

Term Information

Effective Term Summer 2021
Previous Value Summer 2012

Course Change Information

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

Online approval and name change.

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

Enhancing the delivery mode for this course offers an opportunity to vastly expand the potential student enrollment base beyond what has been typical in this class. Students will be able to take this class regardless of their campus affiliation and those who are not resident in Ohio will also have access to it. This change to permit full online delivery is also consistent with the History Department's goals of expanding enrollment, greater outreach to new student constituencies, and flexibility in instructional/pedagogical approaches. The shift to permit DL designation for this course will not entail any additional fiscal or logistical commitments on the part of the instructor or Department.

For the name change: The History Department's Undergraduate Teaching Committee initiatives proposed by an anti-racism task force. One of the action items was to do away with course titles that we all deemed outdated. We agreed to do away with "Western Civilization" in our course catalog.

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 European History I
Previous Value Western Civilization to the 17th Century
Transcript Abbreviation Euro History I
Previous Value W Civ: Antqy-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	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark
Previous Value	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx.
Previous Value	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 European world
Previous Value	

COURSE CHANGE REQUEST
1211 - Status: PENDING

Last Updated: Haddad, Deborah Moore
12/29/2020

Content Topic List

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

Sought Concurrence

No

Attachments

- 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)
- History 1211 Course outline for Sp 2021.doc: Edited Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

- Name change to European History I *(by Elmore, Bartow J on 12/26/2020 02:05 PM)*
- See 8-12-20 email to B. Elmore and J. Heikes *(by Oldroyd, Shelby Quinn on 08/12/2020 03:08 PM)*

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
Revision Requested	Oldroyd, Shelby Quinn	08/12/2020 03:08 PM	ASCCAO Approval
Submitted	Heikes, Jacklyn Celeste	12/22/2020 01:32 PM	Submitted for Approval
Revision Requested	Elmore, Bartow J	12/26/2020 02:05 PM	Unit Approval
Submitted	Heikes, Jacklyn Celeste	12/29/2020 02:06 PM	Submitted for Approval
Approved	Elmore, Bartow J	12/29/2020 02:31 PM	Unit Approval
Approved	Haddad, Deborah Moore	12/29/2020 04:03 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	12/29/2020 04:03 PM	ASCCAO Approval

History 1211: European History I
Spring Semester 2021

Course number: 29771

Lectures: online (asynchronous)

Instructor: Geoffrey Parker (.277)

Office hours: virtual by appointment

Recitations: M 10:20-11 :15; 11:30-12 :25; 12:40-1:35 (synchronous)

Instructor: Robert F. Williams (.6859)

Course description:

What is distinctive about the West? For better or worse European Civilization and European 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.
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This is a GE course. This course fulfills the following GE requirements: 1) "Historical Study," 2) "Diversity: Global Studies"

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.

Diversity GE:

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.

GLOBAL STUDIES

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.

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

- Wiesner-Hanks, Crowston, Perry & McKay, *A history of Western society, Volume I: From Antiquity to the Enlightenment*, 13th edition (2020)
- Wiesner-Hanks, Evans, Wheeler & Ruff, *Discovering the Western Past, Volume I: to 1789*, 7th edition (2015)

Schedule	Topic	Lecture topics and textbook readings	
		Wiesner-Hanks, Crowston Chapters	
Jan 11	First day of classes; recitations		
	Hunters, gatherers and the Neolithic Revolution		chs. 1-2
	The Urban Revolution and the first empires		
Jan 18	Martin Luther King Day: No Recitation		
	The Hebrews, Crete and Greece		chs. 3-4
Jan 25	Classical Greece		
	Recitations		
	The rise of Macedon and Rome		chs. 5-6
	Imperial Rome		
Feb 1	Recitations		
	The fall of the Western Empire		ch. 7

