The West in the World – BSU History 150 Course

Mr. John Marsh, Instructor
Office: Wagoner 150
Office Hours: MWF 1:00-2:40 & 5:00-5:40
Tuesday 10:00-1:00 and by appointment

Fall 2024
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BU 121

OFFICE HOURS AND CONTACTING ME

You can stop by my office anytime to see me. You do not need an appointment. My office is in Wagoner in the hall between the nurses' office and the tunnel. I will almost always be there during my office hours listed above, and you may find me there at other times as well. If you can't come during my office hours, we can make an appointment for another time or meet by Zoom. Outside of my office hours, please feel free to email me (jsmarsh@bsu.edu) at any time. Of course, if it is in the evening, you may not get an answer until the next day.

If at any time you have questions, comments, problems, or suggestions please talk to me. If you are having difficulty in the course, *don't wait.* There are things we can discuss to help you. Most students will find themselves struggling occasionally in some classes, and it's not a weakness to ask for help. On the contrary, it shows wisdom and determination.

You don't need to be having a problem to come see me in my office. I encourage you to stop in to simply chat. In fact, if you come sit and talk with me at my office at least once during August or September, I'll give you 1 extra credit point. That's a onetime offer, not a point for every visit.

DUAL CREDIT

As you probably know, dual credit means that you can sign up to receive college credits for this course through Ball State. The grade you receive in here will go on your Ball State transcript. The credits, but not the grade, will be transferable to most universities.

If you want dual credit, you must sign up for it. You do not automatically get it just by being in the class. When you sign up, you pay a relatively small fee to Ball State. (It is far less than the regular cost for the credits.) Overall, it is a great way to get a head start on your college career. I encourage you to seriously consider the dual credit option. Please watch for emails from the Guidance Office and your advisor for information on how to sign up.

COURSE DESCRIPTION

The West in the World is a survey of the development of Western Civilization since its origins emphasizing key problems, turning points, and recurring themes, especially in the past two centuries. The course emphasizes the civilization that emerged and developed in Europe and spread to the Americas during the past two millennia. The West in the World also focuses on the way peoples around the globe helped to shape Western Civilization and how they felt its influence. Non-Western civilizations have exercised a powerful influence on Western Civilization, and the West has interacted with the rest of the world throughout its history.

REQUIRED TEXTS AND READINGS **Abbreviation in schedule**

The West in the World, Sherman, 3rd Edition (textbook)	"Textbook"
Sources of the Western Tradition, Perry (primary sources)	"Sources"
Other readings (on Canvas, e-mailed or handed-out) are listed as:	"Canvas"

Students are expected to read all given assignments BEFORE class. That is essential to your ability to follow the lectures, as well as to participate in class discussions. In addition, failure to read assignments will result in a lower class participation grade, and poor performance on exams and quizzes. It is your responsibility to make sure you have, or can access, the readings for a class.

"Now! *That* should clear up a few things around here!"

ASSIGNMENTS

I have listed below the reading assignments for the first 3 weeks of classes. **You must read the assignments PRIOR to the class on the day on which they are listed, and answer any discussion questions I have assigned.** I have also included the tentative dates for exams.

It is not necessary for you to bring the textbook to class unless I tell you ahead of time. **However, you are required to bring to class the *Sources* book and/or any article which was assigned for that day**. We usually use the text of those readings in our discussions, so you must have a copy to which you can refer. If you received the reading in electronic form (by e-mail or on Canvas), then you must either bring your computer, or print out the reading and bring it. **Not having your book or readings in class will negatively impact your class participation grade.**

Unless stated otherwise, the **readings in the *West in the World* textbook are "recommended," not "required."** I try to be conscious to not overload students with the amount of reading. I have found that large numbers of pages tend to make it harder for students to zero in on the main points, and some just toss up their hands and don't attempt it at all. The other assigned readings (**the *Sources* book and Canvas articles) are crucial to the discussions and material presentations of the day. I expect you to thoroughly study them.** As for the textbook, I have provided chapters and pages that provide important context and reference for the topics of the day. I strongly suggest you scan through the headings and sections before class, but you don't have to closely read them. The book will be useful to you, both inside and outside of class, as a reference for events, names and definitions.

As the course progresses, it may be necessary to modify some assignments. I will give you notice of a week or more on changes to exams or major assignments. I will generally give you notice of several days or more if I change a reading assignment. However, circumstances occasionally require minor last minute changes or additions. I will e-mail to

