

Western Civilization II

HSTR 101 – Western Civilization to 1648
Adjunct Professor Shane Fairbanks
Dual Enrollment Billings Central Catholic High School
Montana State University-Billings
3 Credits
Fall 2017



Course Description

This course surveys the general history of the Western world from the Ancient Western world up to 1648 CE and allows students to reach a basic understanding of the characteristic features of the Western world's historical development in that span of time. Students will learn about some of the important political, economic, social, intellectual, cultural and religious changes that shaped the development of West in this period of time.

Course Objectives

- Establish a chronology of historical events in the Western world up to 1648 CE.
- Explain the changing geopolitical structures of the Western world up to 1648 CE.
- Define the importance of key individuals, events, developments, and ideas in Western civilization up to 1648 CE.
- Identify the social, economic, and political forces at work in the evolution of Western history.
- Recognize and describe the significance of some of the cultural achievements of modern Western civilization.
- Analyze complex historical sources and materials and reach conclusions based on interpretations of those materials.

Texts (Provided by your tuition)

Hunt, Lynn, Martin, Thomas R., Rosenwein, Barbara H., et. al., *The Making of the West: Peoples and Cultures (Concise Edition)*, 4th ed, combined volume (Boston: Bedford/St. Martin's) e-Book to go version.

Sherman, Dennis, *Western Civilization: Sources, Images, and Interpretations*, 7th ed, Vol. 1 (Boston: McGraw Hill, 2007).

Downs, Robert B., *Books that Changed the World*, revised edition (New York: Mentor, 1983).

Texts (Purchase on your own)

Homer, *The Odyssey*, translated by Robert Fagles (New York: Penguin, 1996).

Joseph Lanzara, *Dante's Inferno: The Graphic Novel* (New Arts Library, 2012).

Manchester, William, *A World Lit Only By Fire* (New York: Little, Brown & Company, 1993).

Saylor, Steven, *Roma* (New York: St. Martin's Griffin, 2011).

Williams, Hywel, *Days That Changed the World: The 50 Defining Events of World History* (London: Quercus, 2011).

Academic Excellence

Through honesty, integrity, responsibility and perseverance Billings Central Catholic High School will develop lifelong high achieving learners with Christ centered values to serve their global communities.

Timeliness Requirement

Timeliness is next to godliness; don't incur the wrath of the Greek gods! Habitual tardiness will first result in strenuous labor (either pushups or afterschool desk cleaning), and will then result in removal from the class. DON'T BE LATE!

Technology Agreement

All of our class documents and textbook will be available online for download onto your school iPads. Your device will be subject to the regulations and stipulations stated in the student handbook, your professionalism with

technology will be expected at all times during class. *Individuals who misuse their technology during class time will face strenuous labor, unpaid indentured servitude, grade deductions, and you could be removed from the class.*

Online Resources

Website: <http://fairbanksonline.net>

Moodle Enrollment Password: **Eurosquad**

Plagiarism Agreement: Turnitin.com

- All of your typed assignments will be turned in via Moodle and Turnitin.com
- Scans websites, journals, and other sources (including other student writing posted in D2L) and can and will detect evidence of plagiarism instantly.
- It is ruthless, fascist, and unforgiving. As such, academic honesty is expected of all students. The categories of prohibited activities specifically of concern are cheating and plagiarism. Neither will be tolerated on examinations, papers, or any other academic activity.
- Cheating is broadly defined as any activity, method or technique which gives a student unfair advantage over other students in the completion of evaluated work or which substitutes work done by another for one's own.
- Plagiarism involves submitting as one's own the words and/or ideas of others without proper and customary acknowledgement of one's sources.
- The penalty for violations of academic honesty is FAILURE IN THE COURSE and remanding to the Vice Chancellor for Student Affairs for possible expulsion from the university. Don't cheat or plagiarize, it isn't worth it.

Types of Assessment:

Multiple Choice Exams

Exams will be given upon the completion of each unit. A unit could cover only one topic, or it could cover a combination of two or more topics. Exams will usually be delivered either as an online assessment through Moodle or as a paper take-home exam. *You are not to do these tests in groups, but must take them alone.* They must be completed by the assigned date, or your score will not be included in the grade book.

