

Term Information

Effective Term Autumn 2020
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online approval

What is the rationale for the proposed change(s)?

We have worked with ASC tech to gain online approval for this course

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1211
Course Title Western Civilization to the 17th Century
Transcript Abbreviation W Civ: Antqty-17 C
Course Description Ancient civilizations (Near East, Greece, Rome); barbarian invasions; medieval civilizations (Byzantium, Islam, Europe); Renaissance and Reformation.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value Yes, Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Recitation, Lecture
Grade Roster Component Recitation
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: 1110.xx.

Exclusions

Not open to students with credit for 1210, 2201, 2201H, 2202, 2203, or 2205.

[Previous Value](#)

Not open to students with credit for 1210, 2201, 2201H, 2202, 2203, 2205, or 111.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- An understanding of the ancient western world

[Previous Value](#)

Content Topic List

- Ancient civilizations
- Near East
- Greece
- Rome
- Barbarian invasions
- Medieval civilizations
- Byzantium
- Islam
- Europe
- Renaissance and Reformation

Sought Concurrence

No

COURSE CHANGE REQUEST
1211 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/22/2020

Attachments

- DL History 1211 syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- Hist 1211.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 1211 syllabus for 2017.doc: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- OLD assessment plan.doc: Old departmental assessment plan
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	07/17/2020 11:22 AM	Submitted for Approval
Approved	Elmore, Bartow J	07/17/2020 11:48 AM	Unit Approval
Approved	Heysel, Garrett Robert	07/17/2020 03:31 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	07/17/2020 03:31 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 1211

WESTERN CIVILIZATION TO THE 17TH CENTURY

SPRING 2020

Course overview

Instructor

Instructor: Dr. Kyle Shimoda
Email address: Shimoda.4@osu.edu
Office hours: TR 1:00PM-2:00PM
Office Location: Dulles 368 or CarmenZoom

Course Coordinator

Course description

This course is a survey of premodern European history, or premodern “Western Civilization,” and its immediate neighboring eras and cultures, approximately 3500 BCE-1600 CE. We will start with the earliest world civilizations of the ancient Near East and conclude with the European Renaissance. The course will be structured around chronological, geographical, and thematic units. Premodern European history is usually subdivided into two units: ancient and medieval history. One of the things we will be examining in this course is how and why these two eras are distinguished from one another.

In terms of chronology, it is important to gain an overall sense of the flow of premodern European history. A 5000+ year timespan is a lot to cover within the course of one semester, and thus units must be structured chronologically to get a full “feel” for the premodern period and to allow us to define it.

Geographical considerations are also important for coming to a definition of premodern European history. This course will focus on all regions of Europe during the premodern era. “Traditional” areas of European history such as Western Europe will of course be given due

consideration, but the cultures of Eastern Europe will be given treatment as well. Other cultures that directly interacted with premodern European civilization, such as Islamic civilization, will also receive some attention.

Thematically, this course will seek to provide a sampling of traditional political and military history, cultural and intellectual history, social and economic history, religion, and art and archaeology in premodern Europe. Certainly the broad political narratives of great kings and rulers can provide a solid background for understanding the structure of the European past, but at the same time, numerous “lesser” figures and common people throughout history must be studied to come to a full understanding of what makes premodern Europe a distinctive culture unto itself.

Course learning objectives

The binding question for this course is: what makes premodern Europe distinctively premodern and European? In that, how and why can we distinguish this time period from the prehistorical period that came before it and the modern era that came after it? As noted in the class description, the premodern era is typically subdivided into ancient and medieval history – what differences can we see between these two periods, and why? What elements of political, cultural, economic, religious, artistic, etc. developments are used to define premodern Europe? Do the boundaries of “premodern Europe” need to be redefined, and can they apply equally everywhere in Europe at the same time? What effects of the premodern era can we still see in different parts of the world today?

To answer our binding question, the central theme we will consider in this course is “west meets east.” This means that we will be particularly concerned with cross-cultural interaction between the western and eastern halves of Europe during the premodern age. Western and Eastern Europe share numerous historical and cultural commonalities that allow us to speak of “Western Civilization,” but their fates and fortunes were often very different throughout history. And yet, although the tides of history carried each in a different historical direction, it is impossible to ignore the many similarities and cultural currents that bound west and east together.