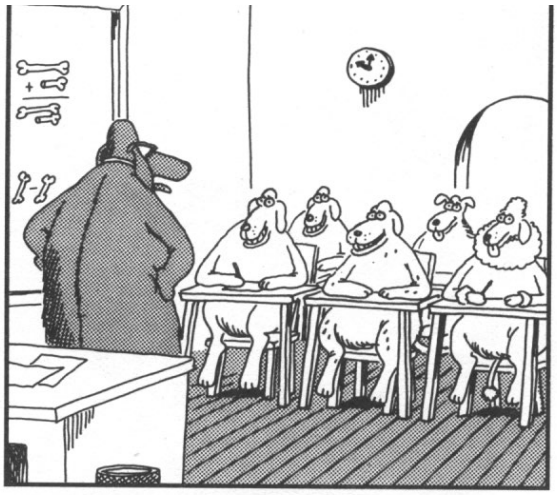
you any such changes no later than 6:00pm on the day before class. **So, you are responsible for checking your e-mail after 6:00pm on the night before class.**

		TOPICS	ASSIGNMENTS
Aug	**12**	Introduction	Read *Syllabus* before class
Aug	**14**	First Civilizations	CANVAS: *Code of Hammurabi* **DISC QUES** You'll find the discussion questions at the start of the reading TEXT (for reference): Chapter 1 ***QUIZ 1 – Dawn of Civilization - opens 5pm***
Aug	**16**	Greek Democracy	CANVAS: *Birth of Democracy in Athens* **DISC QUES** Again, at the start of the reading TEXT: (for reference): Chapter 2
Aug	***18***		***QUIZ 1 CLOSES at midnight***
Aug	**19**	Greek Culture	SOURCES: Pick any 1 of the readings from pages 51-56 and 59-65. **DISC QUES** 1. What things does this tell you about the Greek culture of that time period? 2. Compare/contrast the views portrayed in the reading with our views today. TEXT: (for reference): Chapter 2
Aug	**21**	Finish Greeks Start Romans	CANVAS: Roman Senate Simulation Overview ***QUIZ 2 – Greeks – opens 5pm***
Aug	**23**	Roman Republic	SOURCES: page 99 (The introductory paragraphs) TEXT: (for reference): Chapter 4
Aug	***25***		***QUIZ 2 CLOSES at midnight***
Aug	**26**	Roman Senate Simulation	CANVAS: *Roman Senate Simulation* Note: **This class period is entirely dependent on**

			your preparation and actions OUTSIDE of class in the days leading up to it.
Aug	**28**	Roman Empire	SOURCES: pages 125-126 SOURCES: pages 143-150 **DISC QUES** 1. Correspondence Between Pliny and Trajan: How would you rate these two rulers? Explain. You are free to define the measures of a good ruler in whatever terms you feel are most appropriate. 2. The Blessings of the Pax Romana and The Other side of the Pax Romana: So was the Pax Romana good or bad? TEXT: (for reference): Chapter 5 ***QUIZ 3 – Romans – opens 5pm***
Aug	**30**	**EXAM 1**	
Sept	**4**	Fall of the Roman Empire	TEXT: (for reference): pages 175-182
Sept	***5***		***QUIZ 3 CLOSES at midnight***
Sept	**6**	Israelites	TEXT: (for reference): pages 26-30

TENTATIVE EXAM DATES

Aug 30	Exam 1
Late Sept	Exam 2
Late Oct	Exam 3
Late Nov	Exam 4
Dec 16-20	Final Exam TBA



"Well, here we go again. ... Did anyone here *not* eat his or her homework on the way to school?"

CLASS POLICIES

ATTENDANCE AND TARDIES: The policies in the Student Handbook regarding attendance and tardiness will be followed. Students are expected to attend, and be on time, for every class. If you are not in the classroom by the official starting time, you will be marked tardy. If you arrive more than 15 minutes late, you will be marked absent, however you will still be able to turn in assignments, per late policy listed below, and participate in the educational activities of the

day, so it is definitely in your best interest to attend. You must notify me in advance, using Academy procedures, in the case of pre-arranged absences. Academy policy allows a faculty member to report a student as having an unexcused absence for sleeping in class or for improper use of their computer, tablet or phone during class.

MAKEUP WORK FOR **EXCUSED** ABSENCES: Exams, quizzes, online discussions and other assignments missed must be **made up within 1 week from the date of your return**, unless other arrangements are made with me in advance. Additional time can be granted for extended illnesses or other factors. Do not wait for me to contact you regarding a makeup. **It is your responsibility to contact me to schedule a makeup exam.** Likewise, for homework and class material, it is your responsibility to find out what you missed and how to make it up.

INDIANA ACADEMY **UNEXCUSED** ABSENCE POLICY
"It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Although all absences, both excused and unexcused, are tracked within the Office of Academic Affairs, professors of each class are free to use discretion with a student's first three unexcused absences. Four or more unexcused absences in any particular class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others."

CONSEQUENCES IN THIS CLASS FOR **UNEXCUSED** ABSENCES: There is no right to make up quizzes, discussion questions and other similar assignments as a result of an unexcused absence. However, you should still talk with me about how to not fall behind with the course material as a result of the unexcused absence. You will be given an opportunity to take an exam you missed due to an unexcused absence, but there will be a 1-letter-grade penalty on that exam score. That exam must be made up before I hand them back in class (usually about a week). After that, a zero will be entered for the exam score.

