Western Civilization I: 151.001  
Tuesday & Thursday; 9:30-10:45  
Room 475, Ferguson Building

COURSE DESCRIPTION:
Western Civilization 151.001 studies the political, social, economic and cultural history of western civilization in Mesopotamia, Egypt, the rise of Greece, the Roman Republic, and growth of Christianity, the rise of modern states and the power of the monolithic church, as well as the interconnection between leadership, policies and personalities. Within these topics, there will be occasional mini-topics on issues such as slavery, drama, urban development, technical growth, and societal change, etc. The course is about learning a culture our society deems important. Although the class format is lecture style, please raise questions and discussion points when you have them.

TEXT AND MATERIALS: Required Textbook: Western Civilization, Vol. 1, by Joshua Cole & Carol Symes; Available at the Barnes & Noble Bookstore on campus; also available through http://www.amazon.com

GENERAL INFORMATION:
Faculty Member: Dr. Elizabeth Deanne Malpass, Department of History, Director of Clio’s Eye Journal  
Education: PhD: Texas Christian University; JD: South Texas College of Law;  
MA: University of Miami; BA: William & Mary, Notre Dame of Maryland

Offices: #354, #344 Vera Dugas Building (Liberal Arts North): at various times due to work assignments, I may be found in the Clio Office, #344. If the 354 office door is open, check office 344. Telephone: 936-468-2496  
Email: malpasseliza@sfasu.edu

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** Friday: To set up appointments, arrange writing/research projects, and choosing topics.** If these times are not convenient for your schedules, see me just before or after a class and we will arrange a conference time. After September, these hours are subject to change; an announcement will be made in class.

Clio Office #344: Gretchen Patterson, GA & Technical Director; Email: pattersogl@jacks.sfasu.edu  
Monday: 10:00-1:00  
Tuesday: 10:00-1:00  
Wed.: 10:00-1:00  
Thursday: 10:00-1:00  
Friday: 10:00-1:00

ATTENDANCE:
Official university policy recognizes only absences related to health, family emergencies, and student participation in university-sponsored events as acceptable reasons for any non-attendance of a class. In this class, every absence will require documentation. Any absences of this nature will require documentation that is acceptable to the instructor and to the demands of the course. Excessive absences
will result in a reduced letter grade or an F for the course. The current General Bulletin is available in the History Office or online at MySFA.

**FINANCIAL AID ATTENDANCE POLICY**

Federal regulations require you to attend all classes in order to receive financial aid funds. If you are marked on this roster as not attending, your aid may be adjusted and/or reduced. If you register for a course but do not attend that course(s), financial aid will be adjusted. You will only be awarded aid for the classes you do attend.

Students are expected to be on time, attentive and professionally courteous. The student remains responsible for obtaining lecture notes or distributed material from a fellow student; as well as any announcements made during any absence as well as papers or material passed out on an absent day. It is the student’s responsibility to get such materials from a colleague student.

A student’s independent growth and contribution to the class structure are valuable and thus, there should be no frequent or lengthy absences, no constant arriving late or leaving early, no frequent interruptions of the class time, no text messaging, no cell phone usage, etc. These are distractive and rude for the entire class. Such behavior should not be necessary between adults and it is not to occur.

**CELL PHONES:** Non-compliance with this rule will be a grade determiner. All cell phones must be turned off during all classes, tests, and office visits. Headphones and ear buds must also be removed. Use of such devices in class is rude, unprofessional, and not acceptable. No texting or other phone activities will be allowed during class.

**COURSE CALENDER:**

A university course is not, and should not be, a mere repetition of a text and a faculty member should not be a poll parrot rote trained to do the same thing at the same time every semester. A course calendar is tentative at best because education should change, grow, debate, and disagree at times. As closely as time permits and subject matter, each topic will receive approximately 20 - 25% of the allotted course time. An announced test date may upon occasion have to be advanced by a class date, but will not be shortened. The exams will be approximately four to five weeks apart. There will be approximately four to five major topics which will include:

A. Early man in the New Era
B. Egyptian & Mesopotamian Civilizations
C. Greece and Romans shape the West
D. The birth of Christianity and the rebirth of Europe,
E. The rise of the church and the high middle ages

**COURSE REQUIREMENTS:**

By the nature and amount of the material, this Western Civilization course requires responsibility. Students are completely responsible for all lectures, text readings, handouts, and any audiovisual work used. All test material will be drawn from these sources and from questions submitted by students as part of a mandatory professional obligation.

If a student comes for help or mentoring, it is **REQUIRED** that the student bring (a) a copy of this syllabus, (b) a copy of the text book and assigned readings, (c) all tests taken until that time and (d) all class notes to date. Without these, it is difficult to diagnose problems or make sound suggestions. (Students are required to pick up exams promptly, to keep them available and to know and be able to discuss intelligently their grades and problem areas.) Students are expected to keep up with and even read ahead of lectures in class and assigned readings or film work.