GE Course Information

This course fulfills the following GE requirements: Diversity – Global Studies, Historical Study.

Diversity – Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected learning outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected learning outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Course materials

All required readings will be posted on Carmen – there is no textbook or anything else to buy from the bookstore.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Weekly Quizzes	50
Weekly discussion	100
Historical Paper	100
Mid Term Exam	100
Final Exam	150
Total	500

See course schedule, below, for due dates

Assignment information

Weekly quizzes: 50 points

Please note that the course is divided into 16 weeks. There will be a quiz available each week, **excepting** weeks 1, 10, and 16. Therefore, there are a total of **13 quizzes**. Each quiz will test your knowledge of the week's readings and lecture materials. You will be given 15 minutes to complete a quiz. Each quiz will consist of **5 multiple choice questions**, each worth 1 point. Each quiz is therefore worth 5 points. **Each quiz may be taken twice, and only the higher score will count.** At the end of the semester, **your 3 lowest quiz scores will be dropped.**

Each weekly quiz **opens at 12:00 AM Monday and closes at 11:59 PM Sunday.**

Weekly discussion: 100 points

Please note that the course is divided into 16 weeks. Discussion will be available each week, **excepting** weeks 1, 10, and 16. Therefore, there are a total of **13 possible weeks of discussion**. Each week, you may earn up to 10 points toward your discussion grade. For discussion, you must post **2 messages** on any of the 2 questions assigned for that week. After reviewing both of your posts, your discussion leader will award you up to 10 points for that week's discussion, based on the quality of your posts. You may certainly post more than 2 messages per week, but **only your 2 strongest posts will count**. At the end of the semester, **your 3 lowest discussion scores will be dropped**.

A strong discussion post must meet the following conditions: 1) it must **respond directly** to one of the discussion questions posted for the week; 2) if other people (including the instructors!) have already posted to a question before you, your post **must advance the discussion by responding to at least one other previous post**, and without ignoring or simply repeating what any of the other posts have said as well; 3) the post must utilize information from **at least one of the primary sources**; 4) it must make a **reasonable historical argument**; 5) it must be **approximately 200-300 words** long. A weaker post might be one that gets too off-topic, or merely repeats what other people have already said, or fails to use the primary sources, or shows a poor understanding of history, or is simply too short to make a thorough contribution.

Discussion for each week **opens at 12:00 AM Monday and closes at 11:59 PM Sunday**.

Historical paper (due 02/02 OR 03/29): 100 points

Students will be required to complete a historical paper of approximately **1000-1500 words**. They will have two opportunities to complete it: the first due date is **February 02 at 11:59 PM**, and the second is **March 29 at 11:59 PM**. Students will complete **only one** of these papers: if you complete the February 02 paper you should not do the March 29 paper, and if you miss the February 02 due date you must complete the March 29 paper. Here is the prompt associated with each due date:

February 02: How strongly did the peoples of the Ancient Near East (weeks 2 and 3) fear death? Discuss the varying attitudes towards death and immortality of the civilizations of the Ancient Near East: what common characteristics did they share, and what are their differences in belief about death? Do you see an overall trend among the civilizations of the Ancient Near East, or do you believe that the various cultures faced death differently?

March 29: Did political figures (kings, nobles, etc.) or religious figures (popes, monks, etc.) have a bigger influence on society during Late Antiquity, the Early Middle Ages, and the Early Central Middle Ages (weeks 8-11)? Consider the type of authority that each was able to wield, and determine which you think had an overall greater impact. Do you believe that the level of influence of each side changed over time, as history progressed?

Midterm exam (available 03/01-03/02): 100 points

The midterm exam will **open on March 1 at 12:00 AM and close on March 2 at 11:59 PM**. It will cover topics from the first half of the semester (weeks 1-8). You will have 60 minutes to complete 4 short answers, each worth 10 points, and an essay worth 60 points.

Final exam (available 04/24-04/25): 150 points

The final exam will **open on April 24 at 12:00 AM and close on April 25 at 11:59 PM**. You will have 120 minutes to complete 2 short answers, each worth 10 points, a first essay worth 60 points, and a second essay worth 70 points. The short answers and first essay will cover topics from the second half of the semester. The second essay will be a cumulative essay.

