



Trinity Western University
Undergraduate Course Syllabus
History 111A
History of Western Civilization I
Summer 2017

Instructor: Dr. Darren Provost

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Office Hours: By appointment | **Office Location:** RNT 207

Co-requisites or Pre-requisites: None

Semester Hours: 3

COURSE DESCRIPTION

An exploration of the main events, individuals, and ideas in the history of Western society, from its beginnings in the ancient Near East to the birth of the modern era in the Renaissance and Reformation. Key themes that will be investigated include: the emergence of the first civilizations; the development of citizenship and philosophy; the growth and transformation of Christianity; the emergence of Islam; changes in gender roles and the family. As a key part of this exploration, students will use historical methods, with a focus on reading primary sources, to analyze, understand and describe the past.

Please note: This is designed to be a completely on-line course. You do not need to go onto the TWU campus at any point in order to participate. You will need to have access to a university-quality library to do research, but otherwise you can take this course from anywhere in the world. Students in previous years have taken this course from China, Japan, Europe, the Middle East, and the USA, as well as from different locations within Canada!

All of the assigned reading is available online. The main textbook is available as an ebook, with other reading assignments accessible through the class website.

COURSE LEARNING OUTCOMES

A. Knowledge

Students will develop a working knowledge of the main trends and events in western history. This will include learning about:

- the role of the individual in historical events;
- the nature of government, political power and human rights;
- people's understanding of the divine;
- people's relationship to each other and to property;
- the changing roles of women and men in society;
- the coming of Christianity to Europe.

B. Cognitive Complexity

Students will gain a clearer perspective on the nature of history and the tools of the discipline. In terms of research, students in History 111 will:

- develop stronger research strategies which can be applied in multi-disciplinary work.
- gain greater facility with the use of library catalogues, periodical databases, and various Internet search engines to find effective research materials.
- differentiate between primary and secondary sources in historical research.
- distinguish between archival materials, library materials, and electronic materials for use in historical research.
- apply style-sheet guidelines in the production of a bibliography and footnotes.
- select appropriate sources for research in a particular topic and to defend the choice of those materials.

Students will also practice the use of historical methodology and analysis. By working extensively with primary and secondary sources, students will continue to improve their research, writing, and analytical thinking skills and will improve their ability to write succinct essays with a clearly-defined argument and abundant evidence.

C) Spiritual Formation Through contrasting the religious experience of other civilizations, the investigation of the history of the rise of the Hebrews, and the development of the early Christian church, students will gain a further understanding of God; an embodiment of a Christ-like way of life characterized by love for and service to others.

D) Social Responsibility and Global Engagement By questioning and evaluating key transitional points in the history of Western history, students will gain the resources, skills, and motivation to become engaged global citizens who serve locally, nationally, and globally in socially and economically just ways; a commitment to informed and ethical reasoning.

E) Leadership Through formulating questions and evaluating and communicating their conclusions about historical primary source documents students will develop key leadership skills necessary to become creative, collaborative, informed, competent, and compassionate people who influence the various contexts into which they are called; abilities and attitudes characterized by service, humility and integrity.

REQUIRED TEXTS and MATERIALS

Clifford R. Backman, *Cultures of the West: A History: Volume 1: To 1750*. Second Edition. Oxford: Oxford University Press, 2016

This text is available online as an e-text (see the course website for the link), or as a printed copy at the TWU bookstore. This textbook is required reading for this course.

In addition to the required text, we will be reading a number of primary sources available on the class website. (See MyCourses, accessible from the Student Portal). Secondary and primary sources are explained in the first assigned reading "Finding and Using Historical Sources" (see below).

COURSE ACTIVITIES, REQUIREMENTS, and EVALUATION

Please carefully read through the course activities and requirements described below.

If you have any questions after reading the description, please post them in the General Questions Forum on the class website, as it is likely that others will have the same question.

Note: It is your responsibility for knowing due dates and having assignments submitted on time. Because of the abbreviated time frame for this course, due dates are adhered to strictly. Please refer to specific assignments for further information on due dates. If you wish to request an extension, it is your responsibility to contact the instructor prior to the assignment due date. Students must keep a copy of any work that is submitted.

