

## **Syllabus: Western Civilization HIST 100**

Dr. Schulze

Office: Horizon Hall 3206

Office Hour: Tuesdays 5pm – 6pm

Study Group: Thursdays 5pm-6pm

**The Honor Code at George Mason University:** *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:* Student members of the George Mason University community pledge not to **cheat, plagiarize, steal, and/or lie** in matters related to academic work.

## **OBJECTIVES**

- equip the student with tools necessary to read critically, to recognize valid analysis, and to utilize advanced scholarship effectively.
- equip the student to cultivate intellectual flexibility to facilitate the use of History as a tool to understand the present.
- equip the student to understand how change occurred (and is occurring) in the evolution of western civilization.

## **The weekly schedule is as follows.**

Week 1: Introduction

24 and 26 January

Week 2: Understanding Time and the Periodization scheme

31 January and 2 February (weekly assignments begin)

Week 3: The Origin of Western Civilization

7 and 9 February

Week 4: The Classical Heritage

14 and 16 February

Week 5: The Fall of Rome to High Medieval Recovery

21 and 23 February

Week 6: DOCUMENTARY

28 February and 2 March

Week 7: Globalization

7 and 9 March

Week 8: No classes Spring Break

14 and 16 March

Week 9: The Scientific Revolution

21 and 23 March

Week 10: The evolution of Democracy

28 and 30 March

Week 11: DOCUMENTARY

4 and 6 April

Week 12: Industrialization and the Second Wave of Globalization

11 and 13 April

Week 13: World Wars, Cold War and Decolonization

18 and 20 April

Week 14: Decolonization

25 and 27 April

Week 15: Cultural Revolutions

2 and 4 May

Tuesday and Thursdays of each week will be primarily lecture content. There will be time set aside for demonstrating how to work with the articles. The article demonstrations focus upon the following: explaining how to find the thesis, statement of purpose, and analytical form in the articles assigned; recalling from the other sources we are working with (i.e. the articles, lectures, and documentaries); and/or working on critical reading techniques.

Thursdays from 5-6pm I will have a study zoom space group session to work with the articles and to review answers for the weekly assignments.

**There are 3 assignments in each weekly set**

**Description Questions (D?s), Lecture Questions (L?s), the tasks set for assigned articles (WkXs).**

**When we have a documentary week the D?s and L?s will be suspended.**

**1. D?s (15 points) Description prompts**

*This assignment is designed to teach you one of the most fundamental components of analytical composition, the basic description. Additionally, you gain practice interacting with advanced scholarship for analytical composition.*

Class sessions open with 3 questions. Each question in the set is worth 5 points. If you miss the Tuesday and the Thursday class sessions then you miss the option to answer these questions.

A rubric for the content of a correct answer is in Bb. **Please familiarize yourself with the rubric. It is your tool to check your answers before you submit your completed work.**

**2. L?s (16 points) Lecture prompts**

*This assignment is designed to familiarize you with the fundamental parts of a properly constructed analysis and to get you thinking in paragraphs.*

Tuesday sessions will have 2 questions connected specifically with the lecture content. The questions are diachronic and target the content of the lectures, articles, and documentaries.

A rubric is available in Bb for the basic structure and content of a complete answer. **Please familiarize yourselves with the rubric. It is your tool to check your answers before you submit your completed work.**

### 3. WkX articles (24 points)

The Weekly Articles (WkXs) are a set of 4-5 articles. The assignment is to identify the thesis, a statement of purpose, and the analytical form in each article. Each article in a WkX will be matched to a six-point open note “quiz” in Bb. The student answers each article “quiz” at their own pace until the deadline (Sunday 11.59pm) or the submission links close (Monday 11.59pm). This assignment is designed to familiar you with proper critical reading skills and teach you how to recognize valid argumentation.

### **Two times this semester there will be scheduled Documentary viewings with a set of matching questions.** (50 points)

Each documentary will have 10 questions. These questions will be made available while the documentary is presented in class. The questions will also be loaded into Bb. This assignment is designed to afford the student an opportunity to improve their grade and to demonstrate that a proper documentary is an analytical composition therefore subject to the same rules of critical reading.

### **FORMATTING to submit completed work (i.e. your answers for the D?s, L?s, and Doc?s).**

Each student must write their answers by hand and submit them into Bb as jpegs , pdfs, or pngs.

