NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Course Name: History of Western Civilization  
Course Number: HST 101  
Credits: 4

Course Description
Provides an awareness and understanding of the Western cultural heritage. Stresses the major ideas and developments that have been of primary importance in shaping the Western tradition. Covers the Ancient World to 1000 A.D. HST 101, HST 102 and HST 103 need not be taken in sequence. (H) (SS) (Bacc Core Course)

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources-Required Texts:

Coffin et al., Western Civilizations, V. A

Brophy et al., Perspectives from the Past, V. 1

Plato, The Trial of Socrates

Plato, The Cave

The Gospels, New Jerusalem bible
Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Course Format
This will be a lecture and discussion class. Class will explore a wide variety of topics through use of lecture, films, and music, contemporary and outside reading. A great deal of reading, writing and discussion will be expected of you! The lectures will not merely cover what was in the text. Rather an attempt will be made to focus in on certain topics, such as society, economics or the military. Material for the midterm and the final will come from both the readings and the lectures.

Distance classes can be open to confusion for students therefore it is important to ask questions regarding clarification and explanation as quickly as possible. Also feel free to come by during my office hours if you are on campus and need help.

Measurable Student Learning Outcomes
1. Use theoretical frameworks to interpret the role of the individual within social process and institutions
2. Analyze current social issues and place them in historical context(s)
3. Critique the nature, value, and limitations of the basic methods of the social sciences
4. Critically analyze significant factors behind the development of Western Civilization

Evaluation of Student Performance
There will be a total of 1000 points to be earned in this class divided in the following manner:

- Discussions – 100 points
- Two written document assignments from Perspectives – 200 pts
- Final – 300 points
- Plato – 200 points
- Gospel Essay – 200 points
- Total – 1000 points
- Map Extra Credit – 50 points

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000-930</td>
</tr>
<tr>
<td>A-</td>
<td>929-900</td>
</tr>
<tr>
<td>B</td>
<td>829-800</td>
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<tr>
<td>B+</td>
<td>899-870</td>
</tr>
<tr>
<td>B</td>
<td>869-830</td>
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<tr>
<td>C</td>
<td>799-770</td>
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<tr>
<td>C+</td>
<td>769-730</td>
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<tr>
<td>C</td>
<td>729-700</td>
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<tr>
<td>D</td>
<td>699-670</td>
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<tr>
<td>D+</td>
<td>669-630</td>
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<tr>
<td>D</td>
<td>629-600</td>
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<tr>
<td>F</td>
<td>599 or below</td>
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</tbody>
</table>

This course is offered through Oregon State University Extended Campus. For more information, contact: Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
### Grading Guidelines

**A grade:** written skills excellent. Factual information sound and relevant. Clearly addresses the question. Analysis is sound and goes beyond material from the text and class. Also, able to address implications in such a way as to see how these ideas/events played a part in future historical decision.

**B grade:** writing skills fine, factual information accurate, generally on-topic. Some attempts at analysis, mostly parroting information directly from the text and/or class. Little attempt to go to outside resources for further depth or additional ideas, interpretations. Also, little attempt to delve deeply into the future implications of events and/or ideas.

**C grade:** acceptable writing skills, some minor errors, factual material largely correct, tangents are mild. Analysis is largely missing, little or no examination of contrary evidence and lack of any attempts to reconcile different interpretations.

**D grade:** poor writing skills, ex. grammar, spelling, transitions, etc. Factual material sometimes incorrect or not relevant to the question, too many tangents, difficulty staying on topic, little or no analysis, rather the essay appears to be a series of random facts.

