

# Syllabus

## HIST 1001, version 2.0

Effective: June 30, 2016

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### **HIST 1001—Western Civilization to 1500**

**Course Description:** *This is a General Education course. Ideas, trends and institutions in western civilization from earliest times to the Reformation.*

### **Textbooks and Other Materials**

ODL is *not responsible* for student purchases that result in *the receipt of the wrong materials. It is the responsibility of the student to order the correct textbook materials.* Courses are written to specific textbook editions; edition substitutions *are not allowed*.

#### **Textbook**

John P. McKay, Bennett D. Hill, John Buckler, Clare Haru Crowston, Merry E. Wiesner-Hanks, and Joe Perry. *A History of Western Society, Volume 1: From Antiquity to Enlightenment*. Eleventh edition. Boston, MA: Bedford/St. Martins, 2014.

**ISBN-10:** 1-4576-4222-0

**ISBN-13:** 978-1-4576-4222-7

Mark Kishlansky and Victor Stater. *Sources of the West, Volume 1: From the Beginning to 1715*. Eighth edition. Upper Saddle River, NJ: Pearson, 2011.

**ISBN-10:** 0-205-05376-9

**ISBN-13:** 978-0-205-05376-6

See the "Other Materials" section below for information about supplemental online resources.

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### **Ordering Information**

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.

2. *Always order by the ISBN.* Publishers and vendors often offer the same textbook title under different ISBNs. You must have the correct ISBN to access your online website.
3. Our official LSU Online Distance Learning bookstore (<http://www.outreach.lsu.edu/Extended-Campus/Online-Distance-Learning/Textbooks>) carries most of the required textbooks.
4. If you are having problems locating a textbook, contact us at [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu) for assistance.

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## Other Materials and Resources

Our textbook publisher, Bedford/St. Martin's, supports some useful online study aids, such as a [Companion Website](#) that you may access at no extra cost. After the initial reading of the chapter, it is recommended that you access the textbook companion website and review the publisher's Online Study Guide for that chapter. You will find various study aides, including chapter outlines, interactive activities, key points, self-tests, and review questions to supplement your study. The companion website is for the tenth edition of the textbook; however, the material still applies to this course.

**Software:** Microsoft Word, Web Browser, Adobe Flash Player, Adobe Shockwave Player, Adobe Acrobat Reader.

Students must use a recent version of MS Word to write their answers to each module assignment.

It is recommended that you use Mozilla Firefox or Google Chrome as your web browser. Internet Explorer is not compatible with your Moodle course site.

Adobe Flash and Adobe Shockwave player are required for online testing and listening to audio lecture components. Adobe Acrobat Reader is required to view PDF document files.

**Hardware:** Web cam with a microphone (built-in or external), headphones or working speakers, and high speed internet.

Exams are completed online and require the hardware listed above. Students are encouraged to review the technical requirements provided on the ProctorU website and to perform a test on their equipment to enrolling in this course to make sure they have the necessary resources available.

**Technical Requirements:** <http://www.proctoru.com/tech.php>

**Equipment Test:** <http://www.proctoru.com/testitout/>

## Nature and Purpose of the Course

**Course Outcomes:** Upon completion of this course, students are expected to be able to:

1. Explain the basic history of Pre-Industrial Europe and its influence in shaping modern Western civilization
2. Trace the growth of political institutions, economic and social trends, and the evolution of religious, intellectual, and legal thought
3. Apply skills associated with basic historical reading, writing, and argumentation.

History 1001 surveys the development of Western civilization from its roots in the civilizations of the ancient Middle East through the Renaissance. Included in the course are a study of the origins of human society and preliterate cultures; the emergence of civilization in the Middle East and the discovery of writing; the flowering of Greek and Hellenistic culture; the rise, expansion, and decline of Rome; the Germanic invasions and the emergence of the Byzantine, Frankish, and Muslim empires; the development of medieval European civilization; and the emergence of Renaissance culture.