#### **Universal Rubric for D?s, L?s, and Doc?s**

- All answers must be written in sentence form.  
Incomplete sentences, bullet-point and/or slashed constructions = 0.
- Fallacies: e.g. hypothetical constructs, contradiction, and hyperbolic assertions = 0
- Citation is required when using ideas or phrasing from the work of others. No recognition = 0

**As noted above there are additional rubrics (in the “supporting documents” folder in Bb) that are specific to each assignment type.**

**PLAGIARISM:** To plagiarize is to copy and attempt to present as one’s own the ideas, phrasing, and/or order of the work of someone other than one’s self. The act of not presenting citation is the “attempt to present.” For our purposes, name the author in your sentence.

**FALSE CITATION** is to present a citation to a source that is in fact not the actual source of the content in the composition. False citation is a particularly egregious form of plagiarism.

**The DEADLINE for submitting all of the completed assignments** (DG?s, L?s, Doc?s, and WkXquizzes) is each **Sunday 11.59pm**. I give a subsequent grace period, one day, to get the work in. On Monday at 11.59pm the submission portal and quizzes for the preceding week shut down. This ends the option on submitting that week’s assignments. Nothing is accepted after the closure. It does not matter if you finished before the closure, the work will not be accepted. It does not matter if you were in the process of loading your work, the work will not be accepted. (Unless you have a valid reason that can be supported with documentation.)

### **HOW TO CORRECT A MISTAKE**

The course is designed so that one or two missed assignments do not necessarily destroy a grade. Additionally, the course is built to provide immediate access to extra credit point streams that allow for the correction of a missed assignment or low grades. One extra credit point stream is to engage during

class sessions. I ask questions as I work through the hour. These questions have points attached. If you answer during the session or lecture you can earn 1+ points per answer; 2 points when a student accurately cross references to a source we are working with: i.e. previous lectures, articles, and documentaries. Shouting out answers will not get points. Raised hands will be responded to after a delay. The delay will be provided so that students have time to access their notes for an answer. I will moderate my “calling” upon a student so as to maintain a fair distribution of points.

**Attention:** Students with a diagnosed learning pattern contact the Office of Disability Resources. Accommodations must be arranged through that office.

As to accommodations: it is the responsibility of the student to discuss with me their options regarding formatting and submitting work.

**Absence policy:** If a student misses the opportunity to attend a class session then they forfeit their option on the questions attached to the session. I do not email the questions unless I can confirm your attendance during the week. Missing the week or getting the questions on Thursday does not translate into an extension on the assignments.

**There is one way to reopen an option on an assignment.**

Medical and family emergencies that are documented can reopen the option on a closed assignment. In these cases, the student is responsible for contacting me. I collect the documentation that confirms the absence was valid. Please black-out all personal information. All I need to see is your name, a date, and a professional indicator on the document.

**Your final GRADE: your grade is based upon 350 points**

The goal of the student is to collect points each week toward a personally chosen final goal. The final grade is calculated by dividing the points accumulated by 350.

350 points is an A+

265 points is a C     $265 / 350 = .75$

A+	100%	350
A	93-99%	
A-	90-92%	
B+	87-89%	
B	83-86%	
B-	80-82%	$290/350=.82$
C+	77-79%	
C	73-76%	257-269 total points
C-	70-72%	
D	60%-69%	
F	59% and lower	

THIS 10 POINT SCALE DOES NOT APPLY TO THE INDIVIDUAL ASSIGNMENTS.

So, let's say your goal is a C.

There are 3 assignments each week in the semester.  $15 \text{ weeks} - 2 = 13 \text{ weeks} / 3 \times 13 = 39$   
Plus 2 documentaries. This means 41 total assignments during the semester.

$$265/41 = 6.4$$

One would need to get at least 7 points on each of the 3 weekly assignments (21 points each week) to reach the goal of 265, a C by the end of the semester.

Decide upon the grade you would like to have and do the math. Look at the scale above. You figure out how many total points you need to get the grade you would like. Divide that goal by 41 to determine the points you need on each assignment to get there.

There are 24 points available in the Articles, 15 points in the Description prompts and 16 points in the Lecture prompts. Do the math, you do not need to get all 55 points each week to get an A+ (350 points) by the end of the semester. Additionally there are extra credit points every class session. Over 700 points will be flowing in scheduled assignments during the semester. The high number of points available each week is to increase your odds of successfully getting correct answers.

***The instructor (Dr. Schulze) reserves the right to exercise her professional judgment to change any or all terms defined herein.***