**F grade:** extremely poor writing skills, failure to directly address the question, factual material incorrect thus leading to worthless conclusions.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Movement from Paleolithic to Neolithic societies.</td>
<td>Coffin, 1-2</td>
<td>Online discussion Introduction (PPT)</td>
<td>First Discussion Post due Wed 5 pm.</td>
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<tr>
<td></td>
<td>Rise of civilizations in the Mesopotamian and Nile valleys.</td>
<td>Brophy 1 and 2</td>
<td></td>
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<td></td>
<td></td>
<td>Plato The Cave – The Trial of Socrates (hereafter cited as Plato)</td>
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<tr>
<td>2</td>
<td>Egypt and the beginnings of monotheism with the Hebrews,</td>
<td>Coffin 3</td>
<td>Online discussion</td>
<td>Discussion: Post early-due by Friday 5 pm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brophy 1 and 2</td>
<td>Lecture: The Hebrews Perspectives 1 and/or 2</td>
<td>Perspective 1 and/or 2 due by Friday 5 pm.</td>
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<td></td>
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<td>Plato</td>
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<tr>
<td>3</td>
<td>The Greek world from its origins to the Golden Age under Pericles.</td>
<td>Coffin 3</td>
<td>Online discussion</td>
<td>Discussion: Post early-due by Friday 5 pm.</td>
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<tr>
<td></td>
<td></td>
<td>Brophy 3 and 4</td>
<td>Ancient Greeks Perspectives 1 &amp; 2</td>
<td>Perspective 3 and/or 4 due by Friday 5 pm.</td>
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<td></td>
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<td>Plato</td>
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<tr>
<td>4</td>
<td>The Hellenistic world and influence of Alexander the Great.</td>
<td>Coffin 4</td>
<td>Online discussion</td>
<td>Discussion: Post early-due by Friday 5 pm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brophy 5</td>
<td>Lecture Ancient Greeks Perspectives 5</td>
<td>Perspective 5 due by Friday 5 pm.</td>
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<td></td>
<td></td>
<td>Plato</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Assignments</td>
<td>Learning Activities</td>
<td>Due Dates</td>
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<tr>
<td>5</td>
<td>The Rise of Rome to the end of the Republic.</td>
<td>Coffin 5</td>
<td>No discussion - score based on average score of weeks.</td>
<td>Plato Essay Due 5 pm Friday</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Lectures: Rome, Caesar, Culture, Science and Technology</td>
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<td></td>
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<td>Work on Plato Essay</td>
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<tr>
<td>6</td>
<td>The Rise and Fall of Empire and rise of Christianity.</td>
<td>Coffin 6, Brophy 6,</td>
<td>Online discussion</td>
<td>Discussion: Post early-due by Friday 5 pm.</td>
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<td></td>
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<td>the Gospels</td>
<td>Lectures: Christianity, The Empire, Roman Empire and Decline, Barbarians at the Gate</td>
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<td>Perspectives 6</td>
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<tr>
<td>7</td>
<td>Post Roman World, Rise of Islam, Eastern Empire.</td>
<td>Coffin 7, Brophy 7,</td>
<td>Online discussion</td>
<td>Discussion: Post early-due by Friday 5 pm.</td>
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<tr>
<td></td>
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<td>the Gospels</td>
<td>Lectures: Islam, Christianity, the Search for Order</td>
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<td>Perspectives 7</td>
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<tr>
<td>8</td>
<td>The Expansion of Europe, Attempt at order through the Church and new States,</td>
<td>Coffin 8, Brophy 8,</td>
<td>Online discussion</td>
<td>Discussion: Post early-due by Friday 5 pm.</td>
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<td></td>
<td></td>
<td>the Gospels</td>
<td>Lectures: Attempt at Feudal Order, Medieval Society, Crusades</td>
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<td>Perspectives 8</td>
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<tr>
<td>9</td>
<td>Consolidation of Europe, Intellectual Revolution and relations between church and state.</td>
<td>Coffin 9, Brophy 9,</td>
<td>Online discussion</td>
<td>Discussion: Post early-due by Friday 5 pm.</td>
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<tr>
<td></td>
<td></td>
<td>the Gospels</td>
<td>Lectures: Church v State, Decline of Papacy, Scholasticism</td>
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<td>Perspectives 9</td>
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<tr>
<td>10</td>
<td>Crisis and Opportunity, The Black Death and challenges to the Church.</td>
<td>Coffin 10, Brophy 10</td>
<td>Online discussion</td>
<td>Discussion: Post early-due by Friday 5 pm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the Gospels</td>
<td>Lectures: Black Death, Church v State, Rise of Muscovy, Heresy</td>
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<td></td>
<td>Perspectives 10</td>
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<td></td>
<td>Final Exam</td>
<td>Wednesday</td>
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</tbody>
</table>
Assignments:

- Perspectives – do only 2 (two) for the qtr and they are due Friday 5pm depending on which chapters you choose – for example, if you choose one document from chap 2 and one from chap 7 they are due Friday, 5 pm on weeks 2 and 7 respectively.
- Plato essay – Friday 5pm, week 5
- Gospel essay – Friday 5pm, week 9
- Final exam – Wed, Finals week
- Discussion blog – respond to week one question by Wed week one. The rest respond asap each week, deadline for responses is Friday 5pm of each week.

WC 101 Essay Questions

Plato:
This is a 5-7 pgs essay, 2x spaced, standard margins based on Plato’s ‘Apology’ and book 7 of his book ‘The Republic’, the parable of the cave. Answer these questions:

1. Briefly summarize the two readings and the fundamental ideas of the stories.
2. Now provide the historical context to these ideas, were they common, how do they compare/contrast with ideas of the times such as those of the Egyptians, Hebrews, etc…?
3. What implications did they have on Greek society and the future of Western Civilization?

