

Course Syllabus

Course Description

Traces the history of Western civilization, examining developments in Western thought and culture from the earliest recorded civilizations to the 17th century.

Course Textbook(s)

McKay, J. P., Hill, B. D., Buckler, J., Crowston, C. H., Wiesner-Hanks, M. E., & Perry, J. (2017). *A history of Western society: From antiquity to the Enlightenment* (12th Concise ed., Vol. 1). Bedford/St. Martin's.
<https://online.vitalsource.com/#/books/9781319073930>

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Discuss the development of Western civilizations.
2. Describe the causes and effects of major historical events.
3. Discuss key individuals in Western culture.
4. Recognize significant Western cultural practices.
5. Discuss artifacts of historical importance in Western civilization.
6. Recognize influences that contributed to the development of Western society.
7. Contrast attributes of Western societies across different periods and locations.

Prerequisite(s)

No prerequisite courses are required for enrollment in this course.

Credits

Upon completion of this course, the students will earn 3.00 hours of college credit.

CSU Online Library

The [CSU Online Library](#) is available to support your courses and programs. You may be prompted to login with your CSU Account. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. The CSU Online Library can be accessed from the "My Library" button on the course menu in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday-Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library's chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, database help, and other services.

LibGuides

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click [here](#) for the LibGuide for this course.

Unit Assignments

Unit I Journal

Consider the impact that trade, politics, and religion has in this unit. Of the three, which do you feel made the greatest impact on this period? Provide at least one example from the reading to support your choice.

Your journal entry must be at least 200 words. No references or citations are necessary.

Unit II Journal

What do you feel was the most impressive accomplishment of the early Greeks? How are Greek achievements remembered now? Does this match what you think the actual impact was on the Greeks themselves?

Your journal entry must be at least 200 words. No references or citations are necessary.

Unit III Journal

Identify and discuss what you believe to be the most significant aspect, job, or role that Augustus (Octavian) had as the first Roman Emperor.

Your journal entry must be at least 200 words. No references or citations are necessary.

Unit III Scholarly Activity

Rome and Romanization

This assignment gives you the opportunity to practice determining the purpose and function of artifacts in order to create your interpretation of a specific historical development-Romanization.

Discuss the impact of the process of Romanization on the Roman world. Identify at least two examples of cultural structures that were patterned across Roman-conquered cities. Cultural structures can include physical features of Roman-ruled cities, practices, policies, ideas, or any artifact that was used to shape the conquered religions.

Discuss how these structures impacted daily life, which may include politics, economics, or social roles. Describe how and with what intent these events were "memorialized" or used in the cultural arena.

Step 1: Choose two appropriate sources. At least one source must come from the CSU Online Library. The Academic Search Ultimate and eBook Academic Collection databases in the CSU Online Library would be good places to start your search. If you need additional help with using or locating information in the online library, there are library video tutorials available on the main page of the online library under the heading "Research Guides." Resources from outside of the library should be credible and peer-reviewed and cannot include Wikipedia, Biography.com, History.com, any type of message board, or other similar encyclopedias.

Step 2: Complete your research. Choose one interesting development that illustrates the main point that you want to make about your chosen physical structures, practices, or ideas. Gather details about your choice. For example, what types of buildings were first introduced in Rome, and why were they purposely replicated in other, smaller cities?

Step 3: Draw conclusions from the details you found, and prepare your thesis. A thesis is prepared after you have completed your research and gathered enough information about the chosen structures. You should sit back to think about what it means to see the influence on culture. Your thesis statement should offer your reader the overall insight into the use and impact of the structure on Roman development.

Use the following guidelines to help decide on your thesis.

- Ask yourself about how the cultural element (idea, practice, or structure) was shaped by its time period and environment.
- Ask yourself how the structure impacted the lives of the people around it, the general public, and the immediately following period in the history of Rome.
- Find the perfect specific example to demonstrate the qualities of the structure you would most like to show.

Step 4: Write your essay. Your essay must be at least 500 words in length. All sources must be referenced and cited according to APA guidelines.

Be sure to consider the following guidelines in your essay.

- The introduction should engage the reader and clearly present the essay's thesis and summarize the main points that clarify your point of view. The last sentence of the introductory paragraph should be your specific thesis.
- Organization should clearly present points arranged to illustrate your opening thesis. Paragraph order and organization should clearly present points arranged to illustrate your opening thesis rather than to narrate the chronological story.
- Writing should be clear and concise with no spelling, grammatical, or punctuation errors.
- The number of sources should meet or exceed any expressed assignment requirements, and the sources should be peer-reviewed or academic in nature. At least one source must be from the CSU Online Library.
- APA guidelines should be used for reference entries and in-text citations.

