HIST 120-678
Western Civilization from Ancient Greece to 1689
Fall 2019 Semester I

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University of Northern Colorado Credits: 3; (LAC, gtP*)
Bennett High School Credits: .5
Prerequisites: None

Catalog Description
A survey of Western civilization from ancient Greece to the Glorious Revolution.

Required Texts & Materials

Course Description and Goals
History 120 is a lower level survey of Western Civilization from Ancient Greece through 1689. The purpose of the Western Civilization course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course will cover about 5,000 years of history starting with the earliest civilizations in Mesopotamia and Egypt. We will then move on to explain the role played by the ancient Greeks and Romans in the development of Western Civilization leading to describing the key events of late antiquity and the Middle Ages until 1000 CE. We will then take a look at the religious, political and economic expansion of Europe from 1000 to 1600 CE explaining the role the Renaissance and Reformation played. We will end the semester by exploring the development of the modern nation state and absolute monarchy from 1603 to 1689. We will also study the three major monotheistic religions during the eras they began. You as the student will be tasked to think like historians, using critical thinking skills, primary source analysis, and effective communication interpreting the importance of given civilizations or eras and citing evidence to support your conclusions.

Student Learning Outcomes
- Students will acquire a basic understanding of historical changes in Western Civilization before 1877.
- Students will recognize that historical narratives are constructed by historians and change over time.
- Students will discuss historical questions in written and oral form.
• Students will learn to recognize the difference between primary and secondary sources and begin to think critically and analytically about the past.
• Students will compose an outside paper, driven by an argument and supported by historical evidence.

Course Requirements
• Attendance is expected and will be part of their Participation/Engagement grade.
  o Please be prompt.
• Students are expected to be engaged with course readings, lectures, and discussions.
• Reading is essential to you learning and will make the class better.
  o Please keep up with your reading each week.
  o Come to class ready to discuss what was confusing to you, what was interesting to you, or any readings that challenged your perspective.
• Students should demonstrate professional behavior and respect toward the instructor and fellow students. Students should be paying attention in class and not engaging in other activities that have nothing to do with the class, i.e. texting, inappropriate or unwarranted chatting with fellow students, playing on the internet, listening to music devices, working on assignments for other classes, sleeping, etc.
• Unless you have extenuating circumstances, you are expected to take all exams and quizzes at their scheduled times.
  o Let me know prior to the date if you must miss it.
• All assignments are to be turned in the day they are due, or if you must miss the class, assignments are due the class day before they are due.
• Cheating on tests &/or plagiarizing on papers is unacceptable and will result in a failing grade.

Evaluation & Grading
Quizzes
Quizzes may be administered over podcasts, primary sources, readings, and content from class. There will be a minimum of 5 quizzes administered. Some of these will be announced, however some will not be announced. These will be multiple choice and matching questions given through Canvas. **Quizzes are worth 20 points each.**

Analytical Essays
There will be a minimum of 4 essays required. These essays will require you to use primary sources and other materials given to answer the prompt questions. These questions are a chance for you to work, think, and write like a historian. More specific directions will be handed out in class and posted on Canvas. Most of these essays need to be 2 ½ -3 pages typed and double-spaced providing sources when needed. **Essays are worth 50 points each.**

Projects
There will be a minimum of 2 creative projects given. **Projects will be worth 50 points each.**

Historical Narrative Research Paper
Each student will write a historical narrative research paper (details of this paper will be given in class). **This will be worth 200 points.**

Exams
There will be 2 exams, a Midterm and Final. Exams will be over the course lectures, podcasts, readings, and primary sources. Exams will consist of two essay questions, of student’s choice, from a list of questions and 5 term identifications, also student’s choice, from a group of terms. **Each exam is worth 200 points.**

Participation/Engagement
This segment has the potential to be worth **up to 200 points**. Students will have the opportunity to earn daily points with their participation and engagement. This grade will also take into account attendance, tardiness, not turning in assignments, late work, behavior, classroom simulations, primary source readings, maps, current events, debates, discussions, notebooks, etc. Special days involving group work with primary sources, debates, discussions, etc. will be worth extra points.

**Home Fun**
All assignments will be expected to be turned in on time at the risk of a failing grade and loss of participation points.