Discussion Forum Participation (25%)

This course is divided into fourteen units, with each unit corresponding to a chapter in the textbook *A History of Western Society* (abbreviated *HWS*). In addition to the textbook, there are other assigned readings for every unit that are electronic documents posted as blue hyperlinks on the main course website under the heading "Reading and Assignment Schedule." The class discussions for each unit are based on the assigned reading.

For each unit, students are to submit responses to discussion questions posted by the instructor in an online forum specific for each unit, as well as read and respond to the discussion question responses submitted by other students. Students should interact with other forum responses just as if they would talk to each other in a small classroom discussion.

Each student is required to submit or "post" at least four forum responses for each unit.

These forum posts must be substantive, not simply one-sentence responses. Two of the forum discussion responses are to be roughly 350 – 400 words each and are to directly engage the discussions question posted for the unit. Please note that the instructor will typically provide more than two discussion questions for each unit and students do not have to submit response for all of the questions.

Since this is designed to be a discussion forum, the second two required posts per unit do not have to be a direct response to the discussion questions posted by the instructor, but rather may be a response to another person's post. While there isn't a specific word count required for these responses, these posts should be more than simply a one sentence response or simple agreement, but should critically engage both the posted discussion question and the response. These interactions should ideally open up another way of thinking and advance a discussion or take it to a different dimension, just as a new idea would if we were sitting around a table talking in person.

The goal is not merely to submit the required number of words; the goal is to answer the questions and engage in dialogue with one another. Forum responses will be graded for quality rather than mere quantity. I am looking for thoughtful engagement of the text and assigned primary-source readings both in your response to the instructor's questions as well as in your to other students' responses.

Due dates: Forum posts are only to be submitted within the time scheduled for each particular unit. ***Please do not post to forums in advance of the class schedule, as this eliminates the possibility of creating a dialogue with other members of the class.***

The instructor will monitor the forums and occasionally make some comments, but more typically will provide some concluding remarks after a forum has closed.

At least one of the forum posts must be made prior to midnight on the first day we begin a new unit, as this will allow others to read and respond to your post.

The forums for each unit will be closed at midnight (Pacific Standard Time) on the date we complete a unit. Grades will not be issued for late discussion question responses.

Grading: Forum discussion responses will be graded as outstanding, good, satisfactory or not satisfactory. If students demonstrate that they have read the text and/or the relevant primary source document(s), and have answered the basic question, they get a "satisfactory" grade (in terms of a letter grade, this would be the equivalent of a "C+"). If they have worked harder and pushed the question beyond the basics, showing more effort and therefore more insight, the grade will be "good" (equivalent of a "B"). For responses that go even beyond this in terms of effort, insight, and consideration of the responses of other students, the grade will be "outstanding" (equivalent of an "A"). If I have deemed a forum response "not satisfactory" (letter grade equivalent of a "D") I will contact the student individually to let them know why and make suggestions on how to improve their responses in the future. Late posts will not receive a grade.

These discussion forum responses are designed to teach critical thinking and analytical thinking and thereby partially fulfill Course Learning Outcome B (see above).

Unit Quizzes (20%)

For each unit there will be a multiple-choice quiz based on the assigned reading for that unit. The quiz will be open only for the time period that is assigned for that specific unit. Each quiz may be attempted twice, with the higher score counted toward your grade. Each quiz must be completed within the allocated time period. There will not be any extensions or "make-up" quizzes.

Examinations are designed to reinforce the acquisition of knowledge, and the development of critical thinking and analytical writing skills to fulfill Course Learning Outcomes A and B (see above).

Research Essay (25%)

This is a two-part assignment designed to fulfill Course Learning Outcomes A and B (see above). Full instructions including tips on how to research and write an effective history essay can be found on the class website.

1) Identify a research question and then write an essay proposal (including an annotated bibliography) and submit it to Turnitin prior to 11:55PM (PST), July 29th, 2017

Please note that your essay will not be accepted if the essay proposal has not been submitted and approved by the instructor.

2) Write a Research Essay (25%). Due date 11:55PM (PST), August 16th, 2017

Assignments submitted late will receive an automatic one letter grade deduction for every day late until August 19th, after which they will not be accepted.

