

HIST 100-011: WESTERN CIVILIZATION(S)
FALL 2018
THURSDAY 4:30 – 7:10 P.M.
PLANETARY HALL ROOM #212

INSTRUCTOR: Andrew Walker White, Ph.D.
Email Address: awhite45@gmu.edu
Text/Phone: 571-730-8326 (Questions/late for class/absence, etc.)
Office Hours: Robinson B Room 369B, Tuesday & Thursday, 3:00-4:20 PM
 (& by appointment)

REQUIRED TEXT:

- *Western Civilizations: Their History and Culture*, 4th edition, by Joshua Cole & Carol Symes. (ISBN# 978-0-393-92213-4).

PRIMARY SOURCES (WEEKLY DOSSIERS ON BLACKBOARD):

- In addition to chapter readings for each class, we will devote some time each week to primary sources—materials taken directly from the time period we are covering. You will find PDF files, “Dossiers,” for each week on our Blackboard site.

COURSE SCOPE AND OBJECTIVES:

In this course we will explore the long, contested history of the West—a term which usually refers to Europe and the Americas, but which has truly global implications. We will trace patterns of development in the West, its personalities, empires, kingdoms and nations, its ideas and innovations, its many faith traditions, as well as its intimate connections with neighbors near and far. The West didn’t emerge from a vacuum; it was constantly influencing, and influenced by, the rest of the world.

Not all of what we find will be pleasant; we will see glaring contradictions between how the West sees itself, and how the West actually behaves. But amidst all the brutality and hypocrisy we will also find advocates for greater freedom, decency, equity and prosperity.

You will have a valuable opportunity this semester to take a deep dive into our shared history and learn the often-complex origins of many of the challenges we face today. And we urgently need to understand this stuff as well as we can; because without a past, we can have no future.

COURSEWORK & TEACHING METHOD:

This semester we will combine regular textbook reading with lectures, Socratic-style dialogues, viewings of artwork and films, discussions, as well as your own student presentations. Take nothing at face value—we will not only question the mindset of the people we encounter, we will also ask whether our own understanding of the West’s history is accurate.

Our questions, our provisional answers and our discussions will be geared towards answering much more than the traditional journalistic questions. It’s not just a matter of “who, what, where and why?”; we will also be asking ourselves at a deeper level, “what on earth were they thinking?” and, perhaps more importantly, “what does it have to do with me?”

ASSIGNMENTS:

Here is a summary of the written (and performed) work I will expect from each of you during the semester:

#1: Heritage Essay (Posted on Blackboard). The first assignment will be a personal essay, due Sunday, September 2, briefly describing your own heritage and your personal experiences with ‘outside’ cultures (2-3 pages). *Post this assignment on Blackboard*—I will grade for completion but will also provide feedback on your writing style.

#2: Brief, Weekly Chapter Responses (Handed in Manually). Each week I will expect you to write—briefly—about what you have learned, and about the questions you have from each chapter we read together. In your posts I need you to write in complete sentences (no bullet points!) the following:

- The most important points from the chapter (at least 3 things);
- The most surprising things you learned (things you didn’t know before—at least one!);
- And, last but not least, the things you want to discuss in class and learn more about.
- *Hand these responses in at the beginning of each class; They can be printouts, or they can be hand-written. Responses are your attendance and are graded for completion.*

#3: Group Projects – Mid-Term and Final Exam Prep (Presented in Class)! I will assign each of you to a team whose job will be to make a presentation, prior to our take-home exams, on specific subject areas. The purpose of this exercise is to help your classmates focus on the questions we’ll be covering for the exam—which I will post on Blackboard—and to remind them the key points we have discussed in class. You will decide, as a team, how you wish to present your material: *think creatively, you can entertain as well as educate!*

(Note: Although you already have your own preferred social media sites, I will *also* set up a Group Forum on Blackboard where you can correspond with each other).

#4: Research Paper: or, A Crash Course in Writing History (Posted on Blackboard). You will also have the opportunity to step into a historian’s shoes and write a brief research paper on the subject of your choice. Pick a small research question—something that interests you, and which fits into our Western Civilization class broadly speaking—then use the library and its databases to find *3 brief peer-reviewed articles* on your question. The resulting paper should consist of 5 pages of text maximum.

(If you haven’t done research papers before, don’t worry – I’ll walk you through it.)

TAKE-HOME MID-TERM AND IN-CLASS FINAL EXAM ESSAYS (BRIEF):

At the mid-point and the end of our semester I will give you open-book exams. They will give you an opportunity to respond directly and personally to the material we have covered; they will also give you a chance to think more deeply about how the history of western civilization impacts you. The Mid-Term will be take-home, but the Final Exam will be given in class.

For both exams *I will give you a Menu of questions to choose from*, and I will invite you to write briefly about the questions that interest you. *There will be Three Sections (Appetizer, Main Course, Dessert) and you will need to write three essays – one from each section.* I will also expect you to look up at least one peer-reviewed source (*Encyclopedia Britannica*, for example) to complement the textbook material for each answer you give.

HONOR CODE:

A reminder about George Mason's Honor Code: you can't copy and paste anyone else's work and call it your own. Quotations and paraphrases are OK but must be in quotation marks and come with citations to tell me where the quote comes from.