Unexcused absences will also negatively impact your Class Participation grade. You are allowed 2 unexcused absences without penalty to your Class Participation grade. 3 points will be deducted from your Class Participation grade for every unexcused absence after that.

Please be aware that Academy policy allows a faculty member to report a student as having an unexcused absence for sleeping in class or improper computer use in class.

LATE POLICY
Online Quizzes will normally have at least a 4 day window to complete them. They will always be due at midnight. If you submit it after midnight of the due date, there will be a late penalty of 25% the first late day, and 50% off from the second day on.

Any other assignments are due at the start of the class period on the date on which they are listed. Late work will only be accepted under the following 2 conditions:

1. If you turn it in within one week after the due date, there will be a penalty of 2 letter grades. Work turned in after that will not be accepted unless I determine there are extenuating circumstances which merit some form of credit. Remember, if you turn it in later that same day, it is still considered late. Keep in mind that problems with printers or computers are NOT an excuse. As you are well aware, printers can malfunction, so don't want until 5 minutes before class to print your assignment. Also, if you run back to get your paper, and are consequently late for class, you will be counted tardy. If it is an assignment due on paper, email submissions do not count unless I have given approval.
2. If you have an excused absence that day, you have 1 week to turn it in for full credit as described on the previous page.

ACADEMIC DISHONESTY: Academic dishonesty (cheating) will not be tolerated. Some examples of academic dishonesty include, but are not limited to: copying or facilitating copying during exams, turning in written assignments with the same language as others, improper use of AI, and copying from internet or print sources without proper citation. In accordance with department policy, "assigned papers as determined by instructor will be submitted electronically to the teacher and/or Canvas for possible plagiarism scrutiny." Cases of academic dishonesty will be dealt with according to the policies in the Student Handbook. If you have any questions on what constitutes academic dishonesty, I strongly encourage you to consult the Student Handbook, or discuss it with me. Academic Integrity policies are found here in the online student handbook: *https://academy.bsu.edu/handbook/handbook-25/*

HUMANITIES DIVISION STATEMENT ON AI

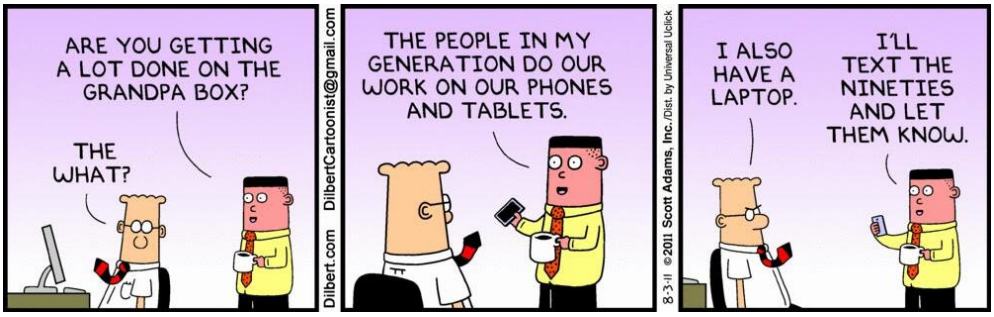
"The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course."

USE OF AI IN THIS COURSE

You can use AI when you are out of the classroom. You can NOT use AI in the classroom unless I specifically say it is ok for a particular activity. Remember, I can look at your computer at any time while you are in class. **Use of AI in class, whether for a discussion, quiz or other activity will result in a charge of Academic dishonesty.** Don't even have the program up on your computer!

I strongly suggest that you do NOT use AI when prepping your answers to the discussion questions. It will significantly reduce the educational benefit to you as the idea is to continue to build your critical thinking skills. AI will be a very useful tool to you throughout your life, but don't let it do your thinking for you. That's recipe for personal and societal decline.

Furthermore, you'll have to explain these topics on the exams, so you'll need to be able to think through them before then anyway. Best to spread it out and not try to cram it all the night before the exam.



LAPTOPS/TABLETS: In class, you may use your laptop to take notes or to reference reading assignments. You are not required to bring laptops to class unless I tell you in advance. **Surfing the web, e-mailing, Instagram or any other activities are strictly forbidden during class.** Using your laptop for anything other than educational purposes connected to the class **will result in an unexcused absence for that class period, plus 5 points will automatically be subtracted from your participation grade.** A second infraction will result in another unexcused absence, 5 more lost points, and you will be banned from bringing your laptop to class. I reserve the right to check your screen and currently running programs at any time during the class. **Use of your laptop in class is a privilege, not a right.**

CLASS ATMOSPHERE: Feel free to ask questions during the lectures, but always raise your hand and be recognized. Sometimes, if I am in the middle of making a point, I may signal that I have seen you, and will go ahead and complete my point before getting to your question. During class discussions as well, please raise your hand before speaking. Just as in the professional world, an atmosphere of mutual respect and appropriate behavior will be expected at all times. That includes listening to your fellow students as respectfully as you would to me. In addition, it is important to remember that topics we explore during class discussions will be on the exams as well. So don't relax your concentration on the material just because I'm not lecturing.