**Notebook**
Students will be required to have a 3-4-inch 3 ring binder. This will be very important part of class. The notebook you will need to have 12 dividers with the following labels: Syllabus/Class Information, Current Events, Study Guides, Journal, Cornell/Guided Notes, Graphic Organizers, Maps, Primary Source Documents, Readings, Projects, Videos, Essays and Quizzes/Exams. (Notebooks will be checked periodically at random, this will be part of your participation grade).

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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All assignments will be available to be downloaded on Canvas.

**Topical Outline**

Unit I- Human Origins and Cradles of Civilization-(4000-1000 BCE)
Unit II-Ancient Greece-(2200-100 BCE)
Unit III- Ancient Rome-(753 BCE-476 CE)
Unit IV- The Middle Ages-(476-1453)
Unit V- The Renaissance and the Age of Exploration-(1350-1533)
Unit VI-The Reformation-(1500-1564)
Unit VII-Culture Wars and the Modern State-(1560-1689)

***The Worlds Monotheistic religions will be introduced during their particular time period

**Students with Disabilities**

Any student requesting disability accommodation for this class must inform the instructor and give appropriate notice. Students are encouraged to contact Disability Support Services at Bennett High School to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC’s Policies**

UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website: http://www.unco.edu/dean-of-students/.
Student Satisfaction Evaluation
Participants will be asked to evaluate the workshop for instructors’ knowledge, interest and enthusiasm as well as providing additional information on classes or topics that you would like to see developed as a future offering from UNC.

Dropping or Withdrawing from a UNC Dual Credit Course
Note: Drop and withdrawal dates for the courses at your school can be found on your dual enrollment page for your high school.
Please use the Dual Enrollment Drop & Withdrawal Form.
You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of “W” (this does not impact your GPA), and there is no tuition refund.
After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

*Liberal Arts Core & Colorado gtPathways
This course satisfies 3 credits from Area 4. (History) of the UNC Liberal Arts Core. This course has been approved by the Colorado Commission on Higher Education for inclusion in the Colorado Guaranteed Transfer Program, gtP. gtP courses automatically transfer to any public institution in Colorado and will continue to count toward general education or other graduation requirements for any liberal arts or science associate or bachelor’s degree program IF a grade of C- or higher is recorded. Statewide articulation agreements prescribe specific general education and degree requirements in the following professional degree programs: business, early childhood, elementary education, engineering and nursing. Most other courses not approved for the gtP designation will also be accepted in transfer by other institutions but may not fulfill general education or degree requirements.

Course Schedule and Pacing
(I will try to stick to this pacing, but as usual things can and will change)

**WK 1**
*Human Origins and Cradles of Civilization-(4000-1000 BCE)*
8/21 Introduction to the Course
8/22 Lecture: What is History?
   Activity: Otzi the Iceman
8/23 Lecture: Stone Age
   Activity: Lascaux Cave Painting Analysis

**HW:** Podcast: Cradles of Civilization
   Essay #1-What Does it Mean to be Human

**Primary Source Readings:** Hammurabi’s Code
   Epic of Gilgamesh

**WK 2**
8/28 Quiz over podcast
   Primary Source Study: Hammurabi’s Code
8/29 Lecture: The Rosetta Stone and Hieroglyphics
8/30 Video: The Pyramids
   Activity: Hieroglyphics

**Primary Source Readings:** The Myth of Osiris and Isis
   Excerpt from the Egyptian Book of the Dead-The Declaration of Innocence
WK 3  Ancient Greece-(2200-100 BCE)
9/04  Lecture: The Minoans and Mycenaean’s
9/05  Lecture: Trojan War
     Activity: The Realities of the Trojan War
9/06  Greek Root Words and Their Applications
     Lecture: Early Greece and Democracy in Athens
HW: Video and Questionnaire- “The Gods of Olympus”
**Primary Source Readings:** Excerpts from the “Iliad and the Odyssey”

WK 4
9/11  Lecture: The Ancient Olympics
     Video: The Ancient Olympics
     Discussion: Similarities/Differences between Ancient and Modern Olympics
9/12  Lecture: Athens v Sparta
9/13  Finish lecture Athens v. Sparta
     Video: The Spartans
**Primary Source Readings:** “Sayings of Spartan Women” from Plutarch’s Moralia

