American Public University System

The Ultimate Advantage is an Educated Mind

**School of Arts and Humanities
Course Number: HIST121
Course Name: Western Civilization before the Thirty Years'
War
Credit Hours: 3
Length of Course: 8-Weeks
Prerequisite: None**

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Instructor Information

Course Description (Catalog)

This course is a survey of the history of Western Civilization from the ancient civilizations of the Near East, through the rise of the classical civilizations of Greece and Rome, to the beginnings of Europe's Early Modern period. Emphasis is placed on the examination of the major political, social, economic, and religious developments in European history.

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Course Scope

Western Civilization before the Thirty Years' War covers the history of the Western world from ancient Mesopotamia and Egypt to the Renaissance of the fourteenth and fifteenth centuries.

Here, we will follow the path of society as it walks the road from ancient polytheistic religions to the monotheistic religions that dominate the modern world. We will watch societies transform from tribal communities on the fringes of "civilization" to dominant, organized kingdoms. Although we will watch empires rise and fall, we will also notice intellectual, political and societal patterns that withstand the test of time to impact us even now.

Course Objectives

After completing this course, you will be able to:
1. Recognize the relationship between geography and history.
2. Analyze where, how, and why ancient and medieval civilizations developed and recognize their similarities and differences.
3. Explain the rise and spread of major world religions (Judaism, Christianity and Islam).
4. Recognize how various European nations came into existence and recognize their political, social and religious similarities and differences.
5. Appreciate the different styles of art throughout ancient and medieval Western history.
6. Identify significant people and events in Western civilization from ancient times to approximately 1600.
7. Explain the issues and tensions between Church and State, from both a political and social perspective.
8. Comprehend the motives behind the decisions made by religious reformers, explorers and artists.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbooks (Provided in the Classroom, E-book)

Lynn Hunt, Thomas R. Martin, Barbara H. Rosenwein, R. Po-chia Hsia and Bonnie G. Smith. *The Making of the West: Peoples and Cultures, Volume I: to 1740*. 4rd ed., Boston, MA: Bedford/St. Martin's, 2009.

Required Readings (Provided in the Classroom, PDFs)

Lecturettes within Classroom

Additional Resources:

The Chicago Manual of Style, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.

Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.

[HIST121 Course Guide](#)

[Bedford / St. Martins Student Center for Western History](#)

Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
University of Chicago Style Manual	http://www.apus.edu/Online-Library/tutorials/chicago.htm
Chicago Manual of Style Online	http://www.chicagomanualofstyle.org/16/contents.html

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Evaluation Procedures

Reading Assignments: This course relies mainly on the assigned text, lecturettes, and supplemental readings. Links to these readings are located in the weekly lesson section of the

course. You can also find them in the Resources section of the classroom in various, appropriately titled folders.

Forum Assignments: Throughout the course you will answer questions in the Forums and respond to the initial postings of at least three of your classmates each week. Directions for the Forum assignments are located within the classroom and an in-depth explanation of the exact expectations are located in the "Forum Guidance and Requirements" document provided with each Forum assignment and in Resources under "Course Materials."

Written Assignments: During the course you will write two short papers, each at least three full pages long. An in-depth explanation of the exact expectations is located in the "Written Assignment Guidance" document and assessment of these assignments is explained with the "Written Assignment Rubric" document provided with each of these assignments and in Resources under "Course Materials."

Exams: There is an open book final exam, non-proctored, that will be available for you to complete during Week Eight.

Grade Instruments	Points
Weekly Forums	**45**
Writing Assignment #1	**15**
Writing Assignment #2	**15**
Final Exam	**25**
Total	**100**

8 – Week Course Outline

Please see the Student Handbook to reference the University's grading scale.

Week	Topic	Learning Objectives	Readings	Assignment
1	Mesopotamia and the First Civilizations	1. Define what makes a civilization and how humanity created them. 2. Comprehend the development of civilization in the Fertile Crescent, Egypt, and elsewhere in the eastern Mediterranean. 3. Compare and contrast civilizations in Mesopotamia and Egypt.	Hunt, et. al., Prologue and Chapter 1 Read through the syllabus and documents in Lesson 1 Assignments.	Forum #1
2	Ancient Greece	1. Comprehend how the Greek polis developed and why it became the defining element of Greek civilization. 2. Describe how the Persian Wars led to the Golden Age of Athens and how the city was eventually defeated by Sparta in the Peloponnesian War. 3. Describe the rise of philosophy through the teachings of Socrates, Plato, and Aristotle. 4. Explain how Alexander the Great was able to conquer his empire and why that empire fragmented after his death.	Hunt, et. al., Chapters 2 – 4 Lecture material provided in Lessons.	Forum #2
3	Ancient Rome	1. Comprehend how the Roman Republic rose to	Hunt, et. al., Chapters 5 – 7	Forum #3