Democracy is by definition, conversation. Ideas, perspectives and information are exchanged in the political decision-making process. Consequently, the right to freedom of speech, and the ability to have civil discourse in the public sphere are essential to a functioning democratic system. Anyone paying attention in recent years has noticed that our body politic has become increasingly polarized, and reasoned debate has often been supplanted by bitter personal attacks. Impugning the character and motives of someone is a way to marginalize and silence them. Many people attempt to delegitimize their opponents with labels, so that they do not have to debate the substance of their ideas or policy suggestions.

This class is not a current events debate club. Our focus is not on arguing personal political views, and no one will ever be put on the spot for their personal opinions. However, we will be analyzing and discussing historical issues, events, ideas and policies, and connecting them, where applicable, to current issues. Historical information and analysis are vital to the educated citizen in making informed decisions in our system of self-government.

So despite what is going on in the broader political sphere, in this classroom we will be practicing respectful and productive civil discourse. Politely disagreeing with the substance of ideas, and offering reasoned alternatives is always permissible, and is in fact healthy in a democratic system. But attacking another's character or motivations for their views, or referencing their personal characteristics or appearance, will not be allowed. This policy includes any online discussions we may have as part of this class. It also extends outside the classroom as well. Making derogatory comments about another student based on their expressed or assumed views as a result of a class discussion will not be tolerated. Should any such behavior potentially be in violation of Academy policies, such as those regarding bullying, Academy disciplinary procedures will be followed.

So our class will be a model of civil discourse, and who knows, maybe our civility will rub off on others in our society.

HISTORY DEPARTMENT CONTENT WARNING STATEMENT

"As with many history classes, the lectures, readings, and discussions will include a range of topics that may be triggering, emotionally distressing, and difficult for some students. Engaging with topics such as slavery and human suffering is essential to this discipline. History seeks to understand the experiences and thought processes of former generations, whether for good or ill. Sometimes the language and word choices used by people in the past may be insensitive or politically incorrect today. Nevertheless, the goal of history is to understand the past within its own context and time. If a reading, image shown in class, or discussion is truly troubling to anyone, please do not hesitate to talk to your instructor. In some circumstances, an alternative reading can be assigned."

BALL STATE UNIVERSITY DIVERSITY POLICY

"Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found here."

MY ADDITIONAL COMMENTS. I am personally committed to doing everything I can to see that every student has the best possible experience in my course. So if I make a mistake on a name or a pronoun, please correct me. If there is something that is said in class, by me or another student, which bothers you or gives you concern, please talk to me. In our course, as in society at large, we can best address our problems and concerns with open communication.

GRADING

Grading in the course will be based on the following:

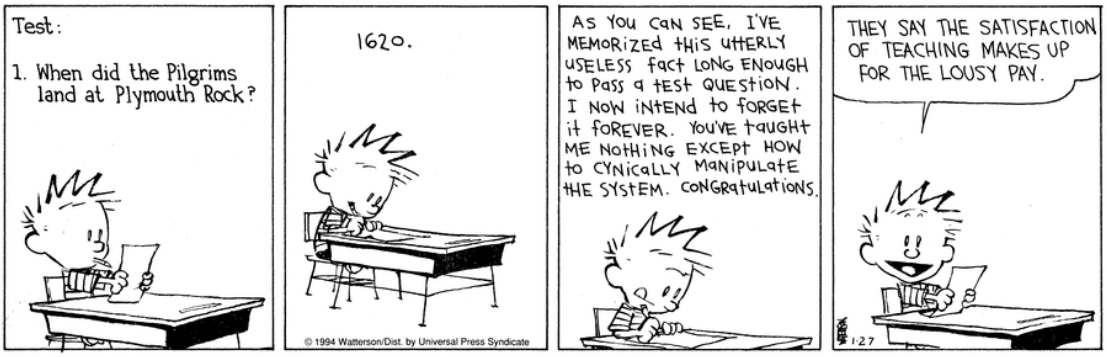
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Final Comprehensive Exam	100 points
Online Quizzes	180 points
Class participation Q1	50 points
Class participation Q2	50 points
Roman, Medieval & other projects	50 points (approximately)

Final grades will be assigned according to the following scale:

A = 92-100%	B+ = 88-89%	B- = 80-81%	C = 72-77%	D* = <70%
A- = 90-91%	B = 82-87%	C+ = 78-79%	C- = 70-71%	

EXAMS & QUIZZES

EXAMS: **Exams 1-4** will be over the current material and will be composed of **all short answer and short essay questions**, so be prepared to write on those days. The comprehensive Final Exam will be **all objective questions (no writing)** and will be drawn from the online quizzes and the exams. So keep the exams and review the quizzes to study for the Final Exam.



