

Western Civilization to the Eighteenth Century Syllabus

Spring 2012

HIST 117-01 3 hours credit

MWF 10:00–10:50

AD 321

Abilene Christian University

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Textbook

D. Sherman and J. Salisbury, *The West in the World*, Vol. I (to 1715)

Other Resources

Other texts may be announced (e.g., websites) and handouts made available during the semester.

Scripture

John 18:38 – ‘Pilate said to him, “What is truth?”’

Lectures

Because of the size of the class and the survey nature of the course, class time will be predominantly lecture. Yet there will be some opportunities for class discussion, especially if class participation makes this seem fruitful. Where possible, I will try to use lectures to explore things not covered in the textbook, so that class time will not be merely repeating information from the textbook. This means reading the textbook and taking lecture notes will both be required, since test material will come from both.

Reading Quizzes

In general, there will be a reading assignment every week (beginning with the second week of class) covering one chapter from *The West in the World*. We will begin every class meeting with a quiz over the reading assignment, except for those meetings in which we are having a test. These quizzes will begin at 10 a.m. sharp, and I will read the questions aloud. This means that

students who come to class late will not hear however many questions we have already covered at that point.

Progressive Tests and Final Exam

Every three weeks there will be a test, which will cover all new material from class lectures and reading assignments. These test will be primarily multiple choice questions, so Scantrons will be needed. Beginning with the second of these tests, they will be 'progressive,' in that they will include review questions from earlier test(s). This means you will need to keep your tests and find the correct answers to questions you missed, because you will see them again. Questions from quizzes will be used regularly on tests.

The goal of progressive testing is three-fold: (1) to encourage continual review of certain elements we have covered, aiding retention of these facts, (2) to help us see the overall continuity of the material we will cover, rather than disconnected sections, and (3) to remove the shock from the final exam, making it the natural conclusion of the course.

Grade composition

Tri-weekly Tests (average)	50 %
Final Exam	30 %
Reading quizzes (average, with two drops)	10 %
Class participation	10 %

Grade scale

A	100-90
B	89-90
C	79-70
D	69-60
F	59-00

Policy regarding Absences

One week of absences is allowed without penalty. Absences exceeding one week may result in penalties, which will be employed at the instructor's discretion. Absences exceeding 20% of scheduled class meetings may result in failure for the course. Since missed quizzes are not made up, this will represent another incentive for attending regularly. See also remarks on class participation, as absences have a bearing on this.

Missed Tests

Generally speaking, unpenalized make-up tests will be allowed only if a test is missed because of university-sponsored activities (for which a written permission slip must be presented beforehand), or because of illness (for which a written note from a physician will be required). Otherwise, make-up tests will be available only with a 50-point penalty deducted from the score.

Class Participation

The final 10% of the student's grade in this course will be based on class participation. Since most of the student's class time will be spent listening lectures – with some time for discussion – a high grade in class participation will depend largely upon regular, timely attendance and common respect and civility. Because attendance, respect and civility ought to be a matter of course, any student not displaying them should expect to receive not merely a '6' in class participation (the equivalent of an F), but something lower. Contributions to classroom discussions, when these are engaged in, will also be a factor in the class participation grade. But students who are naturally reticent will not be penalized – so long as they appear to be paying attention to the class, that is.

Course Objectives: By the end of this course you should be able to:

- 1) Show knowledge of the major events in Western history, up to c. the French Revolution.
- 2) Show a familiarity with the major philosophical and political questions pertaining to this time period.
- 3) Be able to give a personal view regarding these questions in terms which would be acceptable and effective in a non-Christian academic environment

The Role of Faith in Education

This class is based on the beliefs that intellectual development is valuable in and of itself, and that, for those of us called to a university education, it is a matter of faithful stewardship of gifts. Christian faith should influence our academic strivings not by making them less intellectual – mingling a Sunday school atmosphere with that of a university classroom – but by inspiring us to ever greater intellectual achievements, to the glory and service of God. This will be advantageous to several of the following course objectives, especially number three.

Professor's Open Door

Serious thought about historical issues and Christian principles should prompt reflection about the nature of one's personal faith and standing before God. Faith-related issues will be discussed in class, of course, but you are more than welcome to visit me in my office (during office hours or by appointment) if you would rather discuss such things privately.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is

available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Weekly Topics (tentative)

- 1) The Roots of Western Civilization (chapter 1)
- 2) Greece 2000-338 BC (chapter 2)
- 3) The Hellenistic World (chapter 3)
- 4) Rome through the Republic (chapter 4)
- 5) The Roman Empire (chapter 5)
- 6) The Divided Empire and Islam (chapter 6)
- 7) The Middle Ages AD 750-1000 (chapter 7)
- 8) The High Middle Ages 1000-1300 (chapter 8)
- 9) The Late Middle Ages 1300-1500 (chapter 9)
- 10) The Renaissance 1300-1640 (chapter 10)
- 11) The Reformation (chapter 11)
- 12) European Expansion 1450-1700 (chapter 12)
- 13) Seventeenth Century Europe (chapter 13)
- 14) The Scientific Revolution and the Enlightenment (chapter 14)
- 15) The Beginnings of Modern Europe

Historical Periods

Paleolithic 600,000-10,000 B.C.
Neolithic 10,000-3,000 B.C.
Bronze 3,000-1,000 B.C.
Iron 1,200-500 B.C.
Classical 500-323 B.C.
Hellenistic 323-31 B.C.
Roman Empire 27 B.C.-A.D. 476