GRADING ELEMENTS:

<u>Task or Assignment</u>	<u>Percentage of Grade</u>
Attendance and Participation (Including Chapter Reports)	40
Heritage Essay	10
Group Project/Presentation	10
Take-Home Exam Essays (2)	20
Research Project	20
Total:	100%

GRADING SCALE:

90-100	A	Outstanding
	A+	97 – 100
	A	93-96.9
	A-	90-92.9
80-89	B	Above Average
	B+	87-89.9
	B	83-86.9
	B-	80-82.9
70-79	C	Average
	C+	77-79.9
	C	73-76.9
	C-	70-72.9
60-69	D	Below Average
59-Below	F	Failure (no credit for the course)

Please Note:

ATTENDANCE & PARTICIPTION ARE NOT JUST OPTIONS, THEY'RE REQUIRED:

This is *not* a class where you can drop in and out, or just show up for exams. History is a *fully participatory* enterprise; we all have a vital role to play in it, and we must learn what we can about our history in order to be more effective citizens. So I expect every one of you to come to every class, ready to raise your hand and contribute to the discussions we have.

HIST 100.011 - WEEKLY SCHEDULE

WEEK & DATE	TOPICS	Chapter Pages:
Week 1: 8/30/18	Chapter 3: The Civilization of Greece Chapter 4: The Greek World Expands	3: 67-81 4: 92-108
Week 2: 9/6/18	Chapter 5: The Civilization of Ancient Rome Chapter 6: The Transformation of Rome	5: 113-129 6: 140-144, 149-54, 159-63
Week 3: 9/13/18	Chapter 7: Rome's Three Heirs; The Rise of Islam Chapter 8: The Expansion of Europe	7: 166-76, 184-91 8: 194-99, 210-21
Week 4: 9/20/18	Chapter 9: The Consolidation of Europe Chapter 10: The Medieval World	9: 224-9, 232-7, 241-6 10: 256-62, 267-77
Week 5: 9/27/18	** ONLINE CLASS ** Chapter 11: Rebirth and Unrest Chapter 12: Innovation and Exploration	11: 290-301, 305-11 12: 314-24, 332-36
Week 6: 10/4/18	Chapter 13: The Age of Dissent and Division Chapter 14: Europe in the Atlantic World	13: 344-54, 358-64 14: 370-76, 381-392
Week 7: 10/11/18	MID-TERM TEAM PRESENTATIONS Chapter 15: European Monarchies & Absolutism	15: 402-13, 417-23
Week 8: 10/18/18	Chapter 16: The New Science of the Seventeenth Century Chapter 17: Europe During the Enlightenment	16: 426-36, 442-47 17: 454-66, 472-75
Week 9: 10/25/18	Chapter 18: The French Revolution Chapter 19: The Industrial Revolution & Nineteenth Century Society	18: 479-88, 490-99 19: 506-12, 516-19, 525-29
Week 10: 11/1/18	Chapter 20: The Age of Ideologies: Europe in the Aftermath of Revolution Chapter 21: Revolutions and Nation Building	20: 532-39, 544-51 21: 562-67, 581-90
Week 11: 11/8/18	Chapter 22: Imperialism and Colonialism Chapter 23: Modern Industry and Mass Politics	22: 596-606, 608-14 23: 625-39
Week 12: 11/15/18	Chapter 24: The First World War Chapter 25: Turmoil Between the Wars	24: 648-56, 660-66, 668-71 25: 676-82, 685-92, 696-98
Week 13: 11/22/18	THANKSGIVING BREAK: NO CLASS THIS WEEK	

Week 14: 11/29/18	Chapter 26: The Second World War Chapter 27: The Cold War World	26: 703-8, 710-19 27: 728-36, 740-46
Week 15: 12/6/18	Chapter 28: Red Flags and Velvet Revolutions FINAL TEAM PRESENTATIONS	28: 760-76
FINAL EXAM 12/13	REGULAR CLASSROOM, 4:30 – 7:15 PM	

NO IN-CLASS TECHNOLOGY:

Be advised that I will *not* allow you to use laptops, cellphones, or any other hand-held electronic devices in this class. You may take notes directly on paper, using a pencil or pen (your choice). Only note-takers authorized by Disability Services (see below) are allowed to use a laptop to type up notes and record lectures. If you need special permission to use a device, you must consult with me and DS first.

Cellphones must be turned off at the beginning of each class. You may not consult your cellphone at any time in my classroom—you'll have plenty of time for that both before and after we meet.

Bottom line: if you use any electronic devices without my prior consent, I will deduct from your Attendance and Participation grade.

HONOR CODE:

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

LEARNING DISABILITIES:

If you are a student with a disability and you need academic accommodation, please see me and contact the office of Disability Services (DS) at 703-993-2474, or online at: <https://ds.gmu.edu/>. *All academic accommodations must be arranged through that office.* Students must inform the instructor at the beginning of the semester, and DS will make arrangements for the specific accommodations you need.

MASON DIVERSITY STATEMENT:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

CLASSROOM PARTICIPATION AND ATTENDANCE POLICY:

Due to the importance of lecture and classroom participation to your total learning experience, I encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 40% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance); you are still responsible for completing all assignments and readings for the next class.

BLACKBOARD WEEKLY FORUMS, & A REMINDER ABOUT INTERNET ETIQUETTE:

I will create informal discussion forums for each week in this course—here is where you and I can post questions, and provide links to interesting related Web articles, videos, memes, etc. You are free to use this portal to ask questions, make additional comments on the day's work, and share things you yourself have found on the internet.

Just remember: respect is a two-way street. I do not tolerate trolling or deliberate provocations of any kind; failure to use our Blackboard site responsibly will have consequences.