Exams 1-4 are worth 50 points each. I will **drop your lowest of those 4 exams**, as long as that helps your final course grade. This way, if you had particular trouble on one exam, it won't negatively impact your final grade. Occasionally, a student performs extremely well on all the exams in comparison to other grades in the course, and dropping the lowest exam would actually lower their grade. In that case, the exam is not dropped. The Final Exam is not dropped, except in the rare case of substantial extenuating circumstances, such as an extended illness.

QUIZZES: There will be **regular 10 point quizzes** over the current material on a roughly weekly basis. These will be **on Canvas** and you will have usually at least **4 days to complete** them on your own time. These are open notes/books and they will be **all objective (no writing)**. They are timed, but as long as you prep a little and keep moving, you should have plenty of time. The bottom line is it **should be easy to earn full credit on these**

quizzes as long as you make the effort. These are worth around 20% of the course grade, and, like traditional homework assignments, they **should help bring up your grade** if you don't do as well on the exams as you would like. I will drop the lowest quiz.

Here are the instructions posted on the quizzes:

- You can only take the quiz one time, so don't start it until you are ready
- Be sure to watch the time limit. You have 16 minutes. If I have been provided with documentation for you to receive extended time, that has been programmed in for you.
- You MAY use any notes you personally took on the lectures and the terms, plus the readings and course books
- You MAY NOT use another student's notes nor receive any help during the quiz from anyone. You also may not give or receive information as to what questions are on the quiz. Those actions are cheating and would be dealt with according to Indiana Academy Academic Dishonesty policy. Consequences are no less severe just because it is a small quiz rather than an exam. Don't risk it.

Although I don't plan to use them, I reserve the right to give pop quizzes at any time, for any reason. There will be no make ups for pop quizzes. If you have an excused absence, that quiz will not be used in calculating your grade. If you have an unexcused absence, you will receive a zero for the quiz.

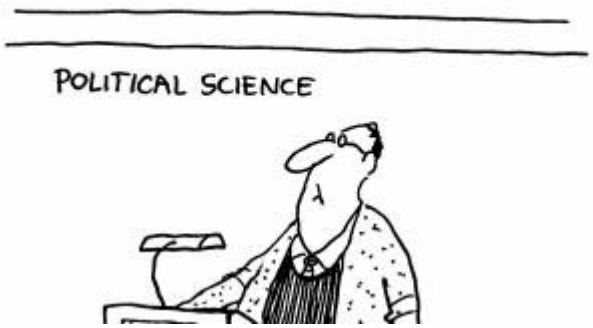
CLASS PARTICIPATION

Learning is an active process, and the more you are engaged, the more you will get out of this course. I reserve 100 points during the semester for a participation grade. The participation grade is based on my assessment of your performance in the following areas:

- Attentiveness during lectures
- Studying assignments prior to class, taking notes on readings, answering discussion questions and bringing the necessary readings to class
- Participation in class discussions, simulations, and activities
- Participation and effort in group projects
- Adherence to the standards of classroom conduct

Remember, improper use of your laptop during class will cost you 5 points for each infraction. To put that in perspective, losing 5 points is equivalent to dropping an entire letter grade on one of the 50 point exams. Don't risk it.

I will post 50 points of your participation grade at the end of the first quarter, and the other 50 points at the end of the semester. If you have any questions regarding your standing in that category at any point during the semester, please talk to me.



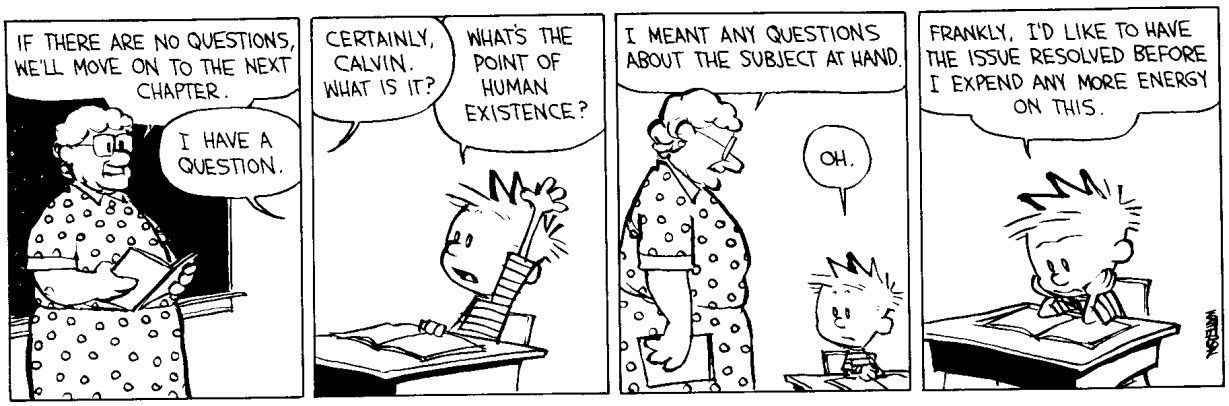
"And then there is the 'authoritarian' form of governing, which we'll be using in this class."