If you need assistance with writing or formatting your essay, there are additional tutorials and webinars available in the myCSU Student Portal through the Writing Center. All other questions should be directed toward your professor.

Unit IV Journal

Compare this image depicting the defeat of Odoacer, the Visigothic chief, by Theodorus to the description of barbarians by Roman Senator and Historian Tacitus on p. 198 of the textbook. Referring to specific characteristics and symbols in the picture, explain key differences in the image of barbarian culture that the two sources present. Which version of their culture do you feel appears most frequently in our contemporary media? Why?



Your journal entry must be at least 200 words. No references or citations are necessary.

Unit V Journal

Migration is a significant feature of ancient and medieval life. Using examples from the medieval world, consider how the name we give to these movements of peoples shapes our view of their cultures. How do we define *migration* vs. *invasion*? Which term is most appropriate to the more fluid pre-modern political entities of this period? Were migration and invasion more harmful or more beneficial in the early medieval period? Explain.

Your journal entry must be at least 200 words. No references or citations are necessary.

Unit V Essay

Early Medieval Cultures Essay

Compare the development of one specific Islamic and one specific Christian location between 632-1000 C.E. When discussing each location, provide a more specific timeline, and consider adding examples of significant leaders, political and social structures, beliefs, and cultural products (stories, philosophies, theologies, artifacts, art, and architecture). Your comparison should identify similarities and differences in the two religious-based cultures, and also indicate influences they share. Be careful not to compare the religions as a whole but instead focus on a range of cultural elements in your two specific locations because cultures may vary even within one religion depending on time and place. What insight about the historical development of these two cultures did you gain from the comparison?

Step 1: Review the section of the Unit V Study Guide entitled, "Be Careful When Making Historical Assumptions."

Step 2: Choose two appropriate sources, not including the textbook. At least one source must come from the CSU Online Library. The Academic Search Ultimate and eBook Academic Collection databases in the CSU Online Library would be good places to start your search. Resources from outside of the library should be credible and peer-reviewed by historians and cannot include Wikipedia, Biography.com, History.com, or any other .com site; resources should also not be taken from any type of message board or other encyclopedia-type sites, including those listed in the CSU Online Library research guides, which are provided for quick reference only and not for paper research.

If you need additional help with using or locating information in the CSU Online Library, there are library video tutorials available on the main page of the online library under the heading "Research Guides."

Step 3: Complete your research. Choose one interesting comparison that illustrates the main point that you want to make about these cultures during this period. Gather details about your choice.

Compare similar features (known as "comparing like terms"). For example, compare cities to cities, education systems to education systems, technologies to technologies, stories to stories, ideas about the nature of God to ideas about the nature of God, and other features. Make sure you complete the comparison for all features or note why you think there is not a like term for some features.

Comparison includes consideration of both similarities and differences.

Here are some examples to consider:

- the promotion and use of learning by leading figures;

- the relationship between religious and political authority;
- the shaping of artifacts (leader, idea, practice, or structure) by time period and environment;
- the shaping of societies by artifacts and whether different people were affected differently; and
- the way that different elements of culture reflect power arrangements, goals, hierarchies, and/or challenges.

Step 4: Prepare your introduction, including your thesis statement. A thesis is prepared after you have completed your research and includes the comparison of what you found. It should be a one- or two-sentence statement of the conclusions you drew from the comparison.

Step 5: Write your essay. Your essay must be at least 500 words in length.

Step 6: Reflect on how this comparison paper shaped your understanding of how to practice cultural history ethically, as discussed in the “Be Careful When Making Historical Assumptions” section of the Unit V Lesson. Write one paragraph to be placed after the concluding paragraph of your essay, reflecting on how the guidelines in the unit lesson shaped your understanding of how to use historical evidence, including artifacts, to practice cultural history ethically.

Please review the guidelines on essay writing that were presented in the Unit III Scholarly Activity; they will help guide you in this assignment.

Unit VI Journal

Using specific examples from the period 1000-1300 only, explain how you would rank the importance of religious, economic, or political factors in medieval development.

Your journal entry must be at least 200 words. No references or citations are necessary.

Unit VII Journal

Consider the meaning of the term *Renaissance man* and the pursuit of this depth and breadth of accomplishment among leaders. Should leaders today strive to be Renaissance men and women? Why, or why not? Please use specific examples from the period 1300-1550 to support your response.

Your journal entry must be at least 200 words. No references or citations are necessary.

