**SYLLABUS**

**EUH 1000: Western Civilization I**  
Dr. Frank M. Baglione  
Section 014, Reference No. 20858  
Monday 5:00-6:00 p.m.; Cable Ch 22  
Fall Semester, 2002; 3 Credit Hours  
Tallahassee Community College  
Web address: http://faculty.tallahassee.cc.fl.us/hss/baglionef/index.htm

**Orientation Meeting:** Wednesday, September 11, 2002, Rm. HSS 257, 5:30 p.m.  
(Attendance is not required; Orientation lasts for about 30 minutes)

**Course Catalogue Description:**

EUH 1000 Western Civilization I (3) F, Sp, Sm. Prerequisite: Satisfactory completion of College Preparatory English (ENC 0200) and College Preparatory Reading (REA 0001) or appropriate placement scores. The course is a general survey of the history of Western Civilization which examines the political, economic, intellectual, and social aspects that have contributed to the development of our society. The course covers the period from prehistory to 1715, and it cannot be used to satisfy degree requirements by students who have a “C” or better in WOH 1012. Lecture: 3 hours per week. Written work (1,000 words minimum) is required in the course.

**Course Textbook** (Available in College Bookstore) and Materials:


**Considerations When Taking A Televised Course**

This course is a survey of the political, economic, social, and intellectual development of Western societies and institutions from their origins in the ancient world to the age of the Reformation. It is being presented through a series of televised lectures and textbook readings. There are no formal classroom lectures to attend.

Because it is a televised course, students must be disciplined and conscientious in viewing the televised lectures, reading assigned chapters in the textbook, and completing examinations. Students who begin falling behind in terms of these responsibilities will find it extremely difficult to catch up. Indeed, because assignments must be completed on time, failure to be disciplined and conscientious in completing
course work may limit the student’s chances for success. The best way to begin is to make early contact with the instructor for the purpose of discussing the course, assignments, and the instructor’s expectations. For this purpose, an orientation meeting has been scheduled (see above). If a visit to campus is not possible, telephone the instructor. Thereafter, make contact any time you need additional information. Communication with the instructor is important at the beginning of the course and any time your performance on a graded assignment is below a C.

As in any course, the learning that occurs is largely in your hands. The materials for that learning are in the televised lectures and textbook, and guidance is available from the instructor. But in a course that is not in the traditional classroom lecture format, the student must take the initiative in making use of the resources provided.

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Course Outline, Required Readings, and Examination Dates:

Programs are televised on Monday from 5:00 to 6:00 p.m., on cable channel 22. Programs begin on January 7, 2002. Check TV listings for additional showings.

**Unit I**

<table>
<thead>
<tr>
<th>Television Lecture</th>
<th>Textbook Chapter</th>
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<tr>
<td>2. The Ancient Egyptians</td>
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<td>4. From Bronze to Iron</td>
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<tr>
<td>5. Rise of Greek Civilization</td>
<td>2. Rise of Greek Civilization</td>
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<td>6. Greek Thought</td>
<td>3. Classical &amp; Hellenistic Civilization</td>
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<tr>
<td>7. Alexander the Great</td>
<td>3. Classical &amp; Hellenistic Civilization</td>
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<td>8. The Hellenistic Age</td>
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<td>10. The Roman Empire</td>
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<td>11. Early Christianity</td>
<td>5. The Roman Empire</td>
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<tr>
<td>12. The Rise of the Church</td>
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<tr>
<td>13. The Decline of Rome</td>
<td>5. The Roman Empire</td>
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<tr>
<td>14. The Fall of Rome</td>
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**MID-TERM EXAM -- Due in HSS 207 by 5:30 p.m., Mon., October 21, 2002**

**Unit II**
Examinations and Assignments:

There will be a mid-term examination and a final examination in this course. Both are essay exams. The mid-term examination will cover televised lectures 1-14 and textbook chapters 1-5, as assigned. The final examination will cover televised lectures 15-28 and textbook chapters 6-11, as assigned.