TIPS ON DOING WELL IN THE COURSE

TAKING NOTES

This course has a certain amount of lecture, and I will do my best to present the information in an organized and interesting manner. Concentration and good note-taking, during lectures as well as discussions, are essential for success in this course**.** Please talk to me if you are having any trouble taking notes. Here are a few basic tips on notes:

- Focus on the main points. You can't possibly write down every word I say, but you can write down phrases, names, examples, concepts, and basic elements of a story.
- Be sure to write down any lists, summations, and conclusions I make, as well as anything I repeat.
- If you didn't hear or understand something, you may raise your hand and ask me. Otherwise, skip it and talk to me or a fellow student after class. Do NOT ask your neighbor during lecture as you will miss the current comments and fall farther behind. In addition, it will distract those around you.
- Read your notes as soon as you can after class, and make additions, corrections, or organizational changes while the lecture is still fresh in your mind. If you wait until the night before the exam to read them, some points will seem unclear, and any gaps will be harder to fill in.
- Read the assigned sections in the text before class. Even if you don't fully grasp it all the first time through, it will provide helpful context for the lecture.
- You may record the lectures if you wish. (Just give me all the royalties if you sell them on e-bay.)
- Make sure your note-taking system is organized. If you have to hunt all over your computer to match up notes from 2 successive days of class, then you need a better system.
- Remember, paying close attention and taking good notes during lecture is the first big step in studying for the exams.



EXAM PREPARATION

NOTES: Your notes are your best source of information for the exams. Study them thoroughly along with the accompanying PowerPoints. Review the quizzes and their study

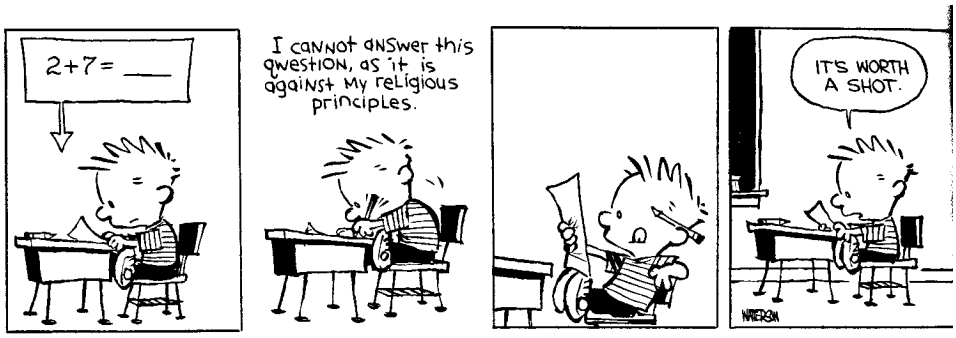
terms. Finally, you should review the discussion questions and readings.

READINGS: The readings contain many of the essential concepts we will be studying in class. As mentioned above, you will be able to follow the lectures more easily if you have read the assignments ahead of time.

Be careful not to let the amount of information in the text overwhelm you. In the first place, when studying the text, continually try to focus in on the key ideas. Ask yourself what are the main points, trends, events, ideas, etc. that the authors are trying to get across to you in each section. Second, use your study guides as described below.

STUDY GUIDES: The study guides list the specific names and terms which you will need to know. Most of the study terms will be covered in lecture. There may be a few that are not covered in lecture, and it is your responsibility to get their definitions from the textbook. Use the index if necessary.

Regarding the textbook, any names or terms that are neither covered in lecture nor listed on the study terms will not be on the exams. For example, if the textbook talks about a King Buford the Unhinged, but he's not on the study terms, and I don't mention him in lecture, then he will not be on an exam.



The terms on the study guides will sometimes coincide with the order they are discussed in lecture. However, the guides are not lecture outlines, and I strongly recommend that you take notes on separate paper, and do not try to follow along on the study guides during class. After class, you should use information from your notes to define the names and terms on the study guides.

It is very important to keep in mind that the study guides address specific names and terms. They do NOT contain all the concepts and information covered in lecture. In other words, the study guides are to supplement your notes; they are not a substitute for them.