**NOTE:** Students should allow 10–15 minutes before the end of a scheduled office hour for session discussion. Confirmed appointments will be given priority in discussion of work improvement for better grades.
ALL assignments: projects, book, film or topic papers are due on the day and time assigned. Late papers for whatever reason will receive an automatic letter grade reduction. A failure to turn in an assignment will receive an “F” for the course. College is a professional experience and professionalism, whether about work and dates, assignments or appointments, is necessary and expected.

EXAMS: Non-compliance with this rule will be a grade determiner. No material at an exam should be on or near the desk unless handed out by the Instructor. All books, back packs, purses, etc., must be at the front of the room. NO computer or electronic devices of any kind may be on the desk or referred to in any way during class or an exam: use of, even glancing at them, or resorting to them, (particularly text messaging) will result in an automatic “F” grade for the course. To record lectures requires permission from the instructor.

NOTE TAKING IS REQUIRED IN THIS CLASS. Non-compliance with this rule will be a grade determiner. Notes must be handwritten; use Black or Dark Blue Pens for notes. No Colored Pens or pencils. If tests are done in other colors or are illegible, student will have to come to the office and re-do the test in acceptable form before it will be graded.

No computers are permitted in class unless exempted by the Instructor, or written permission from Disabilities Services. Non-compliance with this rule will be a grade determiner. Notebooks will be returned the following class day. When turned in, notebooks must have the student name on the binder and the first page. Failure to turn in notes will receive a grade of F for the course.

GRADING POLICY, TESTS, FINAL EXAM:
There will be four (4) major exams this term 3-4 weeks apart including the final exam; exam dates will be announced 7-10 days in advance. Exam format will be discussed in class. Bonus points will be added for homework assignments and attendance at one of several guest lectures sponsored by the History Department this semester.

Bring four Blue Books to the Clio Office or the History Department on or before September 30th.

All exams will count equally. The final exam will not be comprehensive. Many overlaps occur in history and students should recognize and be able to analyze that continuity and connections exist from one era to another and are important to the discipline. No early or late final exams—take exam on day assigned.

Grades utilized are Letter Grades. If grades consistently “see saw back and forth,” in general, the lower grade will prevail. An important factor in grading is clear, strong use of the lectures and all utilized materials, as well as evidence of thoughtful evaluation. Thus, students should strive for consistent and improving quality. An A or B or even a sound C requires strong use of all materials.

If you consider yourself, a weak student in some areas, set up some time early in the semester to work with the instructor. There is no student instructor for this course; the professor is your instructor. There are no special review sessions to remind you of earlier discussion or what is important on the exam. Review sheets for each exam will be included in your portfolio, or given out appropriately. These will usually contain between 80% - 90% of the material to be covered on the exam. Tests will cover the textbook, films, handouts, and lectures. This is a freshmen-sophomore level course and you must make a serious effort, but remember help is available. You need to take good notes and review them in a timely fashion.

FINAL GRADE: Thus, the total of five grades (four exams + project essay) constitutes the basis of the final grade for the course; Grades should be consistent or improving. If for example a student has two or three “D” grades, the student is doing basically D work for the semester. The lower grade will prevail as the cumulative final grade for the course. All bonus points will count toward the final grade.

Improving work or work consistently in the high range of a grade distribution will receive every benefit of judgment. Attendance, class participation, evidence of assigned reading and outside readings, etc. will be taken into account.
However, it is the student’s responsibility to clearly indicate the level of work performed. Inconsistent or declining work will receive a lower final grade. Each test, by the nature of the material will be somewhat more complex thus, students should not rest on the laurels of a good first or second mark. Moreover, a final exam should not be allowed to deteriorate.

**CLASS PROJECTS:** One essay writing project will be required this term; this project will be discussed in a class meeting to be announced. Late projects for any reason will receive a full letter grade reduction.

Students are expected to use reasonable college level writing skills and grammar as well as to edit and spell-check their material. This project should meet the page requirements and time limit. If you are concerned about reading, writing or study skills, set up time early in the semester with the Instructor to work on these areas.

**Film/Book Project Essay and Writing Exercise:** Critical analysis assignment of film, book, or topic. **Must be approved by instructor.** Length: 7 pages, plus cover sheet, bibliography, and any addenda with formal, typed, and cited sources (Turabian or Chicago Style format). Copies: **(2)** One posted on D2L, one hard copy turned into instructor by class time on or before due date. Late Material will receive a letter grade reduction. 5 points will be deducted for every day late up to 25 points.

