")**
- **Bibliography with a minimum of 5 sources, no more than 2 purely on-line sources**
- **Clear citation of sources**

Note: Any paper failing to meet these requirements will be docked one letter grade. The rough draft of the paper must include all of these elements.

Each student will research and write a 5 page research paper (plus bibliography) on a person who influenced the development of Western Civilization prior to 1600. The paper should include an overview of the person's life or the circumstances surrounding the event or issue *and the impact they or it had on history*. If your paper simply recounts the activities of the person you are writing about, you'll receive no better than a C. Be specific! **Pretend you are telling a friend about the person or thing you're writing about, and they say, "Okay, so some guy did a bunch of stuff two thousand years ago. What's so special about that?" Answer that question, and you'll have what I want.**

Sources: You must have at least five sources. No more than two of these should be purely on-line sources—the emphasis should be on print sources. Why? Because on-line sources are notoriously inaccurate.

For print sources, the Aims Library can be very helpful in getting you started on your research. I strongly recommend that you investigate scholarly journals. Some may be available on-line—these are the only on-line sources that can substitute for a print source. The best way to access these is through the Aims Library website—there is a link to the site you need on the course website. Use Academic Search Premier, and use the Full Text and Scholarly Journals checkboxes, and anything that pops up will count as a print source.

In some cases, print sources may be difficult to find. If you have trouble, see me. If I can't give you some good print sources to draw from, I can give you permission to use on-line sources that I approve in advance.

I will NOT accept the following as sources. If you use any of these for one of your 5 sources, you will be docked 5 points:

- The class textbook, handouts or lecture notes
- Encyclopedia articles, either on-line (like Wikipedia) or print.
- Children's books
- Fictional novels, films, TV miniseries

Bibliography (or Works Cited page): You ***must*** include a list of the sources you use at the end of your paper. If you don't know how to format a bibliography, this website has an excellent guide to the MLA format:

http://www.ccc.commnet.edu/mla/index.shtml

Another good place to look is the Duke Libraries guide: ***http://library.duke.edu/research/citing/***

Both of these links are available through the course website (see Links).

Though I don't particularly care what the format is, I do require that you ***include a short paragraph (2-3 sentences) explaining what the source is about.*** (See the course website files section for an example of how to handle this kind of bibliography: Sample Paper). You are welcome to use an on-line bibliography service like EasyBib (***www.easybib.com***, also available via the course website under Links) to construct your bibliography. Just don't forget the descriptive paragraph!

Citing Sources: I accept most forms of citation (footnotes, endnotes or parenthetical citation). If you don't understand what I'm talking about, see the MLA guide I mentioned above or ask me.

IMPORTANT: Plagiarism is representing another person's work as your own without properly giving credit to that person. If you knowingly plagiarize, you will receive a failing grade for the course. If you use words exactly as they appeared in the source, you ***MUST*** put quotation marks around the passage you are quoting and cite the source immediately after the end of that sentence. If you write a paragraph in your own words, but you draw mostly from a single source for that paragraph, you should cite the source at the end of the paragraph. If you have any doubts about whether you should or shouldn't cite a source, cite it.

Five Pages Means Five Pages

I require that your papers be double-spaced, with margins no wider than one inch (be careful—Word defaults to a 1.25 inch margin—be sure to change it to 1), and font size no larger than 12 point (no italic fonts, please, and my preference is Times New Roman). If you use illustrations, your paper should be lengthened accordingly. Believe me, I know all the tricks for making a four page paper look like five—I've tried them all in my time. If you aren't sure your paper is long enough, make it longer. Just to be clear, the bibliography (list of works cited) does NOT count in the five pages, nor do endnotes or footnotes.

If you want to write more than five pages, GREAT! But please don't make it more than ten. And don't assume that longer means a better grade—I'm looking for quality, not quantity.

Assessment Statement

Assessment is an important part of the educational process. You, your instructor, and the college need to know how well you have achieved the objectives of your coursework. Your instructor uses graded assignments and participation as assessments of content acquisition in any course. You also use those assessments to determine your success in the course. The college has other needs in terms of assessing your work. The college needs to look at the acquisition and application of skills that are taught across the curriculum, rather than in any particular course. This means that a college-wide process of assessment of student work also takes place on a regular schedule.

In this course, an assignment chosen by your instructor may be assessed by a team of outside readers looking at some of those other skills. This is intended to assist the college in developing methods for students to better acquire and apply those specific skills. **This process does not affect your grade in the course.** Copies of student assignments are collected, **names and identifying marks are removed**; they are then copied and submitted to a process of blind review of a specific skill set (writing, reading, critical thinking, etc.) The results of this assessment process will be used by the college to design methods for creating better opportunities to acquire and apply these skills.

If there is any reason you prefer not to have your assignments submitted for this college-wide assessment process, please let your instructor know in writing within two weeks of receiving this statement.

If you have any further questions, comments, or concerns about the college-wide assessment process, please contact the faculty coordinator of assessment, Ellen Swieter, at 970-339-6522 or at ellen.swieter@aims.edu.