The assigned readings emphasize the political, cultural, and economic development of European civilization. One of the most important themes is the development of important institutions: the city-state or polis, the Roman Empire, the medieval Christian church, the feudal state, the medieval commune, the merchant and craft guilds, and the dynastic state. The emergence and subsequent cultural and political influence of the three monotheistic religions—Judaism, Christianity, and Islam—is discussed in detail. Finally, the importance of intellectual history is emphasized. Greek science, philosophy, and literature, Roman law and legal tradition, medieval scholasticism, and Renaissance humanism are discussed at length.

## Working with the Course Materials

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each module in this course equals nearly a week of course work and will require the same time and effort on your part. *Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.*

The learning material for this course is examined through a series of 15 modules. Each module contains information, activities, and assignments organized under a consistent series of headings. Get familiar with how the module is organized. Each module in this course is organized into the following sections: the Module Learning Objectives, the Module Lecture Material, Reading Assignment, a graded Quiz, and the graded Module Assignment. You should work through these parts of the module in order. Specific recommendations are provided in a link to the course module instructions, which you should review before beginning the first module.

The Module Introduction for each is intended to provide you with an overview of the subject of the module. Read the Module Introduction before beginning your textbook and source book assignments. Textbook readings (in *A History of Western Society: From Antiquity to Enlightenment*) are the main components of each module and are supplemented by the primary source readings (in *Sources of the West*). The assigned readings in the textbook and the primary source book are given under "Reading Assignment" in each module of the course.

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### Suggested Study Techniques

1. Carefully review the module objectives to help you focus on the information that will be covered on the exams.
2. Concentrate on the reading assignments, the module lecture material, and any additional resources provided. This review should include a detailed examination of any illustrative problems and examples. After an assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.
3. Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal.
4. Try to submit one assignment each week or at least every two weeks. Delays in submitting assignments usually result in lagging interest and the inability to complete the course.
5. Review your module assignments after they have been graded, paying special attention to any instructor feedback provided. (We suggest that you wait for assignment feedback before you submit subsequent assignments.)
6. Regardless of how you complete your graded assignments, keep in mind that module completion should not be your sole preparation for your exams. As with any college course, you should study for your exams.

### Reading Assignments

Prior to beginning your reading assignment, you should review the individual module learning objectives. These objectives provide information related to the material covered in the module, and what you will be expected to "do" once the module is complete. It is a good checklist for you as you prepare your assignments and while preparing for your exams.

Each module reading assignment contains a written "lecture" that is called the *Module Material*. It will help you focus on important concepts that you will be reading about in the chapters and source readings. You should read this material prior to reading the textbook material and any additional source readings listed.

You will read an average of 25 pages per module. Specific reading assignments will be given for each module.

## Dates and Chronology

There are several strategies to help you absorb the course material without getting bogged down in detail. Please do not try to memorize every date that you read. Dates signify when events happened, but it is chronology and the sequence of events that are important. This does not mean, however, that you are free to ignore dates altogether. Instead, in your own notes, keep track of those dates associated with high-profile events (e.g., the agricultural revolution, the beginning and end of the ancient Greek civilization, the Roman Republic and Empire, etc.). Then use these prominent dates as general points in time to which other developments can be referenced in terms of decades or half centuries. Frequently consult the section entitled "Timeline" located at the end of your textbook, for it will help you to make these associations. It is also helpful in your note-taking to draw your own time lines based on the various themes around which the course material is organized (e.g., a time line for Egyptian history). You are not expected to memorize precisely people's life-spans (dates in brackets behind their names), or the lengths of monarchs' reigns (indicated by bracketed dates preceded by *r.*).

