

History 100-023: The History of Western Civilization



Fall 2017 Syllabus

Instructor: Dr. Stamatina McGrath

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Office Hours: T/Th 12:00-1:00pm, Wed. 6:00-7:00pm and by appointment

Office: Rob B 371B

Class: Robinson B201

History 100 introduces students to the course of western civilization from Antiquity to the 20th century through the review of political and economic institutions, religious influences and struggles, cultural interactions with neighboring civilizations and artistic and scientific developments. Our main goal is to understand how Western history has helped shape the world today.

Satisfies the general education requirement in Western civilization/world history.

Schedule

August 29

Introduction, Chapter 1: Early Civilizations, pp. 1-30

August 31	Chapter 2: Peoples, Gods and Empires, pp. 31-58
September 5	Chapter 3: The Civilization of Greece, pp. 59-86 Last day to add classes – Last day to drop without tuition penalty
September 7	Chapter 4: The Greek World Expands, pp.87-110
September 12	Chapter 5: The Civilization of Ancient Rome, pp. 111-138
September 14	Chapter 6: The Transformation of Rome, pp. 139-164
September 19	Chapter 7: Rome’s Three Heirs, pp. 165-192 Last day to drop (33% tuition penalty)
September 21	Chapter 8: The Expansion of Europe, pp. 193-222 and Chapter 9: The Consolidation of Europe, pp. 223-254
September 26	Chapter 10: The Medieval World, pp. 255-284 and Chapter 11: Rebirth and Unrest, pp. 285-312
September 28	Chapter 12: Innovation and Exploration, pp. 313-342
September 29	Final Drop Deadline (67% tuition penalty)
October 2-27	Selective Withdrawal Period
October 3	Chapter 13: The Age of Dissent and Division, pp. 343-368
October 5	Midterm
October 9	No Tuesday classes (Columbus Day Recess)
October 10	Midterm progress reporting period (100-200 level classes) – grades available via Patriot Web
October 12	Chapter 14: Europe and the Atlantic World, pp. 369-400
October 17	Chapter 15: European Monarchies and Absolutism, pp. 401-424

October 19	Chapter 16: The New Science of the Seventeenth Century, pp. 425-448
October 24	Chapter 17: Europe During the Enlightenment, pp. 449-476
October 26	Chapter 18: The French Revolution, pp. 477-504
October 31	Chapter 19: The Industrial Revolution and Nineteenth Century Society, pp. 505-530
November 2	Chapter 20: The Age of Ideologies – Europe in the Aftermath of Revolutions, pp. 531-560
November 7	Chapter 21: Revolutions and Nation Building, pp. 561-594 and Chapter 22: Imperialism and Colonialism, pp. 595-618
November 9	Chapter 23: Modern Industry and Mass Politics, pp. 619-646
November 21	Chapter 24: The First World War, pp. 647-674
November 22-26	Thanksgiving Holiday – No Class
November 28	Chapter 25: Turmoil Between the Wars, pp. 675-700
November 30	Chapter 26: The Second World War, pp. 701-726
December 5	Chapter 27: Cold War World, pp. 727-752 and Chapter 28: Red Flags and Velvet Revolutions- The End of the Cold War, pp. 753-778
December 7	Chapter 29: A World Without Walls – Globalization and the West, pp. 779-802
December 19	Final Exam 1:30-4:15pm

Required Texts

Cole, Joshua, Carol Symes, et al. *Western Civilizations: Their History and Their Culture* (Brief Fourth Edition). WW Norton, 2015. ISBN: 9780393265323

Assignments

1. Class participation counts for 20% of the grade. It includes **attendance, contribution class discussions, preparation of weekly readings and in class quizzes**. Leaving class early, arriving late, or being disruptive in any way (including using cell phones or computers for purposes other than class use) will result in a full grade reduction.
2. Reaction Essays: Each student must turn in a brief reaction essay (no longer than one-two pages) on two different chapters' primary readings or images to be made available on blackboard. The types of questions you might try to answer are:
 1. what was the intention of the author, or the purpose of the artifact or building?
 2. what does it tell us about the culture that produced it, its principles, social structure, or technical achievements?
 3. How does the source or artifact help us understand the "bigger picture" presented in the associated chapter?
 4. you should have at least two citations of books, articles or academic databases.[20% of total grade – 10% for each assignment]
Due dates to be assigned
3. Midterm exam - in class exam to include multiple choice, identification and short essay questions [25% of your total grade].
4. Final exam – non-cumulative in class exam to include multiple choice, identification and short essay answers [35% of your total grade].

Weekly "Guided Notes" will be made available on Blackboard. It is your responsibility to bring some form of these notes to class to complete during the weekly meetings. The best practice is to review the chapter before class, complete the guided notes sheet and bring to class each week. You should keep the guided notes sheets in your records for review before the midterm and final exams. It is your responsibility take notes and keep up with each week's reading assignments and the guided notes. If you miss a class meeting it is your responsibility to obtain class notes from fellow students as these will not be provided by the instructor.

Class policies

- *Because this is a computer classroom, we will frequently be using the internet as a means to enhance our discussions. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.*
- *Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially, you are responsible for performing all class related tasks, assignments and readings. When you rely on someone else's work in any task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.*
- *If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; <http://ds.gmu.edu>) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.*
- *Students must use their MasonLive email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address.*

Class Goals

Among the most basic goals of a liberal education is to eliminate ignorance (defined by most dictionaries as “a lack of knowledge or information”). Regardless of academic interests or major most students benefit from the study of history by gaining a better understanding of the world around us and the forces that have shaped our societies and cultures. In addition, students will also gain specific tools that will help them perform the following tasks:

1. Demonstrate familiarity with the major chronology of Western civilization or world history.
2. Demonstrate the ability to narrate and explain long-term changes and continuities in Western civilization or world history.
3. Identify, evaluate, and appropriately cite online and print resources.
4. Develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.
5. Communicate effectively— through speech, writing, and use of digital media—their

understanding of patterns, process, and themes in the history of Western civilization or the world.

Grading Scale

90-100 A = work that shows complete command of the subject.

A+ : 98 -100

A: 93 - 97

A- : 90 - 92

80-89 B = work that shows very good understanding of the subject.

B+ : 87 - 89

B : 83 - 86

B- : 80 - 82

70-79 C = work that shows basic command of the subject of study, but lacks detail and in depth analysis and examples

C+ : 77 - 79

C : 73 - 76

C- : 70 - 72

60-69 D = work that shows limited or partial understanding of the historical discussion.

D+ : 67-69

D : 63-66

D- : 60-62

F : 0-59 = work that fails to show understanding of the events, context, or chronology of the subject.

Resources

Please take the time to review the student resources webpage with specific information on the services available to George Mason Students:

<http://stearnscenter.gmu.edu/teaching/student-support-resources-on-campus>

GENERAL EDUCATION: A NOTE FROM THE PROVOST

This course meets one of the core requirements of the University General Education program. The goal of this requirement is to ensure that students are introduced to the broad range of study that contribute to a liberal education, enabling them to synthesize new knowledge, respond to fresh challenges, and meet the demands of a complex world. For more information on General Education, please see the University Catalog, and the General Education website, <http://masoncore.gmu.edu>.