Extra credit: up to 20 bonus points available

You will have 2 opportunities to earn extra credit, with each worth 10 bonus points:

Historical movie critique (**due March 15 at 11:59 PM**): to receive this extra credit, you must first watch one of the following “historical” movies:

1. *300* (2006), starring Gerard Butler
2. *Gladiator* (2000), starring Russell Crowe
3. *King Arthur* (2004), starring Clive Owen

After you have watched the movie, write a short essay of approximately 400-600 words in which you critique the depiction of history and culture in the film. Essentially, you are to point out a number of the historical and cultural mistakes the film makes in its depiction of the past. You should ignore the obviously fantastical elements in these movies – obviously, for example, the Persian army (as depicted in *300*) did not include massive and monstrous deformed soldiers. You should also briefly discuss some things that the film depicts correctly. Overall, do you think “historical” movies benefit or hurt our modern understanding of history – do they successfully promote awareness of history or do they leave people with too many misconceptions and incorrect ideas? Why? Successful completion of this project will earn you up to 10 bonus points.

SEIs: SEIs will be available **approximately one week before the end of the semester**. If at least 75% of all students enrolled in the class complete the SEI, everyone in the class will receive 10 bonus points.

Late assignments

Please contact me at least three days before an assignment is due to discuss turning it in late. I will take late work on a case-by-case basis.

Grading scale

- 93–100: A
- 90–92.9: A-
- 87–89.9: B+
- 83–86.9: B
- 80–82.9: B-

77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 6-12	Introduction, Prehistory (before ~3500 BCE) Readings: none
2	Jan 13-19	The Early Ancient Near East (~6500-~1200 BCE) Readings: selections from <i>Epic of Gilgamesh</i> , <i>Code of Hammurabi</i> , “Egyptian Death Literature,” “Egyptian Secular Literature,” <i>Hymn to Aten</i>
3	Jan 20-26	The Later Ancient Near East (~1200 BCE-651 CE) Readings: selections from <i>Code of the Assyrians</i> , <i>Book of Kings</i> , <i>Book of Genesis</i> , <i>Greater Bundahishn</i> , “Greek Accounts of the Persians”
4	Jan 27-Feb 2	Early Greek Civilization (~3500-479 BCE) Readings: selections from Homer’s <i>Iliad</i> , Hesiod’s <i>Works and Days</i> , Tyrtaeus’ poems, Solon’s poems, Herodotus’ <i>Histories</i> Historical paper first due date: 02/02
5	Feb 2-9	Later Greek Civilization (479 BCE-10 CE) Readings: selections from Thucydides’ <i>History of the Peloponnesian War</i> , Aristophanes’ <i>Lysistrata</i> , Plato’s <i>Republic</i> , Arrian’s <i>Anabasis Alexandri</i> , Plutarch’s <i>Life of Mark Antony</i>
6	Feb 10-16	Early Roman Civilization (753-27 BCE) Readings: selections from Livy’s <i>Ab Urbe Condita</i> , Polybius’ <i>Histories</i> , Appian’s <i>Roman History</i> , Sallust’s <i>Jugurthine War</i> , Caesar’s <i>Civil War</i>
7	Feb 17-23	Later Roman Civilization (27 BCE-286 CE) Readings: Vergil’s <i>Aeneid</i> , Augustus’ <i>Res Gestae</i> , Petronius’ <i>Satyricon</i> , Tacitus’ <i>Germania</i> , “Early Christianity”
8	Feb 24-Mar 1	Late Antiquity (286-634 CE) Readings: selections from <i>Edict of Milan</i> , “Fall of the Roman Empire,” Avitus’ <i>Letter to Clovis</i> , “Procopius,” <i>Benedictine Rule</i> Midterm exam available 03/01-03/02