Unit VII Essay

What shaped Western culture in the period 1300-1550 more: the Black Death’s emphasis on the afterlife (the hereafter) or the Renaissance’s emphasis on human achievement (the here and now)? Choose one of these and explain your perspective.

Start with a statement identifying your choice; this is your thesis. Then, support your choice with specific examples from at least three of the following categories:

- significant individuals (e.g., political or religious leaders, innovators, explorers);
- characteristics of worldview (e.g., philosophy, religion);
- social institutions (e.g., social mores, practices, hierarchies);
- patronage (discuss the patrons, their motives, influence, and resulting products or artifacts);
- the economies (e.g., changes, different economic systems, impact); and
- politics (e.g., forms of governance, power distributions, contests).

This assignment provides you with an opportunity to practice prioritizing and using specific data to support your choice. Your example may touch on several of the above categories at once, but there should be at minimum three separate examples for which their connection to your choice is explained.

Your essay must be a minimum of 500 words. Be sure to include an introduction; if necessary, review the Unit III Scholarly Activity instructions, which explain how to draft an introduction.

You must use two sources written by historians in history books or journals from the CSU Online Library in addition to the textbook and the study guide. All content must follow APA guidelines, including all sources used, which must be cited and referenced according to APA standards.

Unit VIII Journal

Identify a task that you would need to perform in your current career or future career and explain how you would apply the knowledge you have learned in this course to succeed at performing the task in a real-world scenario.

Your journal entry must be at least 200 words. No references or citations are necessary.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. [The CSU Citation Guide](#) includes examples and sample papers and provides information on how to contact the CSU Writing Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to

meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include (1) Journal, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Journal rubric can be found within Unit I's Journal submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

Again, it is vitally important for you to become familiar with these rubrics because their application to your Journals, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

Overview

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Schedule/Grading

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

Unit I	Pre-Civilization	[Weight: 12%]
Read/View:	- Unit I Study Guide - Chapter 1: Origins to 1200 B.C.E. - Chapter 2: Small Kingdoms and Mighty Empires in the Near East, 1200–510 B.C.E.	
Submit:	- Unit I Journal - Unit I Assessment	2% 10%

Unit II	Greece: Cornerstone of the Western Tradition	[Weight: 12%]
Read/View:	- Unit II Study Guide - Chapter 3: The Development of Greek Society and Culture, ca. 3000–338 B.C.E. - Chapter 4: Life in the Hellenistic World, 336–30 B.C.E	
Submit:	- Unit II Journal - Unit II Assessment	2% 10%

Unit III	Roman Republic and Early Empire	[Weight: 13%]
Read/View:	- Unit III Study Guide - Chapter 5: The Rise of Rome, ca. 1000–27 B.C.E. - Chapter 6: The Roman Empire, 27 B.C.E.–284 C.E.	
Submit:	- Unit III Journal - Unit III Scholarly Activity	2% 11%

Unit IV	Rome: Fall or Transformation?	[Weight: 12%]
Read/View:	- Unit IV Study Guide - Chapter 7: Late Antiquity, 250–600	
Submit:	- Unit IV Journal - Unit IV Assessment	2% 10%

Unit V	Europe in the Early Middle Ages, 600-1000: The Rise of Christianity and Islam	[Weight: 13%]
Read/View:	- Unit V Study Guide - Chapter 8: Europe in the Early Middle Ages, 600-1000	
Submit:	- Unit V Journal - Unit V Essay	2% 11%

Unit VI	The High Middle Ages, 1000-1300 C.E.: Emergence of Centralized Governments in a Sacred Universe	[Weight: 11%]
Read/View:	- Unit VI Study Guide - Chapter 9: State and Church in the High Middle Ages, 1000-1300 - Chapter 10: Life in the Villages and Cities of the High Middle Ages, 1000–1300	
Submit:	- Unit VI Journal - Unit VI Assessment	2% 9%

Unit VII	The Hereafter and the Here and Now: 1300-1550	[Weight: 16%]
Read/View:	- Unit VII Study Guide - Chapter 11: The Later Middle Ages, 1300–1450 - Chapter 12: European Society in the Age of the Renaissance, 1350–1550	
Submit:	- Unit VII Journal - Unit VII Essay	2% 14%

Unit VIII	Reformations, Revolution, and Religious Warfare: 1500-1630	[Weight: 11%]
Read/View:	- Unit VIII Study Guide - Chapter 13: Reformations and Religious Wars, 1500–1600 - Chapter 16: Toward a New Worldview, 1540-1789, pp. 505-512	
Submit:	- Unit VIII Journal - Unit VIII Assessment	2% 9%