Due - Friday week 5, 5 pm (Pacific)

Gospels:
This is a 5-7 pgs summarize the general ideas behind Christ’s teachings and then compare/contrast with Greek philosophy. Answer the question below:

By the time of the first millennium after Christ, what is the state of Christianity and how does it compare with the original ideas?

Due - Friday week 9, 5 pm (Pacific)

For both essays, provide as much historical detail as possible.

Document Assignments
There are 2 written assignments, worth 100 points each, from Perspectives text, going from chaps. 1-10. These should be brief and no more than 2-3 pages typed, 2x, normal margins. They are due Friday, 5pm as shown on the class schedule. Be prepared to discuss you answers on that. Proper English spelling and grammar are essential for written assignments!! You may do 3 and I will take the 2 best scores. You should read all the documents each week, but you are only responsible for two essays.

As you can see from the Brophy book, Perspectives, each chapter 1-10 has a number of short documents that are primary materials from the times covered in the lecture. During the course, you need to only write about two of the total documents that are among all found through chapters 1-10. The respective due dates are found on the Schedule. For example, let’s say you are interested in the Roman empire and the Crusades. You find a document in Chapter 6 and 8 to be interesting and wish to write on
them. Looking at the schedule under the Perspectives column, you see that the write up for Chap 6 would be due Friday, 5pm of week 6 and the chapter 8 write up would be due Friday of week 8. Or you are interested in pre-history and the Black plague. Therefore you choose a document from chap 1 and 10 respectively. The write up for chapter one will be due Friday, 5pm, week 2 and the next one Friday, 5pm week 10.

**Document Guidelines**
The short document essays, 2-3pgs, standard margins/font are analytical essays, not simply a review of what was written. This may be new for some, so here are some guidelines or ideas.

Ensure that your spelling and grammar are correct. Avoid the use of ‘I’, especially for example ‘I believe’, ‘I feel’, etc…This tends to weaken your argument or allows you too much room for generalization. If you are sure you are correct, simply state that something is true. If you’re not sure, ask yourself why you cannot simply make a firm declarative statement. For example, ‘I believe that Columbus’ voyages to the New World had mixed consequences’ as compared to ‘Columbus’ voyages to the New ……’.

- Work on strong intro. Often a quote from the document may stand out in your mind; perhaps it is offensive, funny, or controversial. Often this is a good way to start your essay, as it may also grab my attention. While you should be careful not to overdue it, the careful use of quotes can be quite helpful. If the quote is from the document itself, there is no need to cite it.

- Author: if the person is quite famous (FDR for example) there is no need to go into great detail about who they are. If not, give some background so the reader can determine the validity of the author’s views and possible biases.

- Context: this is important. What is happening at the time the document is written. For example, Lincoln’s Gettysburg address was during the height of the civil war, and only one year from a presidential election.

- Text: briefly review what is said or not said. Is this author’s views a good example of the conventional thinking of the time or is it new somehow? Either way, what are the implications of their ideas?

- Who is the intended audience and what might the author be trying to do in connection with his audience?

These instructions are not intended to be the only way you can write these essays. But you can use these as a way to spur your mind to action.

**Final Exam**
The final exam will be essay questions which will be given to you on Sunday before Finals week and will be due Wed of Finals week by 5pm. The following are potential topics for the final essay exam. There will be 3 questions to answer starting Monday finals week. Each answer should be 2-3 pgs in length.

- What was the role and influence of the geographical locations of ancient Mesopotamia, Egypt and the Aegean?
- The background and events of the Persian wars with Greek city states.
- Compare and contrast the careers and impact of Alexander and Caesar.
- Impact of Greek philosophy on Christianity.
- Major ‘heresies’ to the Roman church, their response and consequences.
- Background, events and consequences of the Crusades.
- Conflict between church and state up to ~1400s and its consequences.
- Impact of the plague on the West
Discussion Board
Each week a question will be given a topic pertaining to that chapter that you will answer/discuss on the board. I will be looking for dialogue not only between you and I but other students also. Comments should be based on thoughtful analysis of the question. Debate is encouraged, disrespect will not be tolerated.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Extra Credit:
For the entire term, 50 extra points are possible, but working with the interactive maps throughout the course. On the grade sheet a running tally of points will be displayed. With each interactive map, choose two additional events, locations...describe the historical importance and describe it’s location on the map.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All content of this course is accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.
Expectations for Student Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.
OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.