9	Mar 2-8	The Early Middle Ages (634-827 CE) Readings: selections from “Early Islam,” <i>Synod of 754</i> , <i>Life of Queen Balthild</i> , <i>Donation of Constantine</i> , Einhard’s <i>Life of Charlemagne</i> Midterm exam available 03/01-03/02
10	Mar 9-15	Spring Break- no assignments or readings
11	Mar 16-22	The Early Central Middle Ages (827-1018 CE) Readings: selections from Cyril’s <i>Prologue to the Gospel</i> , Lekapenos’ <i>Novel</i> , Psellos’ <i>Chronographia</i> , Abbo’s <i>Battles of the City of Paris</i> , “Feudalism”
12	Mar 23-29	The Later Central Middle Ages (1018-1204 CE) Readings: selections from “East-West Schism,” “Letters of Gregory VII and Henry IV,” “The First Crusade,” “Twelfth-Century Renaissance,” Choniates’ <i>History</i> Historical paper second due date: 03/29
13	Mar 30-Apr 5	The Later Middle Ages (1204-1397 CE) Readings: selections from <i>fabliaux</i> , “Rulers and Ruled,” “End of the Crusader States,” “The Black Death,” “Internal Division of Byzantium”
14	Apr 6-12	The Renaissance (1397-1610 CE) Readings: selections from “Women of the Renaissance,” “Fall of Byzantium,” “European Arrival in the Americas,” “Martin Luther,” Shakespeare’s <i>Romeo and Juliet</i>
15	Apr 13-19	Early Modern Europe (1610-1815 CE) Readings: selections from Bradstreet’s <i>Dialogue between Old England and New</i> , Hobbes’ <i>Leviathan</i> , Louis XIV’s Policies, Kant’s <i>What Is Enlightenment?</i> , <i>Declaration of the Rights of Man and Citizen</i>
16	Apr 20-26	Review and final exam prep Readings: none

Final exam available 04/24-04/25

History 1211: Western Civilizations to 1600: rise, collapse, and recovery
Autumn Semester 2017

Course number: 33835

Lectures: MW 11:30-12:25 in UH 014

Instructor: Geoffrey Parker (.277)

Office hours: M 2-3:30 in Dulles Hall 173 (292-6721); and by appointment

Recitations: F 11 :30-12 :25 and TBA

Instructor: Arjun Awasthi

Course description:

What is distinctive about the West? For better or worse Western Civilization and Western values are a dominant force in the world today – and not just *in* the West but, thanks to Karl Marx and the Internet, also in the rest of the world. Why? That is one of the questions this course seeks to answer. In addition it tries to show *How Things Happened* (Why did the West develop so early the right to free speech guaranteed by the First Amendment? Why were half of all Western populations in this period under the age of 20? How could 167 Spaniards overthrow the Inca Empire, with perhaps 8 million subjects, and go on to colonize much of South America?)

Course goals and expected learning outcomes:

Goals:

To show how to study past events and how they influence today's society and the human condition. To offer strategies to help us distinguish, among the masses of facts, the *aberration* from the *trend*, the *cause* from the *contingent*, the *important* from the *incidental*, and the *continuities* from the *changes*.

Expected Learning Outcomes:

1. A better understanding of the patterns of European history, how they inform present-day Western societies, and how they relate to the history of the rest of the world.
2. How to understand, describe and analyze the origins of contemporary issues.
3. How to use primary and secondary historical sources.
4. How to improve critical and analytical thinking, writing and reading, listening and note-taking, working in groups and speaking in public.

Other important information

In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Students with documented disabilities who have registered with the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

This is a GE course. This course fulfills the following GE requirements: 1) "Historical Study," 2) "Diversity: Global Studies"

Syllabus and Exam “Study Questions” for History 1211: Autumn 2017

For more on the GE requirements, see <http://ascadvising.osu.edu/gec/combined>

Historical Study GE Requirements:

Goals: Students develop knowledge of how past events influence today’s society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Required textbooks (be sure to get the correct edition):

- McKay, Crowston, Wiesner-Hanks & Perry, *A history of Western society*, 12th edition, vol. I: ISBN 978-1-319-05954-5 (Bedford, 2017) “Value edition”
 - Wiesner, Ruff & Wheeler, *Discovering the Western Past: a look at the evidence*, 7th edn., vol I, ISBN 978- 1111837163 (Cengage, 2014)
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Lecture topics and textbook readings

