



HIS 210: Western Civilization I

I. Instructor: Dr. Mark Evans

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Please feel free to contact me as needed. I make it a point of responding to all emails within 24 hours (and usually respond within just a few hours). If you do not hear from me after 24 hours, I likely did not receive your message. Please send a follow-up email.

II. Course Overview

HIS 210: Western Civilization I is a survey of western history from the origins of history to 1600. The course emphasizes the intellectual development of the western world and an introduction to the historical method.

No prerequisite knowledge of History is necessary for this course.

III. Objectives

By the end of this course, the successful student will:

- 1) Demonstrate understanding of the general sweep of western history to 1600, including dominant cultural trends and political movements, and challenges to those trends and movements.
- 2) Employ conceptual and analytical terms such as *civilization*, *republic*, *Hellenism*, and many others. Students should understand these words as concepts and be able to place them within the context of western history.
- 3) Develop skills of historical literacy – to go beyond the “who” and the “what” to consider the “why” – in connection with assigned texts and demonstrate this literacy in class discussion and assigned essays.
- 4) Write persuasive, thesis-driven arguments which unite critical thinking, historical understanding, and quality prose.

IV. Pillars Learning Outcomes

This course is part of the **Integrated Knowledge Pillar** group, which with other courses in this group work toward assisting students to connect examples, facts, or theories from more than one content area. Students should save material from this course because it will be necessary in their Capital course.

Courses in the **Scholarship Pillar** emphasize the breadth of knowledge in the liberal arts tradition and encourage students to recognize the intersections of diverse ways of knowing and being. This course intends to help students demonstrate effective oral and written communication skills to describe patterns of knowledge.

V. Materials

This course employs the following materials:

- 1) A textbook, which will serve as the students' primary reference

A History of Western Society, Vol 1, McKay, Crowston, et al. 13th edition. (Be certain to get volume 1. Volume 2 covers the second half of Western Civilization and will not help you in the course!). ISBN: 9781319112578

- 2) Primary source documents, which are posted to Blackboard. The textbook is required and will be used weekly. Students must have this book when class begins.
- 3) Videos and recorded lectures posted to Blackboard

VI. Requirements

Regular Review of Email: The instructor will communicate via email, and the student is responsible for all information communicated this way. The student should check email every day.

Lectures & Commentary: The instructor will post lectures, brief commentaries, and various multimedia sources (e.g. documentaries). The student is responsible for all this material. Good exam responses will draw from the full breath of information provided in this course. **(Objective 1)**

Textbook Reading: Each week, the student will be expected to read at least one chapter from the textbook. **(Objective 1)**

Reading Notes: Students will turn in reading notes for every textbook chapter read. This will help guide reading and ensure understanding. These will be graded on a satisfactory/unsatisfactory basis. **(Objective 1)**

Primary Source Reading: Most weeks, there will be a primary source reading. While short in length, these readings can be difficult and may require multiple, close readings. Students will be expected to reference these documents on the exams. **(Objective 1)**

Discussions: In weeks with a discussion (see the course schedule), a prompt will be provided.

- By 11:59 pm eastern on Thursday of the week, students must make an original post of at least 200 words that responds to the prompt.
- By 8:00 pm eastern on Saturday of the week, students must engage with *at least* one other student's post. These responses should do more than simply agree with what was said; instead, they should probe for clarity or better understanding. They should challenge points made. **(Objectives 2 and 4)**

Grading for the discussions is based on a 3-point scale:

3 - initial reflection posted on time, meets minimum requirements, and demonstrates considerable engagement with the material. Student engages meaningfully in discussion.

2 – all minimum requirements are met and demonstrate good—but not great—quality

1—Work is late, incomplete, sloppy, superficial

Primary Source Essays: Students will write 2 brief essays (1-2 pages each), in which they will place a primary source in historical context, summarize the document, and explain its historical significance. **(Objectives 3 and 4)**

Midterm Exam: The midterm exam is an essay exam. Students will be provided with a list of possible questions a week before the exam. **(Objectives 1, 3, and 4)**

Final Exam: The final exam is an essay exam. Students will be provided with a list of possible questions a week before the exam. **(Objectives 1, 3, and 4)**

VII. Technology Requirements and Technical Skills

This is an online course; as such, students must have access to the required technologies:

- A functioning computer
- Access to the internet and internet bandwidth capable of streaming videos and audio files
- A word processor capable of saving in .doc or .pdf format
- A webcam and microphone if you wish to videoconference. I am also willing to speak by telephone.

Students may use these resources at a library if you do not own the technologies. Lack of access to the necessary technology is not an acceptable reason for missed assignments.

Students must know how to navigate a webpage and use a word processing program. I am willing to help students with questions. Coker also offers assistance through [Learning Support Services](#).