Each exam will require students to answer two questions. Questions for each exam will be based in whole or in part on questions listed in the Review Questions section at the end of each chapter in the textbook. Students must answer two questions for the mid-term and two questions for the final exam. Questions for each examination are listed on the Take-Home Examination pages at the end of this syllabus.

Students must type their exam answer on 8.5x11” white paper (black ink, double-spaced with one-inch margins, 12pt typeface size), or write their exam answer in an examination booklet (a blue book, in black or blue ball point pen ink only). Booklets are available for purchase in the College Bookstore. Presentation of work is very important. Essays should meet the above requirements and be well organized and
neat (no ripped or stained pages, handwriting must be legible). Work that does not meet these standards will be returned as “incomplete.”

Students must hand in their exams on the date and by the time listed in the Course Outline, above. If the exam is being mailed, it must arrive by the due date. Exams may be submitted by email attachment. Late exams, including work returned to the student as “incomplete,” will be assessed a ten point penalty.

Course Grading:

Work by students on the examinations will determine final grades in the course. The mid-term and final exams will each count for 50% of the course grade.

Work will be graded on a 100 scale as follows:
90-99 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F

Performance is graded on the basis of the student’s demonstrated knowledge (recall material), comprehension (interpret and explain material), analysis (compare and contrast material), and synthesis (integrate material). Students must demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze events in terms of causation.

Students are expected to view all televised lectures in the series, keep up with readings, and complete all assignments on time. The instructor encourages questions from students and is available during office hours and by appointment for discussions with students about the course and their general education.

Grade Distribution for all history course taught by this instructor from 1991-2001:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total</th>
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<tbody>
<tr>
<td>A</td>
<td>245</td>
</tr>
<tr>
<td>B</td>
<td>476</td>
</tr>
<tr>
<td>C</td>
<td>918</td>
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<td>D</td>
<td>432</td>
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<tr>
<td>F</td>
<td>331</td>
</tr>
<tr>
<td>Total</td>
<td>2402</td>
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Withdrawals: 595 of 3000 = 19.8%

Attendance and Withdrawal:

The televised lectures are an essential part of this course. Lectures introduce material not covered in the course readings, analyze and synthesize material, offer interpretations of events and periods, expand upon ideas, and contribute to the student’s understanding of the course material.

There are no formal attendance requirements in a televised course. Therefore, Administrative Withdrawal by the instructor will not be used in this course.
Students wishing to withdraw from the course must do so themselves. Please see the college catalogue and the schedule of classes for information on the procedure and deadline for withdrawing from courses. The deadline for withdrawing from the course is April 5, 2002.

**Academic Alert.** Students are allowed three attempts per course. On the third attempt students will be charged the full cost of instruction (out of state rates) and are not allowed to withdraw (the grade earned will be the official grade for the course).

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**Studying Western Civilization:**

Western Civilization is the dominant world civilization today. Created under influences from the first civilizations in the Near East and rooted in the ancient civilizations of Greece and Rome, Western Civilization developed fully in Europe and was then carried to the rest of the world.

Western Civilization has made unique contributions to mankind, particularly with respect to its social, material, and intellectual development. As Professor Marvin Perry states in his textbook on Western Civilization, the West forged the instrument of reason, that make possible a rational comprehension of physical nature and human culture, and conceived the idea of liberty, that led to democracy and the recognition of the intrinsic worth of the individual. The history of Western Civilization is the story of the evolution of these concepts of reason and individual freedom.

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**Course Goals:**

1. To foster an awareness of the unique patterns of thought and systems of values the constitute the Western heritage.

2. To enable students to enumerate, characterize and differentiate periods of Western history, and to know what each period has contributed to the contemporary world.

