

Syllabus

HIST 1003, version 2.0

Effective: August 23, 2019

HIST 1003— Western Civilization since 1500

Course Description: Development of western civilization from the Reformation to the present.

Textbooks and Other Materials

Students enrolling in ODL courses are *required* to follow the textbook ordering information provided in the syllabus and Getting Started module of the course. 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, Clare Haru Crowston, Merry E. Wiesner-Hanks, and Joe Perry. *A History of Western Society since 1300*. Twelfth edition. Boston: Houghton Mifflin Company, 2017.

ISBN-10: 1-319-04040-3

ISBN-13: 978-1-319-04040-6

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. If you are having problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

Other Materials and Resources

Software: MS Word, PowerPoint, 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. 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 prior 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. Discuss the basic history of Modern Europe, its relations with the rest of the world, and its influence in shaping modern life.
2. Trace the growth of political institutions, economic and social trends, the evolution of religion, and intellectual and legal thought.
3. Read, write, and argue from a historical perspective.

History 1003 surveys the growth of Western civilization from the time of the Reformation through the present. The central historical themes of the course include the expansion of European civilization and Western dominance world-wide; the institutional development of Western societies (as seen, for example, in the emergence of the European state system, the birth of parliamentary government, the rise of the totalitarian state, and the formation of international organizations for the preservation of peace); and the development of the intellectual, spiritual, and cultural lens through which Europeans have viewed the universe and their place in it.

The assigned readings emphasize the political, cultural, and economic development of European civilization and Europe's relations with the rest of the world. One of the most important themes is the idea of expansion and exploration and the constant quest for greater knowledge. The gradual, if uneven, inclusion of more and more people into the modern political realm is a trend that also receives great attention throughout the course. The creativity of the individual and the importance of intellectual ideas are emphasized. From the protests of Martin Luther, the ideas of nationalism after Napoleon, and the Enlightenment, this course will trace the growing support for human rights and leave with a consideration of what we have left to achieve.

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 Reading Assignment, a graded Quiz, and the graded Module Assignment. You should work through these parts of the module in order. Completing the following sequence is strongly encouraged for each module.

1. Complete the Reading Assignment including the module material, textbook, and source readings.
2. Complete the Module Quiz to check your knowledge of the material covered in the module.
3. When you are ready, upload and submit your Module Assignment. Note that you must submit module assignments in order.

Under the Reading Assignment for each module, you will find a link to the Module Material. The Module Material includes an introduction that is intended to provide you with an overview of the subject of the module. Read the introduction before beginning your textbook and primary source reading assignments. Textbook readings (*A History of Western Society since 1300*) are the main components of each module and are supplemented by the primary source readings (from website links provided).

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

Syllabus

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.

Note on 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 Protestant Reformation, the Thirty Years War, the French Revolution, World War I, 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 timelines based on the various themes around which the course material is organized (e.g., a time line for the history of exploration). 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.*).

Note on Sources

The assigned primary source readings (links provided via internet) 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 letters written by Galileo Galilei. 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 J.M. Keynes’s “The Economic Consequences of the Peace,” 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 Outcome 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 such questions that we can possibly explicate the real meaning of these sources and gain better understanding of the past itself.

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, 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

You will read an average of 40 pages per module. Specific reading assignments will be given in each module.

Topic Outline

This course covers the following specific topics:

Module	Topic
01	From the End of the Middle Ages to the Renaissance
02	The Reformation, Age of Discovery, and Wars of Religion
03	Absolutism and Constitutionalism
04	The Scientific Revolution and the Enlightenment
05	Life and European Expansion in the Eighteenth Century
06	The French Revolution and the Napoleonic Era
07	The Industrial Revolution

Syllabus

08 The Nineteenth Century Revolution in Ideas and Life

Mid-Course Examination

09 The Age of Nationalism

10 The West and the World in the Nineteenth Century

11 World War I and the Russian Revolution

12 The Age of Anxiety

13 Totalitarianism and World War II

14 The Recovery of Europe and America in the Cold War

15 The Recent Past: The End of the Cold War to the Present

Final Examination

Module Assignments

Graded Module Assignment

Each module assignment will require you to answer two short-essay questions worth 25 points each (Part I of the module assignment) and a longer essay question worth 50 points (Part II). Thus, each module assignment is worth a total 100 points and is worth 40% of your course grade. Part I short-essay questions will focus on textbook material. The assigned source readings provide the basis for a corresponding essay question (Part II) and you are required to select and answer one essay question. However, you are still responsible for reading the other assigned readings. Read and review the essay questions as a way to study and highlight what is important in those documents for which you do not write an essay. Use the following naming convention for module assignment documents to be uploaded:

CourseNumber_LastName_FirstName_ModuleNumber

(Example: HIST1003_1.2_3_jones_sam_M01)

Files submitted without using the correct naming convention will be returned ungraded for resubmission.

Quiz

Each module also includes a multiple-choice quiz worth 10 points. The quizzes together are worth 10% of your final grade. You can take each quiz as many as three times with your highest score counting toward your grade.

Qualifying to Take the Final Exam

You must meet the following criteria to be eligible to take the final exam.

1. Enrolled in the course for at least three weeks, regardless of when the modules and other exams are completed.
2. A grade posted in the Moodle grade book for the Module 15 Assignment. The last module assignment will not be graded until after your three week date has passed. Please allow at least seven days for the final assignment grade to be posted in the grade book. Understand that occasional delays will occur, such as during holidays and semester breaks or if you submit several module assignments within the same week.

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 with in-text citation and a reference page with complete information. 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 covers modules 01–08 and follows module 08, and the final exam, which is comprehensive, follows module 15. Each exam will

Syllabus

consist of a multiple-choice section, with questions similar to the module quizzes, and an essay section. You must receive a grade on your module 15 assignment before you will be able to access your final exam. Please schedule your exam accordingly. Please see the *Mid-Course Examination* and *Final Examination* modules in Moodle for more information on what material will be included in the exams and how best to study. No calculators, dictionaries, books, or aids are allowed during the exam.

You will have a maximum of *three* hours to complete the exam.

- Module assignments are worth 100 points each.
- Module quizzes are worth 10 points each.
- Exams are 100 points each.

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

If you pass the final exam, your grade will be computed as follows.

Course grade = average of module assignments + average of quizzes (only highest score of possible three attempts per quiz will be averaged) + exam scores. The components are weighted by the following percentages:

Course grade =

Component	Weight (%)
Average of Module Assignments	40%
Average of Quizzes	10%
Mid-Course Exam	25%
Final Exam	25%

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

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 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://cms.outreach.slu.edu/cms/CEHomePage.aspx>. Click on *Extended Campus*, select *Online Distance Learning*, and then click the link for *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. Information on creating your ProctorU account can be found in the *Getting Started* module. You cannot use an account created 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 1003 Western Civilization since 1500
Copyright © 2018 LOUISIANA STATE UNIVERSITY
BATON ROUGE, LOUISIANA

Lise Namikas, PhD
Instructor
Department of History
Louisiana State University

All rights reserved. No part of this material may be used or reproduced without written permission of the LSU Continuing Education Distance Learning Programs. Created in the United States of America.

JM