Short Answer Essays for *Making of the West* and Additional Reading Assignments

As you read each chapter of Hunt's *Making of the West* and our additional reading assignments, you will download a copy of the Short Answer Questions from the website for each section and answer them in 1-2 paragraphs. **As you read the chapter, get the IDEA:**

- Identify the important names and events
- Determine the main point/thesis
- Evaluate the significance
- Assess the concept (what might be testable information)

"Keep 'em Honest Quizzes"

You will have multiple-choice, matching, and/or fill-in-the-blank quizzes for each topic. Sometimes you will be warned, but other times you will not. These will be taken mostly from your reading of the textbook and novels; however, some content will be taken from our note-taking sessions; yet another reason why REGULAR ATTENDANCE is incredibly important.

Free Response Midterm and Final Exam Essays

Throughout the semester, you will be asked to write free response essays that will encourage you to take all that you have learned about the topic(s) and apply them in a thesis-driven and source-proven essay. Your Midterm will be in October, and your Final Exam will be in the first part of December. These exams will consist of writing one or more 5-7 paragraph essays that take a stance on a historical prompt, and proves your thesis with sources and factual arguments.

Mock Trials, Group Debates & Panel Discussions

The students will need to prepare an introduction, arguments both pro and con, and closing arguments. They will need to dress and act in a professional manner, and be able to use the entirety of the period. These will be graded on professional conduct, effectiveness of arguments, time qualifications, and overall group effort.

Graded Discussions

Students will need to be prepared to discuss assigned reading in detail and with examples. A grade will be applied based upon your ability to express your ideas and arguments based upon the texts. This is no time to be quiet! So be prepared to get over your shyness and make yourself heard!

Semester Research Project for the National History Day Competition

Every year National History Day frames students' research within a historical theme. The theme is chosen for the broad application to world, national or state history and its relevance to ancient history or to the more recent past. This year's theme is ***Conflict and Compromise in History***. Your NHD project must formulate a thesis that fits within this thematic framework. Choose a topic that analyzes your topic of choice with specific detail and prove how it impacted history within the thematic framework. In what ways has this topic affected history? What were the successes and failures of the stand taken or the issues for which individuals fought? What were the results?

Your project will need to be presented in one of the following formats:

- Exhibit
- Performance
- Media Documentary
- Website

Summary of Topics

**Note that these topics are subject to some changes depending on the availability of time and their importance. Primary and secondary sources will be assigned for each topic listed below, although they may not be specifically cited in the list.

Topic 1 – The Birth of Western Civilization: the Ancient World

Hunt, Chapters 2-4 & Homer's *Odyssey*

- Crash Course in the Ancient World
- From Dark Age to Empire in the Near East
- The emergence of Greek Civilization
- The creation of the Greek City-State
- Oligarchy, Tyranny, and Democracy in the Greek City-States
- Persian Wars
- Athenian Golden Age
- Peloponnesian War and Athenian Civil War
- From the Classical to Hellenistic World
- The Rise of Macedonia and Alexander the Great
- Hellenistic Society and Culture

Topic 2 – From Republic to Empire: Ancient Rome

Hunt, Chapters 5-8, Steven Saylor's *Roma*

- Roman Social and Religious Traditions
- From Monarchy to Republic
- Roman Imperialism and its consequences
- Civil War and the destruction of the Republic
- Politics and Society in the Early Roman Empire
- The emergence of Christianity
- From Stability to Crisis
- The Late Roman Empire
- The Heirs of Rome: Islam, Byzantium, and Europe

Topic 3 – Darkness Falls: Europe in the Medieval Period

Hunt, sections of Chapters 9-11, Sections of Dante's *Inferno*, Lanzara's *Dante's Inferno: The Graphic Novel*, William Manchester's *A World Lit Only By Fire*

- The Carolingian Empire
- Church reform and the Crusades
- Medieval Europe and the restoration of an ordered society
- Revitalization of trade and commerce
- Foundations of the Modern Nation States of Europe
- Gothic and Romanesque art and architecture
- Dress Rehearsal for the Renaissance: Dante and Late Medieval Thought

Topic 4 – From Death to Rebirth

Hunt, Chapter 13 & William Manchester's *A World Lit Only By Fire*

- The Four Horsemen of the Apocalypse: The Black Death and the Hundred Years' War
- Development of the Renaissance among the Italian city-states
- Communes and Republics
- Individualism, Humanism, and Secularism
- Social changes
- Renaissance in the North
- Renaissance art and the developing power and status of the artist
- Politics and the Renaissance in France, England, and Spain
- The New Statecraft and Machiavellian tactics