Final Exam (30%)

The final exam will be posted online **Friday, August 18th**. You do not need to be on the TWU campus to take the exam, as it will be completely online. The exam will be a comprehensive examination of all the course material, but it will be **open book**. The first part will consist of multiple-choice questions. The second part will consist of identifying key terms: movements, ideas or individuals, and describe their historical significance. The third part of the exam will be two short essays in response to a choice of essay questions. There are a total of 2 ½ hours allotted to complete the final exam, however each of the three sections may be taken separately and over two days, if desired.

More thorough instructions on the final exam will be posted on the class website approximately a week before the exam date. Please do not make travel plans or any other conflicting plans at exam time as it is not possible to offer alternative exam dates.

Examinations are designed to reinforce the acquisition of knowledge, and the development of critical thinking and analytical writing skills to fulfill Course Learning Outcomes A and B (see above).

ACADEMIC INTEGRITY

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, **avoiding all forms of plagiarism and cheating in scholarly work**. TWU has a strict policy on plagiarism. Learning what constitutes plagiarism and avoiding it is the student's responsibility. For details on this, and on identifying and avoiding plagiarism see the section on Academic Dishonesty and Plagiarism in the TWU Student Handbook.

Academic dishonesty can include (but is not limited to) presenting someone else's ideas or words as your own, quoting another source without providing a proper citation, failing to place quotation marks around quoted material, allowing another student to copy your work, submitting a paper you have written for one course to another course without first obtaining permission from both instructors, purchasing or downloading an essay on the Internet, or having another person write an essay for you.

Any act of academic dishonesty will result in a minimum of a failing grade (zero) for the course work affected by academic dishonesty; serious cases of academic dishonesty may result in failure of the course and expulsion from the university.

COMMUNICATION

The best way to communicate with the instructor during the summer is by email (Darren.Provost@TWU.ca). I will try to return emails within 24 hours. Please note that I do not check email between approximately 6:00pm on Saturday and 8:00am on Monday.

If you are having difficulties with any of the assignments, please contact the instructor before the assignment due date. If there is a valid reason why you cannot complete an assignment before it is due (such as an illness that requires hospitalization or a death in the immediate family), I would be happy to discuss it with you before the assignment due date. Note: Computer problems are never an acceptable excuse for late assignments.

If you have specific questions about certain aspects of the course, chances are that others will have the same question, so please post these questions on the "General questions forum" located on the class website.

COURSE GRADING SYSTEM

Letter Grade	Percentage	Grade Point
A+	95-100	4.3
A	90-94	4.0
A-	85-89	3.7
B+	80-84	3.3
B	75-79	3.0
B-	70-74	2.7
C+	65-69	2.3
C	60-64	2.0
C-	55-59	1.7
D+	53-54	1.3
D	51-52	1.0
D-	50	0.7
F	Below 50	0

Letter Grade	Quality Characteristics
A	Outstanding, excellent work; exceptional performance with strong evidence of original thinking, good organization, meticulous concern for documented evidence, and obvious capacity to analyze, synthesize, evaluate, discern, justify, and elaborate; frequent evidence of both verbal eloquence and perceptive insight in written expression; excellent problem-solving ability in scientific or mathematical contexts with virtually no computational errors; demonstrated masterful grasp of subject matter and its implications. Gives evidence of an extensive and detailed knowledge base. (Note: The A+ grade is reserved for very rare students of exceptional intellectual prowess and accomplishment, especially in lower level courses.)
B	Good, competent work; laudable performance with evidence of some original thinking, careful organization; satisfactory critical and analytical capacity; reasonably error-free expository written expression, with clear, focused thesis and well-supported, documented, relevant arguments; good problem-solving ability, with few computational or conceptual errors in scientific subjects; reasonably good grasp of subject matter but an occasional lack of depth of discernment; evidence of reasonable familiarity with course subject matter, both concepts and key issues. Exhibits a serious, responsible engagement with the course content.
C	Adequate, reasonably satisfactory work; fair performance but infrequent evidence of original thinking or the capacity to analyze, synthesize, or evaluate course material; undue reliance on rote memory; difficulty in applying knowledge in unfamiliar contexts; limited problem-solving ability in scientific subjects; fairly clear but quite uninspiring written expression with occasional problems in mechanics or syntax; weak in provision of documented, illustrative, or descriptive evidence; satisfactory grasp of basic elements of the course but frequent lapses in detailed understanding. Satisfies the minimum requirements of the course.
D	Minimally acceptable work; relatively weak performance with little evidence of original thinking or ability to analyze or synthesize course material; nominal or weak problem-solving ability in scientific subjects; written expression frequently exhibits difficulty in articulating a central thesis or sustaining a coherent argument; ideas are trite or juvenile, without discernible development. Shows inadequate grasp of some basic elements of the course.
F	Inadequate work; poor performance that indicates a lack of understanding or misunderstanding of essential subject matter; seems easily distracted by the irrelevant; written expression is poorly organized, often incoherent, and rife with mechanical and diction errors. Shows little evidence of even basic competency in the course content or skills.

