



UNIVERSITY OF NORTHERN COLORADO

---

## Extended Campus

College of Humanities & Social Sciences  
Department of History

UNC Dual Enrollment at Bennett High School

HIST 120-683: Survey of Western Civilization Beginnings to 1689  
Fall 2020 Semester

**Instructor:** Marty Van Buskirk  
**Email:** marty.vanbuskirk@unco.edu

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

### **Catalog Description:**

Survey of American history through Reconstruction to examine efforts to found New World communities, gain an American identity, secure independence and to define and secure the union under a federal government.

### **Required Texts & Materials**

Cole, Joshua & Symes, Carol. Western Civilizations. Eighteenth Edition. W.W. Norton and Company. 2014

### **Course Description and Goals**

History 120 is a lower level survey of United States History from its beginnings to 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:**

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

## **Course Requirements**

1. Attendance is expected and will be part of their Participation/Engagement grade. Please be prompt.
2. Students are expected to be engaged with course readings, lectures, and discussions.
3. Reading is essential to your learning and will make the class better. Please keep up with your reading each week. Come to class ready to discuss what was confusing to you, what was interesting to you, or any readings that challenged your perspective.
4. 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.
5. Unless you have extenuating circumstances, you are expected to take all exams and quizzes at their scheduled times. Let me know **prior** to the date if you must miss it.
6. All assignments are to be turned in the day they are due, or if you must miss the class, they are due the class day before they are due.
7. Cheating on tests &/or plagiarizing on papers is unacceptable and will result in a failing grade.

## **Evaluation & Grading:**

### **Journals**

We will have several entry journal topics at the beginning of class. There will be a time of completion of 10 to 15 minutes and turned in to Canvas. These will be worth **10-20 pts. each.**

### **Quizzes**

Quizzes may be administered over podcasts, primary sources, readings, and content from class. There will be a maximum 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 maximum 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 -3pages typed and double-spaced providing sources when needed. **Essays are worth 50-80 points each.**

### **Projects**

There will be a minimum of **2** creative projects given. Project will be worth **50-80 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.**

### **Notes (Cornel and Guided Notes and Questions)**

Your classroom notes must be compiled in a word document and turned in twice a semester. These will be graded for completeness and proper notetaking. These will be worth **100 pts.**

### **Exams**

There will be two exam periods (a midterm and a final) Both will consist of an in class multiple choice exam administered through Canvas covering the course lectures, podcasts, readings, and primary sources. Each exam is worth **200 points.**

### **And/Or**

There will also be two timed exams during each midterm and final to be taken at home. 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 of these will also be 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 (asking and answering question, debates, discussions, group activities, etc.) Students will start with 0 and have to earn this grade. I will post every three to four weeks in increments of 50 pts. Points that are earned may also be taken away. This grade will also take into account attendance, tardiness, not turning in assignments, late work, behavior, classroom simulations, primary source readings, maps, **current events**, 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).

### **UNC Grading Scale**

A	90-100%
B	80-89
C	70-79
D	60-69
F	0-59

**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.

### **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.

### **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.

### **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)**

(Monday class days will be dedicated to current events, research, Socratic seminars, makeup days and other activities in support of the curriculum)

### **WK 1 Human Origins and Cradles of Civilization--(4000-1000 BCE)**

8/19 Introduction to the Course

8/20 Lecture: What is History?

Activity: Otzi the Iceman

8/21 Lecture: Stone Age

8/22 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**

8/27 Quiz over podcast

Primary Source Study: Hammurabi's Code

8/28 Lecture: The Rosetta Stone and Hieroglyphics

8/29 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)**

9/03 Lecture: The Minoans and Mycenaeans

9/04 Lecture: Trojan War

Activity: The Realities of the Trojan War

9/05 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**

9/10 Lecture: The Ancient Olympics

Video: The Ancient Olympics

Discussion: Similarities/Differences between Ancient and Modern Olympics

9/11 Lecture: Athens v Sparta

9/12 Finish lecture Athens v. Sparta

Video: The Spartans

**Primary Source Readings;** "Sayings of Spartan Women" from Plutarch's Moralia

## **WK 5**

9/17 Activity: Greek Achievements

9/18 Lecture: The Golden Age of Greece

9/19 Essay #2: Athens v. Sparta

**Primary Source Readings:** Pericles Funeral Oration

## **WK 6**

9/24 Finish lecture: The Golden Age of Greece

9/25 Lecture: The Philosophers

Primary Source Study: Plato's Apology

9/26 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**

10/01 Lecture: Hellenic Greece

10/02 Video

10/03 Socratic Seminar: Alexander the Great—Hero or Villain

## **WK 8 Ancient Rome-(753 BCE-476 CE)**

10/08 Lecture: The Relevance of the Romans

Origins-Romulus and Remus

Video

10/09 Lecture: The Roman Republic and the Punic Wars

Primary Source Study: The Twelve Tables

10/10 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**

10/15 Finish Lecture: The Roman Republic and Julius Caesar  
Review for Exam  
10/16 CSI: The Death of Caesar  
Review for Exam  
10/17 Midterm Exam

## **WK 10**

10/22 Lecture: From Republic to Empire (Rise of Christianity)  
10/23 Roman Numerals  
10/24 Lecture: The Good and Bad Emperors  
HW-Podcasts-The Fall of the Roman Empire

## **WK 11 The Middle Ages-(476-1453)**

10/29 Lecture: Medieval Europe-Franks, Feudalism, and Chivalry  
10/30 Finish Lecture: Medieval Europe (Rise of Islam)  
10/31 Middle Ages Project

**Primary Source Readings:** “The Black Death and 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)**

11/05-Video: The Middle Ages (Rise of Islam)  
11/06-Machiavelli- “The Prince Survey and Discussion”  
Activity-Four Corners  
11/07 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**

11/12 CSI: Florence  
11/13 Finish lecture: The Renaissance  
11/14 Video: Da Vinci Tech

## **WK 14**

11/19 Lecture: The Northern Renaissance  
11/20 Renaissance Dinner Party Project  
11/21 Renaissance Centers

## **WK 15**

12/03 Lecture: The Age of Exploration  
12/04 Primary Source Study: Journal of Christopher Columbus  
12/05 Lecture: The Protestant Reformation

**Primary Source Readings:** The Journals of Christopher Columbus  
Johan Tetzel: “Grace for Sale Through Indulgences”

## **WK 16 Finals Prep**

**12/10-Finals Prep**

**12/11-Finals**

**12/12-Finals**