Date	Topic	McKay Chapters
Aug 23	Hunters, gatherers and the Neolithic Revolution	ch. 1
Aug 25	Recitation	
Aug 30	The Urban Revolution and the first empires	chs. 1-2
Aug 31	The Hebrews, Crete and Greece	
Sep 1	Recitation	
Sep 4	Labor Day: no class	
Sep 6	Classical Greece	ch. 3
Sep 8	Recitation	
Sep 11	Contemplation	chs. 4-5
Sep 13	The rise of Macedon and Rome	
Sep 15	Recitation	
Sep 18	Imperial Rome	chs. 6-7
Sep 20	The fall of the Western Empire	
Sep 22	Recitation	
Sep 25	Christianity and the survival of the West	ch. 7
Sep 27	The making of medieval Europe	
Sep 29	Recitation	
Oct 2	The West under siege	ch. 8

Syllabus and Exam “Study Questions” for History 1211: Autumn 2017

Oct 4	Europe recovers	
Oct 6	Recitation	
Oct 9	The Age of the Crusades	chs. 9-11
Oct 11	Movie	
Oct 13	Midterm break	
Oct 16	Revision	
Oct 18	MID-TERM EXAM	
Oct 20	Contemplation	
Oct 23	The Twelfth-Century Renaissance	ch. 12
Oct 25	Europe on the eve of the Black Death	
Oct 27	Recitation	
Oct 30	The Black Death and Renaissance Culture	chs. 13
Nov 1	The Consumers of Renaissance Culture	
Nov 3	Recitation	
Nov 6	The facts of life in Renaissance Europe	chs. 10, 13
Nov 8	Preparation	
Nov 10	Veterans’ Day: no classes	
Nov 13	The Reformation	ch. 14
Nov 15	The Reformation and its enemies	ch. 15
Nov 17	Recitation	
Nov 20	Europe triumphant? Term Paper due	
Nov 22	Thanksgiving Break: no class	
Nov 24	Thanksgiving Break: no class	
Nov 27	Revision of major themes	
Nov 29	Reading Day	
Dec 1	Recitation	
Dec 4	Final exam questions distributed	
Dec 8	Final Exam due by noon	

Course components and conventions

1. TWO lectures per week: MW 11.30-12.25. Attending lectures is not mandatory, and I do not take attendance; however, the exam questions will reflect material discussed in the lectures.

2. ONE recitation section per week. Participation in recitations is worth 15 percent of the total grade for the course; completion of assigned recitation exercises is worth a further 15 percent of your total grade.

- Recitation sections will cover the material contained in the required books and the lectures.
- Attendance at all scheduled recitation sections is **mandatory**. If you are unable to attend section for a valid and verifiable reason, you **must contact** your discussion section leader **in advance** of the section you will miss.
- You must come to each meeting prepared to discuss your ideas about the readings and listen to those of your colleagues. Active section participation and informed discussion (in the form of questions and comments) requires you to complete the reading assignment prior to section and have taken the time to think about what you have read. Be sure to bring a copy of the readings to each discussion section as you will refer to the readings regularly during discussion.
- Any student who misses more than **one (1) section** without an appropriate excuse will have his/her grade for “attendance and participation” reduced by one full letter grade for each additional section meeting that s/he misses. This means that if you miss five or more sections during the semester without a valid excuse, you will automatically receive zero (0) out of 15% for your “attendance and participation,” and also a poor grade for “section participation.”

3. ONE mid-term exam, taken in the lecture period on October 18, for 15 percent of the total grade for the course. It will consist of a map quiz (5 per cent of the total grade,) and one essay (10 per cent of the total grade.)

- See page 6 below for a “trial exam paper.”
- Students must take the mid-term in class at the time scheduled. A request for a “make-up exam” will be considered only for a documented illness or a documented family emergency. No exam will be given before the scheduled time.

4. ONE five-page typed term paper on documents in Wiesner, Ruff & Wheeler, *Discovering the Western Past*, vol 1, worth 25 percent of the total grade for the course.

- This assignment is due on November 20. Papers submitted late without an acceptable excuse will be penalized one letter grade per day (weekends included.)

5. ONE final take-home exam for 30 per cent of the grade for the course. The exam consists of three essays taken from course work since the Mid-Term, *of which you must answer one* (15 per cent of the total grade); and three essays covering issues arising from the course as a whole, *of which you must answer one* (15 per cent of the total grade).

- The exam will be e-distributed on 4 December and must be returned to your GTA by noon on 8 December.
- The maximum permitted length for each answer is five typed pages (12-point; regular margins.)
- See page 7 below for a “trial exam paper.”