3. To promote an awareness of ideas and events essential to a general education.

4. To introduce theories of causation, both materialistic and idealistic.

5. To provide an introduction to the study of history, the evaluation and use of primary sources, and/or examples of analysis and synthesis in secondary sources for potential history majors.

6. To provide an introduction to the history of Western Civilization for all students as part of their general education.
7. To promote an awareness that history is a useful tool for understanding ourselves and our society.

8. To help students appreciate that individuals, cultures, and societies have been shaped by past values and institutions.

9. To trace the origins and development of rational thought and the concepts of political liberty and the worth of the individual.

Performance Objectives:

I. The Ancient Western World
   A. ANCIENT NEAR EAST TO 300 B.C.: The student will be able to discuss the definition and origins of civilization, the similarities and differences among the various ancient Near Eastern civilizations (in geography, economics, social structure, political structure, religious organization and beliefs, basis of law and morality, view of the individual, and the use of myth or reason to explain and understand the natural world), and the contributions of ancient Near Eastern Civilization to Western Civilization.
   B. THE ANCIENT GREEKS (MYCENAEAN TO HELLENISTIC): The student will be able to explain how and why Greek civilization evolved differently from ancient Near Eastern civilizations (in economics, social structure, political structure, religion, basis of law and morality, view of the individual, and the use of myth or reason to explain and understand the natural world), and analyze the contributions of the ancient Greeks to the contemporary world.
   C. THE ROMANS: The student will be able to present explanations for both the rise of Rome and its decline and fall, explain to what degree Rome was a continuation of the earlier civilizations which we have studied and in what ways it differed (in economics, social structure, political structure, religious organization and beliefs, basis of law and morality, view of the individual, and the use of myth or reason to explain the natural world), and analyze the contributions of the ancient Romans to the contemporary world.
   D. THE RISE OF CHRISTIANITY: The student will be able to discuss the rise of Christianity in the Roman Empire, the extent to which Christianity preserved classical civilization, the evolution of Church doctrine and organization, and the contributions of Christianity to Western Civilization.

II. THE MIDDLE AGES
   A. BYZANTINE EMPIRE AND ISLAM: The student will be able to explain the origins and nature of Byzantine civilization and Islamic civilization, and analyze the contributions of the Byzantine and Islamic civilizations to Western Civilization.
   B. EARLY MIDDLE AGES: The student will be able to describe the origins and nature of early medieval civilization (economics, social structure, political structure, law, religion, view of the individual, and level of science and technology), and analyze the contributions of early medieval civilization to the contemporary world.
   C. HIGH MIDDLE AGES: The student will be able to contrast high medieval Western
Christendom with other civilizations which we have studied, explain the dynamics of the High Middle Ages (Church versus state, faith versus reason, royal centralization versus feudalism, Germanic versus Roman Law, etc.), and analyze the contributions of the High Middle Ages to the contemporary world (including institutional developments in England).

D. LATE MIDDLE AGES: The student will be able to explain the decline of medieval civilization and institutions, and discuss how the Late Middle Ages was a time of transition from medieval to modern.

III. THE EARLY MODERN EUROPEAN WORLD

A. THE RENAISSANCE: The student will be able to define and describe the Renaissance in its Italian and Northern forms, explain in what ways the Renaissance was a continuation of medieval civilization and in what ways it represented a break with the past, and analyze the contributions of the Renaissance to the contemporary world.

B. THE REFORMATION: The student will be able to discuss the major figures and tenets of the Reformation, explain the extent to which the Reformation was the result of earlier frictions in Western society and to what extent the Reformation was a break with the past, and analyze the extent to which it played a role in modernization (intellectually, politically, and socially)

C. THE AGE OF DISCOVERY: The student will be able to analyze how European civilization became the dominant world civilization in the early modern period and how Western Civilization was affected by its contact with, and domination of, distant civilizations.

