

HISTORY 111-WESTERN CIVILIZATION I-SYLLABUS
Campbell University, Camp Lejeune Campus
Prerequisites: None

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Term: Spring II, 2010
March 16-May 6
Day: Tu., Th.
Time: 5:15-7:40

COURSE REQUIREMENTS

Course Description: This survey of Western Civilization from ancient times to the present also gives attention to the origins of civilization and relations between the Western and non-Western areas of the world.”

Text: Western Civilization, Ideas, Politics and Society, Eighth Ed., by Marvin Perry et.al. This is a course based upon text readings, class discussions and lectures. You do the required readings prior to class.

This is a course on history, and as you might expect, one of the first things which we have to figure out together is the nature of history. What is history? Bernard Bailyn, an American historian, suggested “history can be an art, it never is a science, it is always a craft, and to develop craft skills takes discipline, knowledge of the traditions and accomplishments and errors of the past and above all motivation.”

Thomas Macaulay, an English historian, wrote: “history is philosophy teaching by example, not by abstraction or theory.” Thus, the question is not as easy a question as you might expect, and it is one which I want you to consider all through the course. I want each of you to develop your understanding of the nature of history. History is a truly vibrant and exciting discipline. You will experience this first hand as we travel together through the annals of time. We will study our common attempts to structure our societies, our quest for fame and immortality, our desire for knowledge, and our search for the meaning of life. History is, more than anything else, the study of the human race and its spectacular deeds and creations. Through a study of the past, we are perhaps better able to understand what it means to be human and how we as dwellers in the twenty-first century fit into this pageant.

Learning Outcomes (Supported University General Education Competencies are shown in parenthesis).

Students will acquire an analytic knowledge of the sources related to the study of Western Civilization from its beginning to the Reformation (Students will be able to read competently in English from a variety of source types, e.g., mathematic, scientific, literary; Students will be able to read with understanding, so as to be able to apply discipline methodologies and theories in the areas of Fine Arts, Humanities, Mathematics, and the Sciences; Students will be able to comprehend various linguistic, compositional elements and processes leading from a topic sentence to a conclusion; Students will be able to comprehend conclusions based on numerical and graphed data;

Students will be able to use the proper methodologies to form questions about a problem at hand, and the implications of the question; Students will learn to form relevant and concrete questions concerning evidence of a problem; Students will be able to analyze the evidence defining a problem; Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence; Through asking the right questions, students will be able to eliminate false assessments and solutions; Students will be able to recognize a true solution and articulate the reasons for making that recognition.)

Students will acquire a knowledge of the geography of the Western world from its beginning to the Reformation. (Students will be able to comprehend conclusions based on numerical and graphed data; Students will learn a variety of non-verbal means of communication, such as spatial, graphic, mathematical, theatrical, aural, and visual.)

Students will know the different forms of government that have existed in Western Civilization from its beginnings to the Reformation. (Students will be able to use the proper methodologies to form questions about a problem at hand, and the implications of the question; Students will learn to form relevant and concrete questions concerning evidence of a problem; Students will be able to analyze the evidence defining a problem; Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence; Through asking the right questions, students will be able to eliminate false assessments and solutions; Students will be able to recognize a true solution and articulate the reasons for making that recognition.)

Students will acquire a knowledge of the development and influence of Christianity on the western world from its beginnings to the Reformation. (Students will learn the basic forms of Judeo-Christian ethics and ideals; Students will learn basic differences between major world religions; Students will learn the historic sources and events of the American process of democracy; Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.)

Students will acquire a knowledge of the economic development of the Western world from its beginnings to the Reformation. (Students will learn a variety of non-verbal means of communication, such as spatial, graphic, mathematical, theatrical, aural and visual; Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.)

Expectations of Students:

Students are expected to participate in all phases of the class, including discussions. Required readings must be completed before class. Homework and other assignments are due on the dates noted in the syllabus.

All students are subject to the academic integrity and behavioral expectations of the University.

Grading Criteria: Submission of all graded items is required to pass the course.

Tests: Four tests with each test counting 20% of final grade. Students will take missed tests on day of final exam.

Term Essay: Counts as 20% of final grade. Paper due one week before final class.

In answering an essay question, students should remember four essential pointers: understanding of the material, organization, selection and factual knowledge. Resources are your text, class notes and evidence discovered in the library to assist you in the completion of your work. The essay should be at least 1000 words (4 pages, typed, double spaced, 12 font, one inch margins at the top, bottom and side—no folders!). A fifth page, an endnote page is required to give credit to your sources.

Choices for your essay are the following (of course, choose only one):

1. How do you define civilization? Following your explanation, discuss the political, social and economic characteristics of Ancient Egypt.
2. Discuss the Greek achievement. Be sure to provide examples and explanations. In other words, explain why people in subsequent historical eras consider the Greek classical age a model for their own civilizations.
3. Discuss the political, social and economic causes of Rome's decline in the West. Following your discussion, consider a few examples of our Roman heritage.
4. Why could the Medieval Period be called the "Dark Ages?" Why would the period be called an age of progress?
5. Define Renaissance and discuss the important themes in thought, literature and the arts that make the concept of a Renaissance meaningful for intellectual and cultural history. Be sure to offer examples of the themes.

Note Well! You must answer the essay question. The paper's thesis is the question itself. Focus on answering the question.