**STUDENT PUBLICATION:** *Clio’s Eye* is a film and audio-visual magazine produced by graduate and undergraduate students of the Department of History at Stephen F. Austin State University. Named in honor of the Greek muse of history, it is designed to evaluate and recommend films, audio-visual, and printed sources for the layman and amateur historian. Email: clioseye@sfasu.edu All writing assignments in the class are automatically considered for publication in Clio in full or partial text or abstract format and are subject to editing by the Clio Staff.

**STUDENT LEARNING OUTCOMES:**

**General Education Core Curriculum**

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

HIS 151-152 is part of the university’s Core Curriculum and as such strives toward both the general goals of the core and the specific objectives for classes designated for inclusion in the Language, Philosophy, and Culture Foundational Component Area as defined by the Texas Higher Education Coordinating Board. Courses in the Foundational Component Area of the Core focus on the ideas values, beliefs, and other aspects of culture that express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

In addition to learning the above, students in HIS 151-152 will demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written communication.
- Gain intercultural competence, a knowledge of civic responsibility, and an awareness of past human engagements in regional, national, and global communities.
- Understand the role that personal and social responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to the making of ethical decisions.

**HISTORY PROGRAM LEARNING OUTCOMES:** Succinctly stated, the SFA History majors are expected to:

1. **INTERPRET THE PAST IN CONTEXT**
   *Historical thinking, Reasoning about the past*
   - Develop a body of historical knowledge with range and depth.
   - Make connections between events and their historical contexts.
   - Identify and analyze cause and effect, recognize the contingent nature of historical events.
   - Explain historical significance.
2. UNDERSTAND THE COMPLEX NATURE OF THE HISTORICAL RECORD

Evaluating and using sources to gain knowledge and conduct research about the past
- Distinguishes between primary and secondary sources—and know when to use each.
- Identify and evaluate the arguments and evidence used in a single secondary source (Sophomore/Junior).
- Synthesize multiple secondary sources and demonstrate an understanding of key issues in a historiographical conversation (Senior).
- Analyze and contextualize a single primary source (Sophomore/Junior).
- Analyze primary sources by multiple historical actors with different perspectives (Senior).

3. ENGAGE IN HISTORICAL INQUIRY, RESEARCH, AND ANALYSIS

Conducting research
- Identify a relevant historical problem/question and develop a manageable research strategy.
- Locate and evaluate appropriate primary and secondary sources.
- Use secondary sources to develop an appropriate methodology/analytical framework (Senior).
- Gather evidence from primary sources, to be contextualized and organized into logical categories.
- Analyze historical significance of findings (Sophomore/Junior) and place findings in historiographical context (Senior).
- Present findings in a reasoned narrative, as per PLO #4.

4. CRAFT HISTORICAL NARRATIVE AND ARGUMENT

Constructing an argument
- Create an effective narrative that describes and analyzes the past.
- Present a succinct, clear thesis that provides a focus for the whole work.
- Use the organizational structure of a work to reinforce its argument. Support claims with carefully selected evidence arranged into logical categories.
- Recognize and diffuse possible counter-arguments.
- Demonstrate a strong grasp of grammar, style, tone.
- Use sources ethically. Provide accurate citations in Chicago style and avoid plagiarism and improper paraphrasing (patch-writing).

5. PRACTICE HISTORICAL THINKING AS CENTRAL TO ENGAGED CITIZENSHIP

- Apply historical reasoning to the contemporary problems of a global world
- Value the study of the past for its contribution to lifelong learning and critical habits of mind that are essential for effective and engaged citizenship.
- Work cooperatively with others to develop positions that reflect deliberation and differing perspectives.
- Apply historical knowledge and analysis to contemporary issues.
- Recognize the importance of historical memory and historical consciousness in modern life.

ACADEMIC INTEGRITY is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples: (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Plagiarism and cheating will not be tolerated. Any student caught in such unethical activity will receive a zero for the assignment. Serious violations, such as stealing an exam or downloading a paper from the Internet, will result in automatic failure of the course. I will also report cheating to your dean as described in the university policy A-9.1. Under this policy, students charged with more than one violation during their academic careers will be summoned before the University Committee on Academic Integrity. If the Committee validates the charges, it may place students on probation or suspend them. You may read the policy, including your right to appeal charges of dishonesty at: http://www.sfasu.edu/policies/academic_integrity.asp

WITHHELD GRADES (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor or record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

ADA COMPLIANCE: Students with Disabilities
The History Department is committed to providing appropriate and confidential accommodations for students with documented disabilities outlined by SFA policy and ADA guidelines. If you have or think you may have a disability, please contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 or 468-1004 (TDD) as early as possible in the semester. Students with disability approval must make arrangements with faculty members immediately and before each examination. A copy of procedures is included at the end of your portfolio.

Bring four Blue Books to the Clio Office or the History Department on or before September 30th.
Final Exam: Tuesday, December 12th; 8:00 – 10:00 a.m.