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## Sources

The assigned primary source readings (in Kishlansky's *Sources of the West*) are an important component of the learning material for this course. Your textbook also contains primary source readings in a section entitled "Listening to the Past" and visuals in a section entitled "Living in the Past." The phrase *primary source* refers to documents produced during the historical period being studied—as opposed to *secondary sources* such as your textbook, which were written long after the events in question. For example, the American Declaration of Independence, written in 1776, is a primary source document, as are Hammurabi's collection of laws. Similarly, we can read Sophocles' play *Antigone* as a commentary on Greek society, and thus it serves as a primary source document. Some documents, such as Plutarch's *Life of Alexander*, can double as both a primary and secondary source. For the historian, primary sources are indispensable. Without them we would have virtually no knowledge of the past. For the student of history, primary sources offer a unique means for engaging the past on its own terms. They provide a glimpse into the past through the eyes of those who prepared these documents. See Course Objective 3.

And it is precisely because of the nature of primary sources that certain precautions must be taken. For example, when reading a primary source, you must remain sensitive to the historical context in which its author lived. You must try, as far as you possibly can, to adopt the mentality of the document's author and see the world as he or she did. Reading these documents solely from the perspective of someone living in the early 21st century will likely prevent you from extracting the meaning their authors intended. Furthermore, you must understand why the document was written at all. For whom was it written? What purpose did it serve? How might its origins have affected the nature of its contents? It is only by asking questions such as these that we can possibly explicate the real meaning of these sources and thereby gain a better understanding of the past itself.

### Topic Outline

This course covers the following specific topics:

Module	Topic
01	What Is History?
02	Mesopotamian and Egyptian Civilization
03	The Near East and Hebrew Civilization
04	The Emergence of Classical Greek Civilization
05	The "Golden Age" of Greek Culture
06	Hellenistic Civilization
07	The Roman Republic
08	The Roman Empire: The Imperial Phase
<b>Mid-Course Examination</b>	
09	Christianity and the Roman World
10	The Byzantine and Islamic Empires
11	Early Medieval Europe: The Carolingians
12	The High Middle Ages: State and Religion
13	The High Middle Ages: Society
14	The Later Middle Ages
15	Europe and the Renaissance
<b>Final Examination</b>	

### Module Assignments

The readings in the textbook consist of partial or entire chapters. Each module will require you to answer two short-essay questions (Part I of the module assignment) using textbook material. The readings in the primary source book have been assigned on the basis of individual documents, which are identified by the corresponding document number. Each assigned document also has a corresponding essay question. You will be required to select and answer one of these essay questions (Part II of the module assignment). However, you are still responsible for reading the other assigned documents in the source book. Read all the essay questions as a way to study and highlight what is important in those documents for which you do not write an essay.

Essay responses should be 250-300 words and should be written in essay format with an introduction, evidence, and conclusions. The primary source readings should be the focus of the essay. Be sure identify who wrote the document and why, and critically evaluate the main argument or point of view of the author. It is often a good idea to use background material from the McKay textbook. Essays should use a formal (academic) language and include proper

citation style. All direct quotes should include an in-text reference and all sources used should be included in a short reference section at the end of your essay.

Keep a good dictionary on hand while you are doing your reading, and use it whenever you are in doubt about terms or phrases. It is also recommended that you take brief notes while you read—summarizing major points, identifying terms, people, or historical events that stand out in the readings, etc. This kind of active engagement with the readings will help you to better remember the material and will provide you with useful study notes to help you prepare for the assignments and exams.

You will prepare your assignments using Microsoft Word. Be sure to label each *part* and *question* that you are responding to, and make sure that your name and course number is in the document header. When you are ready, upload and submit your Module Assignment. Use the following naming convention for documents to be uploaded:

CourseNumber\_Version\_Section\_LastName\_FirstName\_ModuleNumber  
(**Example:** HIST1001\_2.0\_1\_jones\_sam\_M01)

Failure to use the posted file naming convention will result in your assignment not being graded, and the document being returned to draft status for resubmission. This could potentially cause problems when you are scheduling exams, so follow the instructions carefully.

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### Assignment Submission

You should submit each module assignment in Moodle as soon as it is completed. Some courses have restrictions that require that a grade be received before you can submit additional assignments. Specific information on assignment submission is included in the Module Instructions. Please be sure to follow these instructions.