CAMPUS REQUIREMENTS

Campbell University's Statement of Purpose:

Campbell University is a university of the liberal arts, sciences and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an

appreciation of our intellectual, cultural and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

This course is consistent with the aforementioned purpose and provides students a positive environment for learning.

ADA Statement: Students with documented disabilities who desire modifications or accommodations should contact the Office of Student Support Services located in the University's Hight House.

Attendance: Campbell's attendance policy states that regular attendance is mandatory. Students may miss only 15% of classes. Any student missing more than 15% of classes may fail the course due to a lack of attendance.

Classes meeting 1 time per week—1 class per 9 week term (This included blended classes).

Classes meeting 2 times per week—3 classes per 9 week term.

Classes meeting 3 times per week—4 classes per 9 week term.

Students who are aware that they will miss a class should inform the instructor before class.

Grading Policy: Official grades are issued for each student at the end of each term. Students will be graded by the letter grade system below.

A-90-100 Excellent

B-80-89-Good

C-70-79-Average

D-60-69-Below Average

F-Unsatisfactory

Inclement Weather

When inclement weather causes the cancellation of classes, all local radio and television stations will report the CU Camp Lejeune campus closings. The office answering machine will have a message concerning the closure and a notice will be posted on our extended campus website:

<http://www.campbell.edu/academics/excampus/lejeune.html>

Note: if MCB Camp Lejeune/MCAS New River are closed to non-essential personnel, Campbell is also closed.

Local Television and Radio Stations

TV Stations: WNCT-TV 9, WCTI-TV 12, and WITN-TV 7.

Radio Stations: WSFL-Radio 106.5 FM, WIKS-Radio Kiss 102 FM.

Incomplete Work: Incomplete grade issued only for exceptional circumstances which the instructor believed was beyond the student's control.

Internet/Email Requirements: Students are expected to regularly monitor their Campbell email account. Important information or instructions may be emailed to these accounts.

Missed Classes: Scheduled class assignments (tests, quizzes, etc.) may be re-scheduled or made up with a prearranged , excused absence.

Plagiarism: Plagiarism is any use of another person’s words or ideas without giving proper credit to the person from whom you borrowed the words or ideas. Plagiarism is the theft of intellectual property. Plagiarism includes the following:

Failure to cite properly any direct or indirect quotation (s) from professionally written materials (books, journal articles, etc.), student papers, projects presentations, etc.

Submitting as your own work a paper, project, or presentation that you did not compose (that is, write, compile, draw, etc.).

Allowing another person to write your paper or develop your presentation or assignment.

Students who plagiarize will be subject to failing the assignment and/or failing the course. Additional sanctions may be imposed by the Campus Director. See the Extended Campus Student Handbook for further information.

Turnitin.com: “Turnitin.com” is a web-based service that provides online reviews of written material to evaluate the possibility of a student plagiarizing or cheating on written material. The instructor may require students to submit written work in an electronic format for the purpose of utilizing the Turnitin.com service.

Course Outline

I. The Nature of History

Lecture

II. Prehistory and The First Civilizations

Readings:

Text: Chps. 1, 2.

III. Greek Civilization

A. Hellenic Civilization

Readings: Text: Chps. 3, 4.

B. Hellenistic Civilization

Reading: Chp. 5

Test

IV. Roman Civilization

A. Roman Republic and Empire

Readings: Text: Chps. 6,7.

B. Christianity and the Transformation of the Roman World

Reading: Text: Chp. 8.

Test

- V. The Middle Ages
 - A. Rome's Three Heirs: The Byzantine, Islamic and Early Medieval Civilizations
Reading: Chp. 9.
 - B. The High Middle Ages
Readings: Text, Chps. 10, 11.
 - C. The Later Middle Ages
Readings: Text: Chp. 12; Chp. 16, pp.374-375.

Test

- VI. Early Modern Europe
 - A. The Renaissance
Readings: Text, Chp. 13; Chp. 17, pp.389-396.
 - B. Overseas Discoveries
Reading: Text, Chp. 15.
 - C. The Reformation
Reading: Text, Chp. 14

Final

Class Schedule

Week One

Tu.: Syllabus, Nature of History

Th.: Prehistory and The First Civilizations.

Week Two

Tu.: Greek Civilization.

Th.: Greek Civ. (cont.).

Week Three

Tu.: Greek Civ. (cont.), Hellenistic Civ.

Th.: Hellenistic Civ. (cont., cut off for test).

Week Four

Tu.: Test One, Roman Civ.

Th.: Roman Civ. (cont.)

Week Five

Tu.: Roman Civ. (cont., cut off for test), The Middle Ages.

Th.: Test Two, Middle Ages (cont.)

Week Six

Tu.: Middle Ages (cont.).

Th.: Middle Ages (cont., cut off for test).

Week Seven

Tu.: Test Three, The Renaissance.

Th.: Overseas Discoveries.

Week Eight

Tu.: The Reformation.

Th.: Final.

Professors reserve the right to change the syllabus.

Mission Statement

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

To fulfill its mission, the University:

I. presents a worldview informed by Christian principles and perspectives;

- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

<http://www.campbell.edu/campus/glance/index.html> Website

<http://www.campbell.edu/content/75/catalog-09-11-final.pdf> Campbell Catalog, page 7
printed page, actual page 13.