READING and ASSIGNMENT SCHEDULE

Unit 1: The First Civilizations (June 26 – July 1)

Reading: Backman, chapter 1

Note: All of the readings other than the textbook are accessible on the class website.

Assignment: Discussion questions responses

Unit quiz

Unit 2: The Ancient Near East (July 3 - 5)

Reading: Backman, ch 2

The Law Code of Hammurabi

The First King of the Israelites

Note: All of the readings other than the textbook are accessible on the class website.

Assignment: Discussion questions responses

Unit quiz

Unit 3: The People of the Covenant (July 6 - 8)

Reading: Backman, ch 3

Book XXII of the *Iliad*

Assignment: Discussion questions responses

Unit quiz

Unit 4: Greeks and Persians (July 10 – 12)

Reading: Backman, ch 4

Assignment: Discussion questions responses

Unit quiz

Unit 5: Classical Greece and the Hellenistic World (July 13 – 15)

Reading: Backman, ch 5

Plato, *The Allegory of the Cave* from *The Republic*

Plutarch, *The Life of Alexander*

Alexander the Great's Habits

Alexander's Place in History

Assignment: Discussion questions responses

Unit quiz

Unit 6: Rise of Rome (July 17 - 19)

Reading: Backman, ch 6

Assignment: Discussion questions responses

Unit quiz

Unit 7: The Roman Empire and Early Christianity (July 20 - 22)

Reading: Backman, ch 7

Ignatius of Antioch, *Letter to the Romans*

St. Perpetua, *The Passion of Sts. Perpetua and Felicity*

Reflections on the Last Good Emperor

From the Age of Gold to the Age of Rust

Assignment: Discussion questions responses

Unit quiz

Unit 8: The Early Middle Ages (July 24 - 26)

Reading: Backman, ch 8

Procopius, *Alaric's Sack of Rome*

Procopius, *On Justinian*

The Rule of St. Benedict (excerpts)

Assignment: Discussion questions responses

Unit quiz

Unit 9: The Expansive Realm of Islam (July 27 - 29)

Reading: Backman, ch 9

The Qu'ran, Surah 1 and 33

Assignment: Discussion questions responses

Unit quiz

July 29: Due date - Research Essay proposal

Unit 10: Reform and Renewal (July 31 – Aug. 2)

Reading: Backman, ch 10

Einhard's *Life of Charlemagne*

Christine de Pizan: *Noblewomen and household management*

Thomas of Celano, *Life of St. Francis*

Urban II's *Sermon on the First Crusade*

Bernard of Clairvaux on Christian Knighthood

Assignment: Discussion questions responses

Unit quiz

Unit 11: Worlds Brought Down (August 3 - 5)

Reading: Backman, ch 11

Jean de Venette, *On the Plague*

Petrarch, *Letter to a Friend on the Avignon Papacy*

The Trial of Joan of Arc

Assignment: Discussion questions responses

Unit quiz

Unit 12: The Renaissance (Aug. 7 - 9)

Reading: Backman, ch 12

Vergerius, *The New Education*

Castiglione, *The Courtier* (excerpts)

Laura Cereta, *Against the Ornamentation of Women*

Assignment: Discussion questions responses

Unit quiz

Unit 13: Reformations (Aug. 10 - 12)

Reading: Backman, ch 13, pp. 417-447

Luther's "Tower Experience"

Luther: *On the Freedom of the Christian*

St. Ignatius of Loyola, *Spiritual Exercises* (excerpts)

Assignment: Discussion questions responses

Unit quiz

August 16: Due date – Research Essay

Submit your completed essay to the assignment dropbox on the class website.

August 18 - 19: Final Exam

Please note: This syllabus is subject to change. The class will be notified of any changes, but in case of any discrepancies, the information posted on the class website should be considered authoritative.