Once you *submit* an assignment, you cannot revise it, so be sure to check your work. Your instructor will normally post a grade for your assignment within *seven calendar days*. Understand that occasional delays will occur, such as during holidays and semester breaks or if you submit several module assignments within the same week.

Do not rely too heavily on your textbook or other resource material when preparing your assignments. If you do, you may not realize until exam time that the perfect response you prepared for an assignment was only possible because you referred to resource material without really learning or understanding the material and concepts. Therefore, *you should attempt each assignment without referring to the resource material*, and if you find it necessary to look up an answer, be sure you have actually learned the concept and material rather than merely reflecting it in the answer.

### Academic Integrity

Students in Online Distance Learning (ODL) courses must comply with the *LSU Code of Student Conduct*. Suspected violations of the academic integrity policy may be referred to LSU Student Advocacy & Accountability (SAA), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees.

### Plagiarism

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook.

### Collaboration

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

For more information and links to the *LSU Code of Student Conduct* and the SAA website, go to the [ODL Academic Integrity policy](#) on our website.

### Examinations and Grading Policy

There will be two examinations. The mid-course exam follows module 08 and covers material from modules 01-08. The final exam follows module 15 and is comprehensive. Exams will be multiple-choice and essay questions. You will have a maximum of three hours to complete the exam.

- Module quizzes are worth 10 points each.
- Module assignments are worth 100 points each.
- Exams are 100 points each.
- Course grade = average of module assignments + average of quizzes + exam scores. Each component is weighted by the percentages in the table below.

Course grade =

Component	Weight (%)
Average of Module Assignments	40%
Average of Quizzes	10%
Mid-Course Exam	20%
Final Exam	30%



The following grading scale applies.

97%–100%	= A+
93%–96%	= A
90%–92%	= A-
87%–89%	= B+
83%–86%	= B
80%–82%	= B-
77%–79%	= C+
73%–76%	= C
70%–72%	= C-
67%–69%	= D+
63%–66%	= D
60%–62%	= D-
0%–59%	= F

**YOU MUST PASS THE FINAL EXAMINATION  
IN ORDER TO PASS THE COURSE.**

**IMPORTANT:** The final exam cannot be taken until you meet the following requirements. Under no circumstances may the final exam be taken earlier.

1. You must have been enrolled in the course for *at least three weeks*, regardless of when the modules and other exams are completed.
2. You must have a *grade posted in the Moodle grade book for the Module 15 Quiz and Assignment in order to unlock access to the Final Exam*. Please allow at least seven days for the final assignment grade to be posted in the gradebook.

To read the full exam policy and other policy statements, visit <http://www.outreach.lsu.edu/Extended-Campus/Online-Distance-Learning/Guidelines-Policies/Policies>. Go to Continuing Education's homepage. Click on *Extended Campus*, select *Online Distance Learning*, and then click the link for *Guidelines and Policies*.

## Taking Your Examinations

You are required to create a Louisiana State University ODL ProctorU account and to take your examinations through ProctorU, a remote proctoring service that allows you to take exams anywhere with internet access (some restrictions apply). Information on creating your ProctorU account can be found in the Getting Started module. You cannot use an account created

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through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL).

The ProctorU website provides links you can use to find out how ProctorU works and to check your computer to see that it meets the technical requirements. In addition, to test using ProctorU, you need access to a web cam with a microphone (built-in or external), headphones or working speakers, and high speed internet to use this service. A complete list of technical requirements is available from the ProctorU website.

You should schedule your exams about a week before you are ready to take them in order to avoid any additional charges.

## Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the Office of the University Registrar Transcript Requests page to view your options

(<http://sites01.lsu.edu/wp/registraroffice/student-services/transcript-request/>).

## Copyright

HIST 1001 *Western Civilization to 1500*

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BATON ROUGE, LOUISIANA

Lise Namikas, PhD

Instructor

Online Distance Learning

Louisiana State University

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