Feb 8	Christianity and the survival of the West Recitations	
Feb 15	The making of medieval Europe The West under siege Recitations	ch. 8
Feb 22	Europe recovers The Age of the Crusades Recitations	ch. 9
First mid-term break		
Mar 1	No recitation	
Mar 8	Film: "Monty Python and the Holy Grail" The Twelfth-Century Renaissance Recitations	ch. 10
Mar 15	Europe on the eve of the Black Death The Black Death and Renaissance Culture Recitations	ch. 11
Mar 22	The Consumers of Renaissance Culture The facts of life in Renaissance Europe Recitations	ch. 12
Mar 29	The Reformation The Reformation and its enemies Recitations	ch. 13
Second mid-term break		
Apr 5	No recitation	
Apr 12	Europe expands Europe triumphant? Final Recitations	ch. 14
Apr 15	Term Paper due	
April 19	Final exam questions distributed	
April 26	Final Exam due by noon	

Course components and conventions

1. TWO pre-recorded lectures per week:

2. ONE recitation section per week. Participation in recitations is worth 20 percent of the total grade for the course; completion of assigned recitation exercises is worth a further 20 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 attend 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 five-page typed term paper on documents in Wiesner-Hanks, Evans, Ruff & Wheeler, *Discovering the Western Past*, vol 1, worth 30 percent of the total grade for the course.

- **This assignment is due on April 15. 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 four essays taken from individual topics covered in the course, *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 April 19 and must be returned to your GTA by noon on April 26.**
- **The maximum permitted length for each answer is five typed pages (12-point; regular margins.)**

Enrollment

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.

Academic Misconduct:

Plagiarism or dishonest academic practices are taken very seriously in this course. If plagiarism is detected, it will be reported to the Committee on Academic Misconduct. Remember that 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). If you are unclear what constitutes academic misconduct, visit: <https://oaa.osu.edu/academic-integrity-and-misconduct>. For additional information, see the [Code of Student Conduct](#).

Disability Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process \(Links to an external site.\)](#), managed by Student Life Disability Services. 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, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Self-advocacy is a critical life skill and it is important that you reach out to SLDS and us to ensure your own success. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu ([Links to an external site.](#)); 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

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. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline at 614-221-5445 / 1-800-273-8255; or text 4hope to 741741, or visit suicidepreventionlifeline.org.

Pandemic precautions

“Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu> ([Links to an external site.](#))), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.”

Institutional Equity

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange

interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix@osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Our Commitment to Your Success:

We are sincerely committed to helping each student succeed in the course. Online education is new to many students and those experienced with the format know that it is different in many ways to the in-class experience. As such, guiding each of you through the learning process is taken seriously by both all your instructors. To ensure your success, please consult us if you are having difficulties in the course and we will make every effort to accommodate your needs. You may also find additional helpful hints on reading and writing strategies at the [Younkin Success Center](#).

Your Commitment to Your Success:

In this course, you as the student will make your best effort to succeed. To do well, you should complete weekly readings/viewing and all assignments. The course is designed for you to succeed and we look forward to helping you achieve that objective. You will also bring to either my or your TA's attention any difficulties you encounter. Finally, you agree to use courteous language in your communications with me, your TA, and your fellow students. Failure to adhere to these commitments will result in course penalties.

Contacting Your Instructor:

If you wish to contact the course instructor or your TA, please do so **via email. PLEASE DO NOT USE CARMEN MESSAGING.** Instructors are not informed of messages sent on Carmen so messages sent via email will be addressed in a more efficient and timely manner. It also helps instructors to keep a better record of student correspondence. Always include both of us on the email subject line. This way, even if I am the only person responding, the other stays "in the loop."

Instructional details

Course Texts:

Your course textbooks are.

- Wiesner-Hanks, Crowston, Perry & McKay, *A history of Western society, Volume I: From Antiquity to the Enlightenment*, 13th edition (2020)
- Wiesner-Hanks, Evans, Wheeler & Ruff, *Discovering the Western Past, Volume I: to 1789*, 7th edition (2015)

These textbooks are [available for rent or purchase on Amazon.com](#) or another online purchasing platform. Course videos and other readings will be accessed using the provided links below and/or listed in each week's Carmen module.

