N.B. This is a sample syllabus provided to give students an idea of the content and structure of the course. It does NOT include specific dates, content, or policies associated with a particular section of the course.

FONTBONNE UNIVERSITY COURSE SYLLABUS
DEPARTMENT OF HISTORY, PHILOSOPHY AND RELIGION

HST103 Introduction to Western Civilization I: Prehistory to 17th Century

TEXTS: Two required


Galgano, M., Arndt, J., Hyser, R., (2013), Doing History (2nd ed.). Boston: Wadsworth. (This little book collects much of what I learned the long and hard way about success in studying history into one location.) Specific reading assignments from this book are targeted to help in your research and writing, while other sections should at least be skimmed for potential value to you.

COURSE DESCRIPTION:

Covers prehistory, ancient history (Greece, Rome, Christianity, the Germanic Invasions), medieval history, early modern history (Renaissance and Reformation), and early 17th Century. Considers political, social, economic, cultural, religious and intellectual development of Europe and the West from prehistory to the seventeenth century.

COURSE OUTCOME AND COMPETENCIES:

HST 103 – Introduction to Western Civilization counts as a History General Education Requirement. The readings, assignments, class work, films, tests, etc. are designed to help you achieve the following GOALS AND OBJECTIVES:

1. The student will be able to explain social institutions, structures and processes across a range of historical periods and cultures.

2. The student will be able to explain political, economic, religious, social, intellectual, scientific, technological, and artistic developments of historical periods, cultures, nations and empires.

3. The student will be able to describe and analytically compare diverse social, cultural and historical settings and processes.
4. The student should be able to demonstrate in class discussions and on written tests a grasp of the historical data pertinent to the period being studied.

5. The student should demonstrate orally and on written tests the ability to use the data in the following ways:
   a. Selectively organize a large amount of factual material
   b. Recognize “milestones” and significance
   c. Trace trends
   d. Characterize a period of time or a movement
   e. Compare/contrast
   f. Observe continuity and change
   g. See relationships and interconnections
   h. Summarize concisely an author’s interpretation of a selected historical problem, and contrast it with that of other historians.

6. The student should apply knowledge about the past to contemporary life where applicable.

**COURSE CONTENT:**

It is important to budget time to read BOTH texts (assigned below) before class in preparation for the lecture, discussions, quizzes and exams. (An exception exists for the first class, of course!) Given the wide-range of material but limited time together, we may not be able fully cover all readings in full detail in class.

For example, while I touch upon the basics of writing a research paper, readings in Doing History are designed to be a “guide on the side” to get you rolling and answer many of your questions about the process outside of class. (Following each class, I plan to provide further general notes to supplement Making Europe, especially if we spend much time on a specific topic via Blackboard. I may also post links to videos and other materials on Blackboard that may be covered on your exams.) Contact me in order to receive needed clarification before any given assignment is due.

We plan to meet with librarians and Kinkel Center writing experts to discuss how effectively utilizing their resources will improve your performance in this course.

**SAMPLE CALENDAR**

**Week One**

Introductions and expectations. Making Europe, Chapter 1: Origins of Western Civilization in the Ancient Near East, 3000-1200 B.C.E. Doing History, Chapter 1: What is History?
Week Two

Making Europe, Chapter 2: Iron Age Civilizations, 1200-500 B.C.E. Short narrative paper assigned.

Week Three

Making Europe, Chapter 3: Rise of Greek Civilization, 1100-387 B.C.E. Short narrative paper draft due with Kinkel Center sign-off/email confirmation.

Week Four


Week Five

Online Essay due before class. Making Europe, Chapter 5: Rise of Rome, 753-27 B.C.E. (Photographic focus on the city of Rome.)

Week Six

Making Europe, Chapter 6: Roman Empire, 27-284 C.E. Doing History, Chapter 2: Locating the Sources and Appendix A: A Reference Librarian’s Guide to Historical Reference Works. (Photographic focus on the ancient Roman city of Aquincum in modern Hungary.)

Week Seven

Making Europe, Chapter 7: Late Antiquity, 284-527. Midterm Q. and A. Long research paper assigned.

Week Eight


Week Nine

Making Europe, Chapter 9: Kingdoms of Western Europe, 500-1000. Library visit for research ideas. Doing History, Chapter 7: Finishing the Paper.

Week Ten

Long research paper draft due with Kinkel Center sign off/email confirmation. Making Europe, Chapter 10: High Middle Ages, 1000-1300.
Week Eleven

Making Europe, Chapter 11: Reversals and Disasters, 1300-1450.

Week Twelve

Making Europe, Chapter 12: Renaissance in Italy and Northern Europe, 1350-1550. (Photographic focus on Florence and Venice.)

Week Thirteen

Long paper final draft due in class. Making Europe, Chapter 13: Europe’s Age of Expansion, 1450-1550.

Week Fourteen

Making Europe, Chapter 14: Reform in the Western Church, 1490-1570.

Week Fifteen

Making Europe, Chapter 15: Century of Crisis, 1550-1650. Final Q. and A.

Week Sixteen

Final Exam.

COURSE REQUIREMENTS:

For individual assignments, I typically use the IntelliMetric 6-Point History Writing Rubric (to be supplied to students) for evaluation. It covers Focus and Meaning, Content and Development, Organization, Language Use, Voice and Style, and Mechanics and Conventions. Additionally, proper documentation/citations of sources may be appraised for assignments requiring bibliographies.