		prominence first in Italy and then in the Mediterranean. 2. Examine the structure of the Roman Republic, how it reached its height after the Punic Wars, and then how it crumbled by 44 BCE. 3. Describe the reforms of Augustus and how they transformed Rome into an empire. 4. Explain how the Pax Romana drove cultural development in the first and second centuries CE. 5. Evaluate why and how Christianity would grow from a small Jewish sect into a major world religion. 6. Comprehend how Roman society declined in the third and fourth centuries until it finally fell in the fifth century. 7. Define how cultural mixing between Romans and Germans would lead to a new culture in the West.	Lecture material provided in Lessons.	Written Assignment #1
4	Islam, Byzantium and Early Europe	1. Compare developments in the West to the maintaining of Roman models in the Byzantine East. 2. Describe how Islam was founded, how it spread so rapidly and how it melded	Hunt, et. al., Chapters 8 – 10 Lecture material provided in Lessons.	Forum #4

		politics and religion by the eleventh century. 3. Evaluate how the Byzantine Empire first flourished and then began to slowly disintegrate. 4. Explain how Roman and German cultural ideals fused and melded into a new paradigm. 5. Compare how the various Germanic kingdoms in Europe and the British Isles developed. 6. Explain how the Carolingians overthrew the Merovingians and forged a new Western empire. 7. Describe how the reign of Charlemagne established political stability and encouraged cultural flowering. 8. Comprehend what brought the Carolingian Empire to an end and how the feudal system replaced it.		
5	The Catholic Church and the Crusades	1. Describe how the Church engaged in a reform program and asserted itself over the developing monarchies of the time.. 2. Explain how the crusading movement began,	Hunt, et. al., Chapters 11 – 12 Lecture material provided in Lessons.	Forum #5

		developed, and changed over two hundred years. 3. Compare how the various medieval kingdoms developed their own institutions and interacted with their people and each other. 4. Describe the intellectual and artistic endeavors of the era. 5. Explain how the Church expanded its power and influence throughout the thirteenth century.		
6	The Renaissance	1. Analyze how the "Calamitous Fourteenth Century" brought about the end of medieval society. 2. Comprehend the development of Renaissance humanism and how it gave rise to the cultural explosion of the Renaissance 3. Describe how political institutions reacted to the crises of the fourteenth century and the Renaissance.	Hunt, et. al., Chapter 13 Lecture material provided in Lessons.	Forum #6 Written Assignment #2
7	Expansion, Reformation and Religious Warfare	1. Recognize the forces behind the Age of Exploration and how it transformed Europe 2. Explain how the career of Martin Luther created the religious revolution known	Hunt, et. al., Chapters 14 – 15 Lecture material provided in Lessons.	Forum #7

		as the Protestant Reformation. 3. Describe how and why the Reformation fragmented and gained strength in certain areas of Europe. 4. Examine how the Catholic Church responded to the Protestant Reformation. 5. Analyze how the various states of Europe responded to the religious crises. 6. Comprehend the causes and effects of the religious wars of the later fifteenth century. 7. Explain how secular and scientific worldviews were born out of this period of turmoil.		
8	Review and Final Exam	1. Recognize overarching themes of ancient, medieval and Renaissance history by reviewing important historical events and people.	Reading as needed to review for Forum #8 assignment and Final Exam	Forum #8 Final Exam

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)
[Plagiarism Policy](#)

Extension Process and Policy
Disability Accommodations

Writing Expectations: Within the class are several documents that explain the writing expectations within the History program. These documents are the "Forum Guidance and Requirements," "Written Assignment Guidance," and "Written Assignment Rubric." You will be able to find them in each corresponding assignment, as well as in Resources, under "Course Materials."

Citation and Reference Style: Chicago style is the format used by historians both in academic and professional settings. Because this is a General Education course, however, the use of Chicago style is not required. It is *strongly encouraged*, though. For the two writing assignments, I will provide the exact citations that are required. You would simply use them as footnotes or endnotes (along with page numbers, when appropriate) and include them in a bibliography at the end of your paper. Any academic format for citations will be accepted for full credit, as long as they are correctly done.

Late Assignments: Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand that you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

The following policy will be used when grading work that is submitted late:

- Work submitted during the week after the deadline: 25% deduction.
- Work submitted during the second week after the deadline: 50% deduction.
- Work submitted more than two weeks late will no longer be eligible for credit.

Netiquette: Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics,

underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and <u>especially</u> satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement: Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.*com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a

grade. I have set up an area for you to submit your work for each assignment, if you would like. Doing so, however, is <u>not</u> required. Instead, I will use Turnitin.com to routinely check for potential plagiarism in forum postings, written assignments, and the final exam. You are welcome to submit your work yourself to check for plagiarism before submitting the assignments to me for grading.

Class ID – 5912588
Password – apusstudent

Selected Bibliography

The selected bibliography for this course is located in the Course Guide within the APUS Online Library.