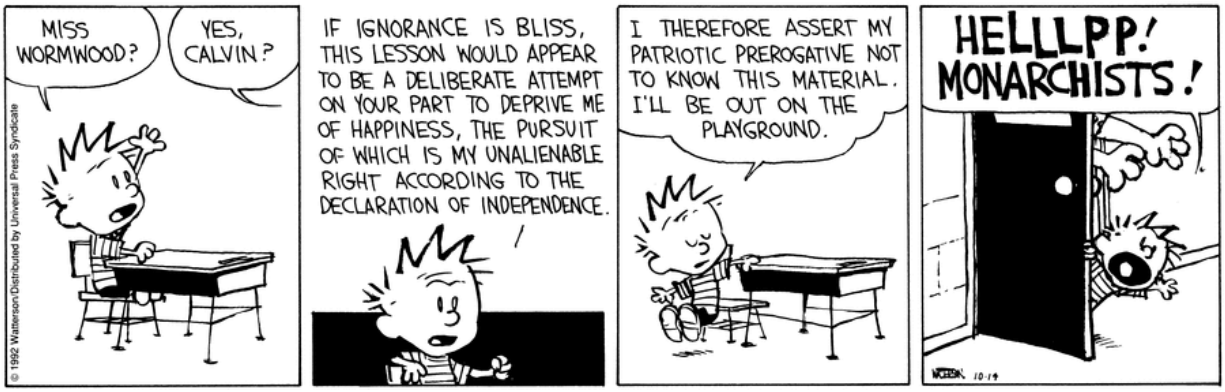
CHRONOLOGY & DATES: You will be required to know the basic chronological order of the major topics. For example, you'll need to know that the Roman Republic comes prior to the Roman Empire, and the Middle Ages come after the fall of the Roman Empire. As for specific dates, those are good building blocks for a short essay on an exam, but I will not be asking you specific dates on exams or quizzes.

PUT YOURSELF IN A TEST SITUATION: Some students just read over the notes, terms, and dates a few times, and after they think they've put in enough time, they quit. Then when faced with having to recall information on the exam, they "draw a blank." To perform your

best, you really need to spend at least some of your study time making yourself recall the material. For example, cover up the definitions of the study terms, make flash cards, or have a friend quiz you. If you have practiced putting yourself in a test situation, then during the exam, you will find yourself more able to recall the required information.

A word of caution about Quizlets is needed here. The concept of them is good. It is putting yourself in a test situation, which as I said, should be most helpful to you. The problem is that the Quizlet is only as good as the information put into it. I have no problem with you using a Quizlet which another student made up and shared with you. But if it is missing a number of key points and terms, and/or has a number of items on it which you do not need, then you could be seriously wasting your time.

SEEK HELP IF YOU NEED IT: It will be most productive if you study the material first, and then if you generate any questions, or want to see if you are on the right track with your studying, please contact me or see me. I'm happy to help you. You may also find it helpful to review material with other students.



BSU COURSE OVERVIEW

This section includes expanded information on themes and topics, as well as objectives and rationale for this course as part of the BSU core curriculum. While important, it is not as critical to your success in this class as the previous information.

Rationale for Inclusion of HIST 150 in UCC-21

This foundation course will further the UCC-21 goal of educating students so that they are historically literate. To achieve this goal, it will combine an emphasis on student acquisition and mastery of historical knowledge and an understanding of historical thinking and methodology.

HIST 150 will enable students to make the Experience→Information (E→I) transformation through a variety of active-learning strategies that include modified lectures, a number of in-class exercises revolving around the use of primary and secondary source materials, and discussions. These pedagogies will help students understand:

- the difference between a primary and secondary source
- historical methodology—how historians use primary and secondary sources to establish historical facts and interpretations of historical events
- historical thinking—how theories and context influence the ways historians think about historical episodes and construct their interpretations

- and recognize the different fields of history—political, diplomatic, military, economic, social, cultural, and intellectual
- and recognize the different approaches taken by historians as they reflect upon the experiences of the past

Students in HIST 150 will develop 3 of the 4 cognitive skills associated with the E→I transformation:

1. accurately observe (read) and reconstruct (write, speak) elements of history to develop new ideas.
2. describe or explain how theory or context influences the use of elements of history to generate new information or insights.
3. use diverse ways to experience historical works (e.g. primary and secondary sources).

HIST 150 further enables students to accomplish the Information→Knowledge (I→K) transformation through a variety of active-learning strategies that include modified lectures, a number of in-class exercises revolving around the use of primary and secondary source materials, and discussions. These pedagogies will help students:

- think critically about primary and secondary sources
- critically evaluate a wide array of primary source documents relevant to a particular historical event or development
- analyze particular historical events and developments from multiple perspectives and identify factors that shaped those perspectives
- identify themes and trends in history

Students in HIST 150 will develop 3 of the 6 cognitive skills associated with the I→K transformation:

1. analyze data, events, styles, themes, and developments to reveal patterns of information or create new ones.
2. integrate information from multiple sources to develop new knowledge and insights.
3. communicate knowledge in written form and, where appropriate, orally, geographically, numerically, and symbolically.