D. THE EARLY MODERN STATE: The student will be able to explain how the early modern state differed from the medieval state (politically, socially, economically, and religiously); which states were advancing or declining, and why; how Parliamentary government came into being in England; and how Absolutism evolved in France.

CLAST Skills:

The course requires that students require a minimum of 1,000 words in completing essay examinations and homework assignments, which can be used to satisfy part of the writing across the curriculum requirement of the college. CLAST skills in communication will be taught and reinforced through the reading, writing, and essay writing requirements of the course.
Mid-Term and Final Take Home Examination Questions:
Answers must be typed on 8.5x11" white paper (black ink, double-spaced, one-inch margins, 12pt typeface) or written in an examination booklet (black or blue ball pint pen ink pen only). Work must be well organized and neat in presentation. Essays are judged on your ability to demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze events in terms of causation.

Mid-Term Exam Questions:
Write essays in response to TWO of the following questions.

1. Write an essay on the political and intellectual characteristics of Mesopotamian and Egyptian civilizations. Describe how the physical environment influenced the development of these civilizations, the impact of political changes, and how religious views were expressed through political, social, and economic institutions.

2. Describe the evolution of Athens from an aristocratic to a democratic city-state in the period between 600 and 500 B.C. Explain what created the pressure for political change in this period and what Draco, Solon, Peisistratus, and Cleisthenes contributed to the process. Explain why Sparta did not follow a similar political development.

3. Write an essay on the formation of the Delian League in the fifth century B.C., how Athens transformed the league into an empire, and how the creation of this Athenian empire led to the Peloponnesian War between Athens and Sparta. To what extent did the Peloponnesian War make possible the conquest of Greece by Philip of Macedonia?

4. Describe the causes and results of the political and social transformation of the Roman Republic in the "Struggle of the Orders." What political, economic, and social problems remained, or were later created, and how did these lead to the revolt of the Gracchi brothers and the seizure of political power by the generals (Marius, Sulla, Pompey, Caesar)?

5. The rise of Christianity coincided with the slow decline of Rome’s economy, bureaucracy, cities, and military. Describe the political, economic, and social problems facing Rome, the measures introduced by Diocletian and Constantine to solve them, and Christianity’s development as the state religion of the Roman Empire. How did the eastern part of the empire survive and eventually differ from the Latin west.

MID-TERM EXAM -- Due in HSS 207 by 5:30 p.m. on Mon., Oct. 21, 2002
Final Exam Questions:

Write essays in response to TWO of the following questions. Your essays will be judged on your ability to demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze material in terms of causation.

1. Discuss the growth of the Frankish kingdom including its relationship with the Church through the reign of Charlemagne. What were the major political and cultural developments of Charlemagne's rule? Why did his empire break apart and what were the political consequences of its decline?

2. Write an essay on the political, economic, and religious and development of Europe including feudal political/military institutions, manorialism, and the religious crusading movement. What did the Crusades accomplish and what were the long term political, economic, and religious consequences of the movement?

3. Write an essay on the struggles between the Church and the kings of the middle ages. You may include the struggles between church and state during the papacies of Gregory IV, Innocent III, and Boniface VIII. Why were the kings of the thirteenth and fourteenth centuries more successful in their battles with the Church?

4. Describe the ideas of Martin Luther that led him to break with the Church. How were his ideas similar to those of earlier “heretics” like Waldo, Wycliffe, and Hus? What are the differences between the Protestantism of Luther, Zwingli, and Calvin? What caused Henry VIII to break with the Catholic Church? What was the Catholic Reformation?

5. Write an essay on the rise and fall of Spanish power in the period between 1500 and 1648. In what sense were these religious wars and in what sense were they political (dynastic) wars? How did Spain achieve a position of dominance in the sixteenth century under Charles V and Philip II? What were the consequences for Spain of the Thirty Years War (1618-1648)?

FINAL EXAMINATION -- Due in HSS 207 by 5:30 p.m. on Mon., Dec. 9, 2002