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 site for enrolled students and may be more current than this sample syllabus.

HST 101
History of Western Civilization

COURSE CREDITS:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
See the Office of the Registrar website for information on Prerequisite Enforcement.

COURSE DESCRIPTION FROM CATALOG

HST 101. HISTORY OF WESTERN CIVILIZATION (4).

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)

Baccalaureate Core Course Attributes:
Core, Pers, Soc Proc & Inst
Core, Pers, West Culture
Liberal Arts Humanities Core
Liberal Arts Social Core

Instructors Course Description: This is a survey course examining the story of Western civilization from the beginnings to approximately the 13th century, the dawn of the Renaissance. The goal of this course is to introduce the student to some of the most important themes behind the concept of ‘Western civilization’. Most importantly we will attempt to provide answers to the choices made by the West regarding concepts such as religion, war, government and history.
Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:

Required texts: Coffin et al., Western Civilizations, V. A
Brophy et al., Perspectives from the Past, V. 1

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link associated with the course information in the ECampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

Students will be able to:

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

Students learning outcomes are:

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. This is further refined regarding Western civilization:

Western Culture:

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.

2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.

3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes

COURSE CONTENT AND POLICIES:

Blackboard
This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm

Course Content:

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<th>Week</th>
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This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu       Email: ecampus@oregonstate.edu       Telephone: 800-667-1465
Week by week Overview

Week 1: Movement from Paleolithic to Neolithic societies. Rise of civilizations in the Mesopotamian and Nile valleys.

Readings: Coffin, 1-2, Powerpoint (ppt), Introduction, Brophy 1 and 2, Plato The Cave – The Trial of Socrates (hereafter cited as Plato)

Week 2: Egypt and the beginnings of monotheism with the Hebrews, ppt Hebrews, Coffin 3, Plato, Brophy 1 and 2

Week 3: The Greek world from its origins to the Golden Age under Pericles. Coffin 3, Brophy 3 and 4, ppt Ancient Greeks, Plato

Week 4: The Hellenistic world and influence of Alexander the Great. Coffin 4, Brophy 5, ppt Ancient Greeks, Plato

Week 5: The Rise of Rome to the end of the Republic. Coffin 5, Plato essay due Friday 5pm, ppt Rome, Caesar, Culture, Science and Technology

Week 6: The Rise and Fall of Empire and rise of Christianity. Coffin 6, Brophy 6, the Gospels, ppt Christianity, The Empire, Roman Empire and Decline, Barbarians at the Gate

Week 7: Post Roman World, Rise of Islam, Eastern Empire. Coffin 7, Brophy 7, the Gospels, ppt Islam, Christianity, the Search for Order

Week 8: The Expansion of Europe, Attempt at order through the Church and new States, Coffin 8, Brophy 8, the Gospels, ppt Attempt at Feudal Order, Medieval Society, Crusades

Week 9: Consolidation of Europe, Intellectual Revolution and relations between church and state. Coffin 9, Brophy 9, the Gospels, ppt Church v State, Decline of Papacy, Scholasticism

Week 10: Crisis and Opportunity, The Black Death and challenges to the Church. Coffin 10, Brophy 10, the Gospels, ppt Black Death, Church v State, Rise of Muscovy, Heresy, Gospel essay due Friday, 5pm.

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.

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

1) 2 written document assignments from *Perspectives*: 200 pts
2) Discussion board: 100 pts
3) Final: 300 pts
4) Plato: 200 pts
5) Gospel essay: 200 pts

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**Document assignments:** There are 2 written assignments, worth 100 points each, from *Perspective* 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 your 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 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.

1) 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 ....’.

2) 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.

3) 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.

4) 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.

5) 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?

6) 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: will be essay questions which will be given to you on Monday of finals week and due Friday of the same 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.

1) What was the role and influence of the geographical locations of ancient Mesopotamia, Egypt and the Aegean?
2) The background and events of the Persian wars with Greek city states.
3) Compare and contrast the careers and impact of Alexander and Caesar.
4) Impact of Greek philosophy on Christianity.
5) Major ‘heresies’ to the Roman church, their response and consequences.
6) Background, events and consequences of the Crusades.
7) Conflict between church and state up to ~1400s and its consequences.
8) Impact of the plague on the West

**Discussion Board:** each week a question will be given 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.

Week 1: Define ‘civilization’ and discuss how the ability to produce surplus food set the stage for more advanced societies.

Week 2: Discuss the positive and negative implications of Hebrew monotheism upon Western civilization.

Week 3: How are the ideas of Socrates seen as both positive and also dangerous for the Western world?

Week 4: Why is Alexander ‘great’? Is he a great civilizer or just very good at killing?

Week 5: no discussion, concentrate on Plato essay, due 5pm Friday – you will receive a score based on average score of weeks 1-4.

Week 6: discuss the various theories regarding the decline of Rome.

Week 7: How were Christianity and Islam influenced by Hellenistic culture?

Week 8: What were the stated goals of the First Crusade and what were its unintended consequences?

Week 9: Following the First Crusade what slowly happens between the relationship of church and state in the West and its consequences?

Week 10: how does the Black Plague challenge the physical and intellectual standing of the Church?

**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. Briefly summarize the two readings and the fundamental ideas of the stories. 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...? What implications did they have on Greek society and the future of Western Civilization? **Due Friday week 5, 5pm.**
Gospels 5-7 pgs summarize the general ideas behind Christ’s teachings and then compare/contrast within the historical context of the times, especially Greek philosophy. 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 10, 5pm.

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

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.

Schedule

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Jesus essay – Friday 5pm

Assignments:

1) 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.

2) Plato essay – Friday 5pm, week 5

3) Gospel essay – Friday 5pm, week 10

4) Final exam – Friday 5pm, Finals week

5) Discussion blog – respond to week one question by Wed week one. All other weeks respond by Monday of that week so some discussion can occur.

6)

EVALUATION OF STUDENT PERFORMANCE:
— 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 by Ecampus. You will login 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.

**STATEMENT REGARDING STUDENTS WITH DISABILITIES**

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.

Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)**

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal
insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”
- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online 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.

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:
- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and
forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.