Assignment Breakdown:

Recitation participation 200 pts (20%)
Recitation Assignments 200 pts (20%) (See breakdown below)
Term Paper 350 pts (35%)
Final Exam 350 pts (35%)
1000 pts

Weekly Course Modules:

On the course Carmen page, you will see a tab on the left side of the screen that is labeled "Modules". If you click on that tab, you will see that each week's announcement, readings, video links, and assignments are listed. Please note that each week's module will unlock when the assignment week has arrived; in online instruction students working together in sequence is incredibly important so without instructor permission, students are not permitted to access modules before an assigned week.

Weekly Announcement:

On the first day of each assignment week, an announcement will be posted on the Carmen course home page. This announcement will detail the week's content and various assignment. It will mirror the weekly requirements page found within each module. **You should read each announcement carefully to understand weekly assignments and requirements.**

Recitation Assignments: (See schedule on pages 2-3)

Recitation assignments are designed to be low-stakes affairs that ensure you complete the assigned readings and begin to think historically. You must engage with the material in this course.

All recitation assignments due no later than **11:59 on the Sunday BEFORE the scheduled recitation**

Seven reading quizzes (10 questions=10 points/quiz) Total: 70 points (Carmen)

Quiz will open each Tuesday and Close at 11:59 Sunday night.

One Discussion Board question and answer. Total 30 points (Carmen)

Discussion board will open Wednesday January 13 and close 11:59, Sunday, January 17

Two small writing assignments based on the readings for that week. (50 points each) Total: 100 points

Writing Assignment 1: 300 words

Writing Assignment 2: 600 words

Submit on Carmen via assignment link. Due 11:59 on 8 February and 29 March
Once again, for ease of confusion, all recitation related assignments will be due **NLT 11:59pm on the Sunday prior**

Recitation Assignment Due Dates:

January 17--MLK Day, Discussion Board (see assignments for details)
January 24—Reading Quiz 1 (Ch. 3/4)
January 31—Reading Quiz 2 (Ch.5/6)
February 7—Writing Assignment 1 Due (Ch.7)
February 14--Reading Quiz 3 (Ch 8)
February 21— Reading Quiz 4 (Ch. 9)
March 7—Reading Quiz 5 (Ch. 10/11)
March 14—Reading Quiz 6 (Ch. 12)
March 21—Reading Quiz 7 (Ch. 13)
March 28—Writing Assignment 2 Due (Ch 14)
April 15—Term Paper Due
April 26— FINAL Exam Due

Extra Credit Historical Media Analysis (50pts max):

To earn extra credit, students can choose a historical film, TV series, or video game related to a theme or topic discussed in the class. The student will then research the chosen media and write a 2-3-page paper discussing its historical accuracies and inaccuracies. Students will submit this Extra Credit Media Analysis Essay to the TA by **April 15**.

Late Assignment Policy:

As noted above, students **cannot** complete weekly quizzes or post Discussion responses after Sunday at 11:59PM **unless** specific extensions are arranged between the instructors and the student. To receive an extension, please contact the instructor **BEFORE** the assignment week is complete. Also please avoid contacting the instructor to request an extension just prior to the deadline Sunday evening unless an emergency has occurred; Carmen at times will move slowly due to heavy student traffic on Sunday evening so it is **HIGHLY** recommended that you complete your weekly assignment before this can interfere with your ability to post your work for the week on time.

Grade Challenges:

Should a student wish to challenge an awarded grade, the student should contact their course TA first and provide specific reasons for the grade revision. After this dialogue, if the student still feels that the complaint has not been properly addressed, the student—with the TA attached—should email the professor with the grade complaint.

Grading Scale (in %):

A = 92.5* – 100.0
A- = 89.5 – 92.4
B+ = 87.5 – 89.4
B = 82.5 – 87.4
B- = 79.5 – 82.4
C+ = 77.5 – 79.4
C = 72.5 – 77.4
C- = 69.5 – 72.4

D+ = 67.5 – 69.7

D = 59.5 – 67.7

E = 59.4 and below

*In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. No rounding will occur below this point.

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.