Syllabus for History 151.004  
Western Civilization I – Dr. Jackson  
Spring, 2019; Tuesday-Thursday, 12:30-1:45 in Ferguson 372

I. Course Description: 
“Political, social, economic and cultural history of the West from the Greeks to the Renaissance.”

Course Theme:  
This course will attempt to answer why Western Civilization is unique and has had an influence on almost every person alive today, even if they are a part of a predominantly non-western civilization like China. (Chinese Civilization is an ancient, non-western civilization, yet it is also a socialist country; Karl Marx was Western, not Chinese.) Students should be able to define “the West” and explain why the concept is so powerful in the present world, negatively and positively.

II. Contact Information  
  
Dr. Jere Jackson, Regents Professor of History, SFASU • E-mail: jjackson@sfasu.edu  
Office: Ferguson 379 • Box 13013 - SFA Station, Nacogdoches, Texas 75962  
Phone: • Office (936) 468-1397 • History (936) 468-3802  
Office Hours: Tues.-Thurs. 2-4:30, or Wednesday-Friday by appointment.

You are expected to use the Internet in this course. The Internet will be used to contact and send you assignments, through SFA’s Desire2Learn System (D2L). Your name on the roster of the class gives me access to an official email contact with you.

Our regular e-mail contact will be within the D2L System. Although you may also use my official SFA e-mail address jjackson@sfasu.edu, DO NOT USE THIS ADDRESS except in an emergency or to get my attention if I am not responding to your needs in the D2L system. In any correspondence outside the D2L system, please always put “151 (plus any subject)” in the subject heading; this will keep it from getting lost.

Your first assignment: Please send me a brief message of introduction within the D2L system. Please include something about your standing and major; history courses taken; an address and phone number, maybe an alternate e-mail account, in case I need to get any message to you.

III. Texts and Testing  
1. Successful completion of this course will require class attendance, substantial reading, and a commitment to developing effective analytical abilities.
2. Reading assignments will come from materials on the class website (D2L) and the Internet.
3. Suggested Text (Not Required)  
   Marvin Perry, Western Civilization: Ideas, Politics, and Society, 10th/e, Volume I (TO 1789) ISBN-13: (978-1111831707) Paper 2012. (9th – 10th editions will do.) Other texts will be available in the reserved reading room in the Steen Library.
4. There will be two essay exams, outside writing assignments, Internet reading assignments with class discussions, and a final essay exam.
5. The grade distribution:  
   Test I + Outside writing assignment 25%  
   Test II + Outside writing assignment 25%  
   Class Discussions on Reading Assignments 15%  
   Final Exam + Outside writing assignment 35%  
   100%
IV. Course Policies

• Students are responsible for the material covered in the class sessions and material posted to the D2L course website.
• No tape recorders are allowed unless special permission is granted; use of cell phones is also not permitted.
• Regular attendance is necessary to achieve satisfactory discussion grades.
• No make-up tests will be given unless arrangements have been made with the instructor prior to the test.
• The in-class portion of exams must be taken in bluebooks; the outside research component must be typed and posted through the Desire2Learn website by the time of the in-class exam.
• No one will pass the course who fails the final exam.
• Test dates are estimates and may be changed with a three day notice.
• Plagiarism or cheating will result in an automatic failing grade; see Academic Integrity below.
• Literacy is a requirement in this course; if a minimum level of literacy is not exhibited, a failing grade will be given on this basis alone.

V. Tentative Class Assignments (Subject to Change)

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<thead>
<tr>
<th>Date</th>
<th>Lecture/Subject</th>
<th>Mar. 16</th>
<th>Spring Break Begins</th>
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<tbody>
<tr>
<td>Jan. 22</td>
<td>Introduction &amp; Ancient Civilizations</td>
<td>Mar. 25</td>
<td>Spring Break Ends</td>
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<tr>
<td>Jan. 24</td>
<td>Ancient Civilizations</td>
<td>Mar. 26</td>
<td>Hebrews &amp; Christianity</td>
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<td>Jan. 29</td>
<td>Egypt: Age of the Pyramids</td>
<td>Mar. 28</td>
<td>Christianity</td>
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<td>Jan. 31</td>
<td>Egypt: New Dynasty; Akhenaton</td>
<td>Apr. 2</td>
<td>Fall of Rome</td>
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<td>Feb. 5</td>
<td>The Early Greeks</td>
<td>Apr. 4</td>
<td>Exam II</td>
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<td>Feb. 7</td>
<td>Classical Greece: Sparta</td>
<td>Apr. 9</td>
<td>Early Medieval Europe</td>
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<td>Feb. 12</td>
<td>Classical Greece: Persian Wars</td>
<td>Apr. 11</td>
<td>Heirs to Rome: Byzantium</td>
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<td>Feb. 19</td>
<td>Classical Greece: Democracy</td>
<td>Apr. 18-22</td>
<td>Easter Holidays</td>
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<td>Feb. 21</td>
<td>Classical Greece: Democracy</td>
<td>Apr. 23</td>
<td>12 c Renaissance;</td>
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<td>Feb. 26</td>
<td>Exam I</td>
<td>Apr. 25</td>
<td>Crusades</td>
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<tr>
<td>Feb. 28</td>
<td>Alexander and the Hellenistic World</td>
<td>Apr 30</td>
<td>Crusades</td>
</tr>
<tr>
<td>Mar. 5</td>
<td>Roman Republic</td>
<td>May 2</td>
<td>High Middle Ages</td>
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<td>Mar. 7</td>
<td>Rome of Augustus</td>
<td>May 7</td>
<td>Late Middle Ages</td>
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<tr>
<td>Mar. 12</td>
<td>Roman Empire</td>
<td>May 9</td>
<td>Renaissance</td>
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<td>Mar. 14</td>
<td>Take Home Assignment</td>
<td>May 16</td>
<td>Final Exam: 10:30 AM</td>
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VI. Program and Course Learning Objectives

There is more to history than the accumulation of knowledge. That is, there is more to a history course than remembering, memorizing, recognizing, and recalling information. All of these things can be assessed by using multiple choice and identification questions on a test. These knowledge-based questions are not bad, but we need as students of history to move beyond these elementary "facts" (Who?, What?, When?, Where?) to try to utilize higher levels of our brains to ask more important questions (How? and Why?) to achieve understanding. These higher levels of the brain will move us toward comprehension of what we have studied and, through analysis of this information, we will learn to apply, evaluate, and synthesize the information.

Student Learning Outcomes:

HIS 151 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 this 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 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 responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to the making of ethical decisions.

VII. University Policies

Academic Integrity (A-9.1)
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 of plagiarism are (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. Please read the complete text: http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Withheld Grades (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor of 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. http://www.sfasu.edu/policies/semester_grds.asp

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/