Topic 5 – Global Encounters and the Shock of the Reformation

Hunt, Chapter 14, William Manchester's *A World Lit Only By Fire*

- Overseas exploration and conquest of the new world
- The explorers and their motives
- Colonial administration
- The condition of the Church (1400-1517)
- Martin Luther and the birth of Protestantism
- Political impact of Luther's ideas around Europe
- Calvinism
- Anabaptists
- The English Reformation
- Catholic-Reformation and Counter-Reformation
- The Council of Trent

Topic 6 - The Cataclysm of World Views: Wars of Religion and the Scientific Revolution

Hunt, Chapter 15

- Religious riots and civil war in France
- Charles V and the Global Empire
- Revolt of the Netherlands
- Philip II and the Spanish Armada
- Thirty Years' War
- The Peace of Westphalia
- Germany after the Thirty Years' War
- The European witch-hunt
- Synopsis of scientific thought up to 1500

- Copernicus and the changing view of the universe
- From Brahe to Galileo
- Newton's synthesis
- Causes of the Scientific Revolution
- Social consequences as a result of the Scientific Revolution

Absolutism, Constitutionalism, and the Search for Order

Hunt, Chapter 16

- Foundations of French absolutism: Henry IV, Sully, and Richelieu
- The Sun King: absolutism and social structure in Louis XIV's France
- Colbert's mercantilism
- Revocation of the Edict of Nantes
- Louis XIV's wars
- Decline of Divine Right Monarchy in England
- James I and Charles I
- Civil War and the puritanical absolutism of Cromwell
- Restoration of the English monarchy
- Charles II and James II
- The Bloodless Revolution
- Social divisions in Absolutist Eastern Europe
- Prussia's rise in the 17th C
 - Wilhlem I, Friedrich Wilhelm I, Frederick the Great
- Prussian militarism and consolidation of power
- Empire of the Tsar
- Russian reform under Peter the Great
 - Students will read sections of Robert Massie's *Peter the Great*
- Absolutism and the Baroque: Art and culture during the era of absolutism



Western Civilization II

HSTR 101 & 102

Syllabus Agreement Assignment



Directions

After having read through the syllabus, complete the following checklist and place your initials next to each completed assignment/agreement. If technical difficulties have impeded your ability to initial any of the following, discuss that with your instructor.

_____ I have read and agree to (or can at least tolerate) the terms listed in the syllabus

_____ I have registered for the class Dual Credit Western Civilization (CWCIV) on Moodle using the password Eurosquad

_____ I have signed up for Remind (either using the link on the Projects Page, or using the app and registering for @1Eurosquad)

_____ I have registered to follow the Eurosquad shared calendar (by clicking on the link on the Projects Page)

_____ I agree with the statements made in the BCCHS Student Handbook about ACADEMIC EXCELLENCE, and I will commit to fulfilling what is expected of me to attain academic excellence. I will not plagiarize, copy other students' work, or borrow my peers' work or take-home exams in an effort to seek answers. Any questions I have, I will seek from the Guardian of the Temple of Knowledge (Mr Fairbanks). If I break the agreements made in the Student Handbook on ACADEMIC EXCELLENCE, then I will allow the Guardian of the Temple of Knowledge to perform a ritual sacrifice for all to see and publically burn me at the stake to atone for my sins.

_____ I commit to ensuring that all of my presentations (whether class videos, speeches, or debates) will be appropriate for class demonstration, and I will be respectful of my peers, my instructor, and the Catholic School System to the best of my ability.

_____ As I have become an inductee of the elite, I pledge my allegiance to the Eurosquad and will conduct myself with the academic intensity and erudition of the great thinkers of Western Civilization. In my devotion to the Eurosquad, I will pursue excellence in all my work, and like the Spartans, I will either come home with my shield, or on it. With my muse Fairbanks as my guide, I will embark upon the epic of my senior year with the fortitude, grace, and cunning of Odysseus. I agree to this because I know that through my training in Eurosquad I will become the adult I was created to be: a curer of cancer, a destroyer of Berlin Walls, an innovator, an artist, a diplomatic titan that averts nuclear holocaust, a leader of unparalleled candor and courage, and Jeopardy champion. *Eurosquad4Life*

Signed _____