Short Narrative Assignment -- To be discussed in detail. This paper should be 2 to 3 pages in length. 10 points for submitted draft, 40 points possible for final draft: 50 points possible total

Online Essay – To be discussed in detail. 50 bonus points possible

Quizzes (3 over the semester) -- Chosen from selected chapters, potentially multiple choice, true/false and/or short essay in format. These will be issued at the beginning of class -- likely without warning. Students must be present in order to receive a quiz. 50 points possible each. 150 points possible/total
Midterm Exam – This will be in-class. Questions will consist of multiple-choice, true/false; short answers and essays may be present. It will not be “cumulative.” 250 points possible

Long Research Paper – To be discussed in detail. This paper should be 5 to 6 total pages in length including proper APA citations/standard fonts/margins. (Cover page not necessary.) 50 points for submitted draft, 150 points possible for final draft. 200 points possible/total

Final Exam -- This will be in-class. Multiple-choice, true/false, short answers and essays may be present. It will not be “cumulative.” 250 points possible

Participation/Attendance – The first thing one must do to succeed is to show up. Concentrate upon in-class lectures, discussions and suggestions to best prepare for the tests. Also, thoughtful contribution to discussions in-class/answering questions presented to the class may allow a "smile" upon a grade in a "borderline" situation. (If a student is particularly shy or unsure about themselves, reaching out to your instructor after class or via email is a great option.) 6.25 points awarded per student sign-in, over 16 sessions. 100 points possible/total

Total points possible for the course: 1000 (Plus up to 50 bonus points for the Online Essay)

Final course grading will be on the following basis for points earned:

A, A- 900 - 1000 Excellent quality and intellectual initiative
B+, B, B- 800 - 899 High quality and intellectual initiative; above average achievement
C+, C, C- 700 - 799 Acceptable quality; satisfactory achievement
D 600 - 699 Deficient quality; passing
F 599 - Failure to meet requirements; not passing

POLICY ON LATE WORK:

Late papers are penalized one letter grade per day until received via email. Typically, no make-ups are given. See me if you have documented medical emergency justification. Such work (if accepted) is penalized at my discretion.

POLICY ON CELL PHONES AND ELECTRONICS IN THE CLASSROOM:

Please keep devices either off, or on with quiet vibrate. Discuss with me your desire to use an electronics for research usage (since technology can be used to enhance learning) prior to class.

FONTBONNE POLICY ON ACADEMIC HONESTY:
The university community relies upon academic honesty, which requires that words and ideas that students present as their own truly represent their own work. Plagiarism, defined as using another writer’s ideas or expressions without adequate acknowledgement, undermines the very foundation of education, which is a quest for the truth. Often plagiarism occurs because students do not understand the boundaries of legitimate scholarship. In brief, the honest use of research material requires that writers:

1. Use quotation marks around (or indent) words of another writer and cite the source of these words;
2. Cite the source of paraphrased material, even when the paraphrase differs substantially from the original;
3. Attribute to their sources ideas of other writers.

A handbook on writing research papers will provide writers with detailed information on citation of sources. The APA Handbook, in particular, includes examples of plagiarism.

Cheating is a purposeful deception to the preparation and/or submission of papers and assignments and the taking of exams, tests, and quizzes. While individual instructors will set specific policies regarding cheating, in general students can expect to receive a 0 on an assignment, exam, test, or quiz, and perhaps fail a course when cheating has occurred.

**In case of bad weather:**

In the event of severe weather, the University may reschedule class times. The snow schedule is published in the Griffin Scratch, fall and spring course schedules and on the Fontbonne web site.

Please do not call the switchboard when we are in session. Listen to the stations listed below. Information may be communicated by e-mail and text message alert. Sign up at www.fontbonne.edu/text

**EVENING CLASSES**

Cancellation of day classes will not necessarily mean the cancellation of night classes. The decision on night classes will be made by 2:30 p.m. and heard on the stations listed below, and may be communicated by e-mail and text message alert. Sign up at www.fontbonne.edu/text

Students and faculty are to call 314.719.3500 after 3 p.m. for notification of cancellation of EVENING courses.

Snow schedule for day classes will not necessarily mean there will be snow schedule in force for that evening’s classes. The decision on use of the snow schedule for evening classes will be made by 2:30 p.m. and heard on the stations listed below, and may be communicated by e-mail and text message alert. Sign up at www.fontbonne.edu/text
EVENING SNOW SCHEDULE:

From 4:30 p.m. onward: Classes start ½ hour late and end ½ hour early. Cancellation of, or snow schedule for, night classes will be announced on KMOX 1120 AM radio or WSIE 88.7 FM radio. Listen after 2:30 p.m. for any announcement. The University will also carry a recorded announcement (314.719.3500.)

It is the instructor’s responsibility to dismiss class if the weather becomes inclement during evening classes. Announcement of the snow schedule or cancellation of classes will be made ONLY on:

- KTVI TV (Channel 2)
- KMOV TV (Channel 4)
- KSDK TV (Channel 5)
- KMOX 1120 radio
- MAJIC 104.9 radio
- WSIE 88.7 radio
- Z107.7 radio
- 93.7 The Bull radio
- 103.3 Oldies radio
- 100.3 The Brew radio
- Hallelujah AM 1600 radio

The University will carry a recording announcing snow delay or cancellation. For morning or Saturday classes, the message will be there by 6 a.m.; for evening classes, the message will be there by 2:30 p.m. Students and faculty are to call 314.719.3500 after 3 p.m. for notification of cancellation of EVENING courses.

**Classes starting at 1:30 or later meet as usual**

If a test is scheduled for a class that is canceled, it will be given during the next class.

**THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR TO ACCOMMODATE INSTRUCTIONAL AND/OR STUDENT NEEDS. IT IS THE STUDENT’S RESPONSIBILITY TO KEEP ABREAST OF SUCH CHANGES. Version 1.0. 8/20/2013.**