WK 5
9/18  Activity: Greek Achievements
9/19  Lecture: The Golden Age of Greece
9/20  Essay #2: Athens v. Sparta
**Primary Source Readings:** Pericles Funeral Oration

WK 6
9/25  Finish lecture: The Golden Age of Greece
9/26  Lecture: The Philosophers
     Primary Source Study: Plato’s Apology
9/27  Lecture: Alexander the Great
     Video: Alexander the Great
**Primary Source Readings:** Selections from “Aristotle’s Politics”
     “Book V” and “The Allegory of the Cave” from Plato’s Republic
     Plato’s “Apology”

WK 7
10/02  Lecture: Hellenic Greece
10/03  Video
10/04  Socratic Seminar: Alexander the Great—Hero or Villain

WK 8  Ancient Rome-(753 BCE-476 CE)
10/09  Lecture: The Relevance of the Romans
     Origins-Romulus and Remus
     Video
10/10  Lecture: The Roman Republic and the Punic Wars
     Primary Source Study: The Twelve Tables
10/11  Let’s Learn Some Latin
**Primary Source Readings:** The Twelve Tables
     “The Fall of Carthage” from Polybius, “The Histories, Book XXXVIII”
     “Caesar Crosses the Rubicon” from Suetonius, “The Twelve Caesar’s”

WK 9
10/16 Finish Lecture: The Roman Republic and Julius Caesar
   Review for Exam
10/17   CSI: The Death of Caesar
   Review for Exam
10/18   Midterm Exam

WK 10
10/23   Lecture: From Republic to Empire (Rise of Christianity)
10/24   Roman Numerals
10/25   Lecture: The Good and Bad Emperors
HW-Podcasts-The Fall of the Roman Empire

WK 11   The Middle Ages-(476-1453)
10/30   Lecture: Medieval Europe-Franks, Feudalism, and Chivalry
10/31   Finish Lecture: Medieval Europe (Rise of Islam)
11/01   Middle Ages Project
   Primary Source Readings: “The Black Death & the Jews-1348-1349” from The Jewish History Source Book
   “Jean Froissart: On the Hundred Years War”

WK 12   The Renaissance and the Age of Exploration-(1350-1533)
11/06   Video: The Middle Ages (Rise of Islam)
11/07   Machiavelli- “The Prince Survey and Discussion”
   Activity-Four Corners
11/08   Middle Ages to Renaissance-Change
   Go over Machiavelli Survey
   Lecture: The Renaissance
   Primary Source Study: The Prince
   Primary Source Readings: Excerpts from Machiavelli’s “The Prince”
   “The Ascent of Mt. Venntoux”: A Letter from Petrarch
   “A Letter from Petrarch to Marcus Tullius Cicero”

WK 13
11/13   CSI: Florence
11/14   Finish lecture: The Renaissance
11/15   Video: Da Vinci Tech

WK 14
11/27   Lecture: The Northern Renaissance
11/28   Renaissance Dinner Party Project
11/29   Renaissance Centers

WK 15
12/04   Lecture: The Age of Exploration
12/05   Primary Source Study: Journal of Christopher Columbus
12/06   Lecture: The Protestant Reformation
   Primary Source Readings: The Journals of Christopher Columbus
   Johan Tetzel: “Grace for Sale Through Indulgences”

WK 16   The Reformation-(1500-1564)
12/11   Primary Source Study: The 95 Theses
   Socratic Seminar: Ideas to counter the Reformation
12/12   Lecture: The Counter Reformation
12/13   Denomination Challenge
Primary Source Readings: Martin Luther’s “95Thesis”
John Calvin: “On Predestination”

WK 17
12/11 Lecture: Absolutism
12/12 Finish Lecture
   Prepare for Absolute Monarch Draft
12/13 Absolute Monarch Draft
   (Final available all week)

Primary Source Readings: Voltaire: “The Age of Louis XIV” (1751)
The English Bill of Rights (1689)

WK 18 Culture Wars and the Modern State-(1560-1689)
12/11 Lecture: Thirty Years War
12/11 Review for Final
12/12 Final Exam