

COURSE DESCRIPTION: This course will examine the economic, social, religious, and intellectual development of Western Civilizations from antiquity through the Cold War.

COURSE OBJECTIVES: Students successfully completing this course should:

- Understand basic concepts and events in the history of Western Civilizations
- Understand how to place cultural media into historical perspective
- Recognize and discuss events and ideas in a specific historical and cultural context
- Reflect on current public policies and make meaningful connections between past and present
- Improve their ability to think critically and write as an historian (organized, clear and analytical)

GRADING SCALE: You must accumulate 70 percentage points to get a C- in this course. From that point, the grade breakdown is as follows: C-, 70-72; C, 73-77; C+, 78-79; B-, 80-82; B, 83-87; B+, 88-89; A-, 90-92; A, 93-100. 60-69 is a D; 59 or below is an F. Grades are not rounded, curved, weighted or otherwise manipulated.

COURSE REQUIREMENTS:

ATTENDANCE: This is an online course. There is no attendance requirement. I will hold occasional Q&A sessions via Zoom; consider these my office hours. They are not required and will not be recorded.

ASSIGNMENTS: You will complete **eight (8)** assignments throughout the semester, including the Introduction and Wrap-Up assignments. The other six are yours to choose from. All assignments are graded on a traditional 100-point scale, with milestones noted in the assignment itself if necessary. There will be one assignment in August, two each in September, October and November, and one in December.

IMPORTANT NOTES: *Deadlines are not negotiable. I do not offer extra credit.*

ELECTRONIC ACCESS: Mason uses only Mason email accounts to communicate with enrolled students. Students must activate their Mason email account, use it to communicate with their department and other administrative units, and check it regularly for important university information, including messages related to this class. I also expect you to access Blackboard every week during the semester for assignments, documentation and information/updates.

WITHDRAWAL: See the academic calendar for pertinent dates. Withdrawals are the responsibility of the student, not the instructor. I do not sign withdrawal forms without discussion and you should be prepared to present appropriate documentation detailing your legitimate reason(s) for withdrawing after the drop date.

CLASS ETIQUETTE: All normal classroom rules apply to online interactions, no matter their medium. No poor behavior will be tolerated in any format, form or fashion.

ACADEMIC INTEGRITY STATEMENT: All students at George Mason University are bound by the Honor Code, which prohibits cheating and plagiarism. I will treat harshly and immediately any instances of cheating on examinations or plagiarism in written work. Any student caught cheating or plagiarizing will be referred to the Office of Academic Integrity for sanctions, which can result in expulsion from the university. Cheating here is defined as—but not limited to—giving or receiving *any* assistance on an examination or any inappropriate assistance on an assignment or essay. Plagiarism here is defined as—but not limited to—using the words,

ideas or intellectual property of any other person without proper attribution. NOTE: You're in college. Don't cite Wikipedia (or any general encyclopedia, *print or otherwise*) in any of your assignments. That doesn't mean *don't use them* – but it does mean don't rely on them as your sole source of information, and don't include them in your bibliography.

FIRE/EMERGENCY EVACUATION PROCEDURES: In case of emergency, please follow the emergency procedure appropriate to your location at the time of your particular emergency.

DISABILITY STATEMENT: Students with disabilities may be eligible for accommodations in their classes. If you are a student with a disability, you must go through the Office of Disability Services to gain accommodations.

STUDENT ATHLETES: I am required to submit updates on your progress to your coaches. I will cc you on any communications with your coaches. You are required to notify me of any sports-related absences and you must still turn in assignments on time. (This is likely not an issue for Fall 2020.)

OFFICIAL NOTE: George Mason University is a place for learning and growing. You should feel safe and comfortable anywhere on this campus. In order to meet this objective, you should: a) let your instructor, his supervisor, the Dean of Students, or President know if any unsafe, unwelcome, or uncomfortable situation arises that interferes with the learning process; b) inform the instructor within the first two weeks of classes if you have special needs or a disability that may affect your performance in this course.

IF YOU HAVE ANY QUESTIONS ABOUT GMU POLICIES, start here: <http://universitypolicy.gmu.edu/>

Outline of Topics

Week	Section	
1	Introductions	August
2	Greece	September Assignment 2: 15 Sep Assignment 3: 30 Sep
3	Rise of Rome	
4	Fall of Rome	
5	Monotheism	
6	Medieval Europe, Part 1	October Assignment 4: 15 Oct Assignment 5: 31 Oct
7	Medieval Europe, Part 2	
8	Reformation	
9	Enlightenment	
10	French Revolution	
11	Napoleon	November Assignment 6: 15 Nov Assignment 7: 30 Nov
12	Nationalism & Industrialization	
13	Epic Wars	
14	Soviet Union	
15	Wrap-Up	December

The Mason Core

George Mason University's Mason Core is designed to complement work in a student's chosen area of study. These classes serve as a means of discovery for students, providing a foundation for learning, connecting to potential new areas of interest and building tools for success in whatever field a student pursues. Learning outcomes are guided by the qualities every student should develop as they move toward graduating with a George Mason degree. Through a combination of courses, the Mason Core program helps students to become Critical and Creative Scholars, students who have a love of and capacity for learning.

Their understanding of fundamental principles in a variety of disciplines, and their mastery of quantitative and communication tools, enables them to think creatively and productively. They are inquisitive, open-minded, capable, informed, and able to integrate diverse bodies of knowledge and perspectives.

Self-Reflective Learners are students who develop the capacity to think well. They can identify and articulate individual beliefs, strengths and weaknesses, critically reflect on these beliefs and integrate this understanding into their daily living. Ethical, Inquiry-Based Citizens are students who are tolerant and understanding. They can conceptualize and communicate about problems of local, national and global significance, using research and evaluative perspectives to contribute to the common good. Thinkers and Problem-Solvers are students who discover and understand natural, physical, and social phenomena; who can articulate their application to real world challenges; and who approach problem-solving from various vantage points. They can demonstrate capability for inquiry, reason, and imagination and see connections in historical, literary and artistic fields.

Western Civilization/World History courses must meet at least three of the five learning outcomes:

1. Students will demonstrate familiarity with the major chronology of Western Civilization or World history.
2. Students will demonstrate the ability to narrate and explain long-term changes and continuities in Western Civilization or World history.
3. Students will identify, evaluate and appropriately cite online and print resources.
4. Students will 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. Students will communicate effectively—orally, in writing, and/or using digital media—their understanding of patterns, processes, and themes in the history of western civilization or the world.