6. Students with questions about their grades must submit a letter in writing to their section leaders BEFORE approaching the Instructor about grading issues.

7. I will post synopses of each lecture on CARMEN one week in advance. You may download these synopses, if you wish, and use them when you take notes on the lectures. You will find synopses of the first three lectures on pages 8-10 below.

8. Finally, plagiarism, cheating, or other academic misconduct will not be tolerated and will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the [Code of Student Conduct](#).

HISTORY 1121: STUDY QUESTIONS FOR YOUR MID-TERM

NOTE: Your mid-term will contain questions similar to -- BUT NOT THE SAME AS -- the following. You will have to answer

- **FIVE geographical questions (out of eight) from Part A for 5% of your total grade. A list of all possible locations (all covered in lectures and readings down to October 9) will be circulated in advance. A map will be distributed along with the exam.**
and
- **ONE question (out of three) from Part B for a further 10%. All questions on the exam will relate to material covered in the textbooks, the lectures, and the recitations up to and including October 9.**

PART A. ON THE MAP YOU HAVE JUST RECEIVED

1. **Locate the Fertile Crescent**
 2. **Locate the capital of Vespasian**
 3. **Sketch in the river Ebro**
 4. **Locate the battle of Hastings**
- 5-8 more of the same (frontiers, battles, specific areas and geographic features of historic significance specifically mentioned in lectures and/or textbooks)**

PART B: ANSWER ONE OF THE FOLLOWING QUESTIONS

1. **Assess the achievements of the Greek city-states**
2. **Explain the success of Alexander the Great**
3. **Why did Christianity emerge as the official religion of the Roman Empire?**

HISTORY 1211: STUDY QUESTIONS FOR YOUR TAKE-HOME FINAL EXAM

NOTE: Your take-home final exam will contain questions similar to -- BUT NOT THE SAME AS -- the following. Answer ONE question (out of three) from Part A for 15%. These questions will be taken from material covered in the lectures and assignments since the Mid-Term. Also answer ONE question (out of three) from Part B for a final 15% of your total grade: these questions will cover issues arising from the course as a whole.

You will receive the exam questions on December 4. You must hand in your exam answers before noon on December 8, 2017.

PART A: ANSWER ONE OF THE FOLLOWING

- 1. Compare and contrast the European Renaissance of the twelfth and fifteenth centuries**
- 2. Explain the success of the Reformation in much of western Europe and its failure in most of eastern Europe down to 1600.**
- 3. In the sixteenth century, Christian states expanded in the west but lost ground in the east. Explain this paradox**

PART B: ANSWER ONE OF THE FOLLOWING

- 1. Discuss the changing role of women in Western society in the period covered by the course.**
- 2. How can works of art (including works of literature) be used by historians as evidence for the values and life-styles of Western Society before 1600?**
- 3. Discuss the influence of Roman culture on Western Civilization down to 1600.**

Lecture 1. Hunters, gatherers and the Neolithic Revolution (down to 10,000 BC)

The five key events in human history: emergence of “Homo Sapiens”; end of the Ice Age; Neolithic Revolution; Urban Revolution; Industrial Revolution.

1. By 50,000 years ago, “Homo Sapiens” had emerged with a 1200 cc brain: three times the size of the brain of any other species.
2. About 12,000 years ago the last Ice Age abated, producing a population explosion and new survival strategies.
3. About 10,000 years ago came the Neolithic (“New Stone Age”) Revolution: the birth of farming, beginning in the “Fertile Crescent.”
4. About 5,000 years ago came the Urban Revolution, beginning in Mesopotamia.
5. About 250 years ago the Industrial Revolution began in Great Britain.

- The pain and gain of taking History 1211

I. The Paleolithic: huntin’ and fishin’:

10,000 years ago, just before the Neolithic Revolution, perhaps 5 million members of the species “Homo Sapiens” inhabited the globe. Most of them already possessed five unique characteristics:

- Tool making
- language
- hierarchy
- trade
- art

II. The Neolithic Revolution (aka farming):

1. Agriculture
2. Animal husbandry

Agriculture and animal husbandry both allowed the size of the human population to increase (1 acre will support one family of hunters but 100 families of farmers) and to create a network of permanent settlements in four distinct areas:

1. In Near East from 8000 BC (Jericho, Çatal Hüyük; Indo-European Languages)
2. In China (Yellow River from 5000 BC; Yangzi from 4000 BC);
3. In W. Africa (from 4000 BC)
4. In the Americas (Peru from 3000 BC; Mexico, from 2000 BC).