VIII. Policies

Due dates/late work: All assignments, exams, etc. are due by Saturday at 8:00 PM EST. Students will have a 24 hour grace period, so work turned in by 8:00PM EST on Sunday will be accepted without penalty. Please note that emergencies arising on Sunday will never be acceptable excuses for late work since the work is due on Saturday. If you put off your work until Sunday, you do so at your own risk. There will be NO MAKE UP OPPORTUNITIES.

Communication Standards and Netiquette:

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Emails should include a salutation and be respectful in tone
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Incomplete Grades: A grade of I (incomplete) may be recorded when the instructor feels the course work is incomplete for reasons beyond the student's control. It may not be employed as an extension of the term to provide an opportunity for the student to raise a grade already earned. If the course work is not successfully completed in the following semester (excluding summer session), the grade automatically becomes an F or No Credit. For students in the Evening and Extended Studies Program, the I recorded in Term I or II must be removed by the end of Term IV in the following spring semester; the I recorded in Term III, IV or V must be removed by the end of Term II during the following fall semester.

This does NOT mean the instructor must give the student to the end of the dates stated above; it means that if the work is not completed by this term, it becomes an F. The instructor's policy on due dates varies from student to student. It depends on the circumstance. THIS IS NOT A RIGHT and it is up to the instructor. To receive an Incomplete, the student MUST provide verifiable, written documentation. Excuses may be verified.

Plagiarism and Academic Integrity:

Taken from the [Coker College catalog](#):

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker College Student Covenant, the Mission of the College, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the College; for that reason, penalties for academic dishonesty may include suspension or expulsion from the College.

- Cheating: A student is guilty of cheating when he/she wrongfully gives, takes, or receives unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a College regulation.
- Plagiarism: A student is guilty of plagiarism when he/she submits work purporting to be his/her own, but which in fact, borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend's paper, etc. — without appropriate source acknowledgement. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as his/her own. Any assigned work will be given an automatic zero and the student will be turned in to the College.

Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how he/she has employed them.

Source Acknowledgement: All members of the Coker College community are expected to adhere to the strictest standards regarding acknowledgement of the use of another person's words, ideas, opinions or theories. Individual instructors and disciplines may employ different methods of citation and acceptable sources (e.g., Sources taken from the Internet may not be acceptable in some classes). It is the student's responsibility to be familiar with the guidelines for citation in their various courses.

- Direct Quotation. All verbatim quotations, regardless of length, must be appropriately footnoted or otherwise attributed to the original source.
- Paraphrase. To avoid using extremely long quotations, paraphrasing is recommended. Any paraphrased ideas or phrases must be appropriately footnoted or otherwise cited.
- General Acknowledgement. If a piece of academic work has been generally or specifically influenced by the words or ideas of another person, that source must be cited, even if quotation or paraphrasing of
- text is not employed.
- Collaboration. Only when permitted by the instructor are students allowed to collaborate with others in their work. If collaboration is permitted, the use of another student's ideas or work must be properly cited.

Students should contact their instructors for the specific standards and methods that might apply to individual academic assignments or courses. The information above should serve only as a general guideline for acknowledgment of sources at the College.

Students with Disabilities

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some

accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) to provide the necessary documentation.

No accommodations can be made without documentation from LSS. The student is solely responsible for contacting Robin Richardson.

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to? While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson Student Center, 2nd floor, mwilliamson@coker.edu, 843-383-8194 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Center for Health and Wellness (843-917-4044).

Additional information is located under the Title IX section on the Coker website: <https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

IX. Grading

Grading Procedure

Reading Notes	20%
Essay 1	10%
Essay 2	10%
Discussion	15%
Midterm Exam	20%
Final Exam	25%

Final Grade Determination

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
0%-59%	F

No late work will be accepted, no extra credit will be given, and no second attempts are permitted.

X. Attendance

This course takes place during a very short (8 week) term. To be counted as “present” in a given week, the student must complete the reading notes. Failure to complete any of the work will be very difficult to overcome given the condensed timeline of the course.

X. Course Schedule

Wk	Work Due	Topic	Textbook Chapters	Assignments Due	Discussion
1	August 20	Early Civilizations	1 and 2	Student Introduction Reading Notes	Yes
2	August 27	Greece	3 and 4	Essay #1 Reading Notes	No
3	Sept 3	Rome through Late Antiquity	5, 6, and 7	Reading Notes	Yes
4	Sept 10			Midterm	No
5	Sept 17	The Middle Ages	8, 9 and 10	Reading Notes	Yes
6	Sept 24	Renaissance and Reformation	11, 12, and 13	Reading Notes Essay #2	No
7	Oct 1	The Rise of Europe	14, 15, and 16	Reading Notes	Yes
8	Oct 8			Final Exam	No