HIST 150 Course Objectives

This course uses a variety of active-learning strategies that include modified lectures, a number of in-class exercises revolving around the use of primary and secondary source materials, and discussions in order to meet the UCC-21 learning objectives for this foundation course. The UCC-21 cognitive skills that are listed above will be met through these course objectives. Students will be able to:

- identify and recognize key facts, events, developments, ideas, and issues in Western Civilization (Europe and the Americas since 1492) from the Ancient to Modern world
- identify and recognize key facts, events, developments, ideas, and issues in the interactions between the West and civilizations elsewhere
- explain specific historical issues from a variety of perspectives
- analyze and interpret historical information to detect patterns and trends in the history of the West and the World
- apply and relate their historical knowledge and understanding to contemporary issues and problems
- identify the key components of historical thinking and methodology
- apply historical methodology to evaluate historical evidence in order to construct and support persuasive arguments
- explain their own ideas and interpretations of historical events/developments in an organized, logical, and persuasive fashion, both in oral and written form

HIST 150 Course Content Outline and Format

This course is designed to emphasize key problems, turning points, and recurring themes in the history of the West in the World from the Ancient to Modern world, with a particular emphasis on the past two centuries. In its official statement about "Excellent Classroom Teaching of History," the American Historical Association has written: "A true examination of the past requires attention to a full range of human activities and institutions,

including politics, society, culture, economy, intellectual trends, and international relations." Within this framework, instructors will focus on a number of key themes. Although a number of potential topics are listed under the thematic headings, the specific topics that instructors address in their course is left to their discretion. The course format consists of modified lectures, in-class activities, and class discussions.

Themes and Potential Topics:

Politics and Political Ideology

- Athenian Democracy & Roman Republicanism
- Roman Law and the development of legal systems
- Medieval institutions
- American, French, Russian and Chinese Revolutions
- The rise of nationalism, socialism, communism, fascism, Nazism

Religion

- Judaism, Christianity, Islam, and other world religions
- The Reformation

Intellectual and Cultural Developments

- Greek, Roman, Medieval, Non-Western, and Modern philosophy, art, economic theory, and architecture
- The Italian Renaissance
- The Enlightenment
- Nineteenth and Twentieth Century Liberalism and Modernism

Society and Social Change

- Gender
- Race and Ethnicity
- Social hierarchy and class
- Social organizations

Science and Technology

- The Scientific Revolution
- The Industrial Revolutions
- The Information Revolution (e.g. from the invention of writing to the printing press to the personal computer)
- Military Science and Technology

Population and the Environment

- The Neolithic Revolution
- Disease and Environmental Change
- The Columbian Exchange
- Industrialization
- Urbanization
- Environmental Movements

Globalization and Migration (Peoples, Ideas, Goods)

- The Indian Ocean and the Silk Road
- Diasporic Migrations
- The Columbian Exchange
- The Islamic Exchange
- Industrialization, capitalism, and the creation of a Global Economy

International Relations and Conflict

- Trade and other Global Networking
- The Crusades

- Imperialism, colonialism, and Post-colonial resistance
- The World Wars
- The Cold War
- Post-Cold War International Relations and Conflict

We will explore these themes in the following overall chronological framework:

The Origins of Civilization — The emergence of farming, community life, cities, organized governments, written languages, arts, and religions in Mesopotamia and Egypt in particular, with a survey of the other cradles of civilization around the world as well.

Greco-Roman Civilizations and Their World Interactions— The political, philosophical, and artistic developments and achievements of the Greek city-states, Roman Republic and Roman Empire. Attention will also be given to the interaction of Greco-Roman culture with those of Persia, India, and China and others, relating to the impact of conquests of Alexander the Great, and interactions along the silk road.

Abrahamic Monotheism — The historical evolution, basic beliefs, and historical impact of Judaism, Christianity, and Islam, and well as their relationships with other belief systems around the world.

Middle Ages in Europe and Connections to the East— The struggle to restore order, and the movements and mixing of peoples and cultures throughout the Mediterranean world. The gradual development and stabilization of Medieval society, with particular attention on the Roman Catholic Church, law and government, arts, and everyday life. The crises of the late Middle Ages. The interaction with Islam during the Crusades.

The Early Modern Era — Events and characteristics of the Renaissance and Reformation. The emergence of the modern bureaucratic state and capitalism. Increasing contacts among global civilizations, with particular attention to exploration, trade, and European empire-building. The development of mathematics and science in the era of Kepler and Newton. The age of the Enlightenment.

Political and Intellectual Revolutions — Focus on the French Revolution, with connections to the earlier American Revolution, as well as those European revolutions and upheavals that followed them. The Industrial Revolution. The development of liberalism, romanticism, nationalism, and socialist thinking. The unification of Italy and Germany, and the emergence of the modern nation-state.

The New Imperialism — European empire-building in Asia and Africa; Japanese industrial transformation and empire-building. The interaction between Western and non-Western peoples before the First World War

Modern Life and the Culture of Progress — Second Industrial Revolution. City life; sports and leisure; science; intellectual thought; and the arts at the dawn of the 20th Century.

The World Wars — World War I. Rise of Communism, Fascism, Nazism. The expansion of democracy after WWI and the foundations of the welfare state, especially in north and west Europe. World War II.

Post WWII and Globalization — The achievement of independence in the non-Western world. The Cold War and the arms race. The European Union. The maturation of the welfare state. The spread of liberal and democratic political institutions, especially in the last two decades of the century. The intensification of global cultural interaction, especially through the influence of transnational economic institutions and new transportation and communication technologies.