This in turn led to:

- (i) more people (with more diseases)
- (ii) more goods
- (iii) division of labor
- (iv) social hierarchy and public works (the example of Stonehenge)
- (v) cities.

Lecture 2. The Urban Revolution, the first empires, the Hebrews and Crete (10,000 → 2,500 BC)

I. The emergence of cities independently in four distinct – but similar – regions:

- 1) c 3500 BC - Mesopotamia (Tigris/Euphrates): Jericho, Çatal Hüyük, Uruk (setting for *The Epic of Gilgamesh*)
- 2) c 3100 BC - Egypt (Nile): the Pyramids
- 3) c 3000 BC - W. India (Indus): Mohenjo-Daro
- 4) c 2500 BC - N. China (Yellow River): Shang

All four “Bronze Age Civilizations” shared five characteristics: organized by territory (not groups); distinguished by class and occupation (not kin); authority to mobilize resources and personnel; monopoly of force; universal laws.

II. The Spread Of Writing

A: “Sound Writing”: like highway signals

- Egyptian Hieroglyphs: c. 3300 BC; c 700 characters; Rosetta Stone; Mohenjo-Daro

B: “Thought Writing”: *Alphabets* (small number of letters rearranged to form different words)

- Sumerian Cuneiform: c. 3200 BC at Uruk; c 2000 symbols (*Gilgamesh*) → by 2800 BC each symbol represented a *sound* → need for schools (and spanking)

The uses of literacy: inventories; government; trade; religion; laws; literature; history; calculation

III. The rise and fall of the first (“Bronze Age”) empires

The first empires:

- Sargon of Akkad (2371-2316 BC), creator of first empire in history, from the Mediterranean to the Persian Gulf
- Hammurabi of Babylon (1792-1750 BC) and his law code

The first wave of collapse:

- Indus states fell c 2000 BC (climate change?)
- Babylon and Egypt c 1600 BC (chariot)
- Assyrians vs Middle East, “Sea Peoples” vs Egypt c 1200 BC (iron weapons?)

Amid the chaos and conflict, two smaller groups became established: the Hebrews and the Greeks

Lecture 3. The Hebrews, Crete and Greece, 1400-479 BC

I. The Hebrews

Moses and Exodus; the making of the Old Testament

(a) the Torah and its 613 precepts (364 yes; 248 no)

(b) the destruction of the Temple and the Babylonian captivity: the Psalms and Isaiah

II. Minoan Crete: the first European Civilization

- The agricultural revolution in the Mediterranean: polyculture versus irrigation.
- The rise of Knossos (founded c. 2000 BC; discovered 1900 AD) and other cities in Crete
- The mysterious ways of historians (who work mostly inside) and archaeologists (who work mostly outside)
- King Minos and his playful bulls
- “Linear A” using moveable type: the “Phaistos Disk” c. 1800 BC
- The destruction of Knossos (c 1600 BC)
- The emergence of “Linear B” (87 characters) c. 1400 BC: the oldest “Western” language

III. Mycenae

- Greek: the oldest language still spoken in the Western World (Linear B: c. 1400 BC)
- The language of Homer’s *Iliad* (15,693 lines of verse about the siege of Troy by the Mycenaeans c. 1260 BC) and the *Odyssey* (12,110 lines of verse about the return from Troy of one Mycenaean, Odysseus/Ulysses.)
- The *Iliad* as a historical source, from Hittite tablets, via the “mask of Agamemnon” at Mycenae, to Brad Pitt.

IV. The “Greek Dark Ages”, 1200-750

a) Endemic warfare

b) Migration:

c) Spread of Greek culture

V. Athens, Sparta and the Persian Wars

a) The Greeks in Asia: Croesus of Lydia and his coins

b) The Asians in Greece: Marathon (490), Thermopylae and Salamis (480)

- The possible consequences of a Persian victory

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 1211

Instructor: Kyle Shimoda

Summary: Western Civ. To the 17th Century

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • CarmenWiki • Carmen Message Boards • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.