

This is a generic syllabus. The general requirements and expectations do not change from one semester to the next. Specific deadlines and requirements for examinations and the paper differ from one term to the next. Therefore, students should refer to the syllabus for the specific semester in which they enroll. This syllabus will be available on the course Blackboard site.

EUH 1000 HISTORY OF WESTERN CIVILIZATION TO 1715

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I. CATALOG DESCRIPTION OF EUH 1000: (3 college credits) Prerequisite: Satisfactory completion of college preparatory English (ENC 0020) and college preparatory Reading (REA 0001) or appropriate placement score. A general survey of Western Civilization emphasizing the economic, intellectual, political, and cultural aspects that have contributed to the development of our society. This course will cover the period up to 1715. Lecture 3 hours. Written work (1,000 words minimum) is required. Can be used to meet the general education core requirements for history.

II. TEXTBOOKS:

Spielvogel, *Western Civilization* (Brief)

Mock, *Legacy of the West*, vol. 1, HarperCollins (for Option B Students)

This course's Writing-Across-the-Curriculum (WAC) requirement is based upon readings taken from Mock's *Legacy of the West*. Textbooks can be purchased at the TCC bookstore in the Student Union. Two copies of *Legacy of the West* are on reserve at the circulation desk of the TCC library for those who do not wish to purchase the book.

III. COURSE GOALS:

- a. To foster an awareness of the unique patterns of thought and systems of values that constitute the Western heritage.
- b. To enable students to enumerate, characterize and differentiate periods of Western history, and to know what each period has contributed to the contemporary world.
- c. To promote an awareness of those events and personalities essential to a general education.
- d. To introduce theories of causation, both materialistic and idealistic.
- e. To provide an introduction to the study of history for potential history majors. This can be done by introducing students to the evaluation and use of primary sources and/or by introducing students to examples of analysis and synthesis in secondary sources.
- f. To provide an introduction to the history of Western Civilization for all students as part of their general education.

- g. To promote an awareness that history is a useful tool for understanding ourselves and our society.
- h. To help students appreciate that human beings have been shaped by past values and institutions.
- i. To trace the origins and development of rational thought and concepts of political liberty and the worth of the individual.
- j. To encourage students to respect cultures which differ from their own, by increasing their understanding of the values of past cultures.
- k. To provide a knowledge of the birth and evolution of those political and social institutions essential to effective participation in our democratic society.

IV. PERFORMANCE OBJECTIVES

1. THE ANCIENT NEAR EAST TO 3000 B.C. (INCLUDING THE HEBREWS): The student will be able to discuss the definition and origins of civilization, the similarities and differences among the major 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.
2. 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 Western Civilization.
3. 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 Western Civilization.
4. THE RISE OF CHRISTIANITY: The student will be able to discuss the success of Christianity in winning over the Roman Empire, the extent to which Christianity was the preserver of classical civilization, the extent to which it was the destroyer of classical civilization, the evolution of Church doctrine and Church organization, and the contributions of Christianity to Western Civilization.
5. THE EARLY MIDDLE AGES: BYZANTINES, MUSLIMS, AND THE GERMANIC WEST: 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. 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 Western Civilization.
6. THE HIGH MIDDLE AGES AND LATE 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 aristocratic power, Germanic versus Roman Law, etc.), and analyze the contributions of the High Middle Ages to Western Civilization (including institutional developments in England). 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.

7. **THE RENAISSANCE AND THE REFORMATION:** The student will be able to define and describe the Renaissance in both its Italian and Northern forms, explain in what ways the Renaissance was a continuation of medieval civilization and to what extent it represented a break with the past, and analyze the contributions of the Renaissance to Western Civilization. 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).

VI. **CLAST SKILLS:** This course reinforces essay, English language, and reading skills.

VII. **PREREQUISITES.** Satisfactory completion of College Preparatory English (ENC 0020) and College Preparatory Reading (REA 0002) or appropriate placement scores

VIII. **STUDENT REQUIREMENTS**

A. Examinations

1. There will be four (4) examinations given over the course of the semester.

2. **The fourth exam is the final examination and will be given as scheduled by the college. The final examination cannot and will not be rescheduled.** Students planning on leaving early to go on vacation or to join the Serbian militia will need to change their plans. College policy dictates that those students who do not take the final exam as scheduled receive an "F" in the course. The final exam is not cumulative except for those students who ask if it is.

3. If student misses a scheduled exam

A. Students with a **documented excuse** have 14 calendar days to make-up the exam. If the student has not made up the examination within 14 calendar days.

B. Students **without** a **documented excuse** have 10 calendar days to make-up the exam. If the student has not made up the examination within 10 calendar days (this includes weekends and holidays).

C. All make-ups must be scheduled. Make-ups are given during Dr. Mock's office hours (See first page of syllabus) in his office (HSS 216).

D. **All** make-up exams are essay/short answer.

5. There are no make-up exams for the final examination. Students who fail to show up for the final examination receive a grade of F in the course

See the class schedule for the final exam date and time.
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B. Written Assignments

Students are required to write a minimum of 1,000 words in this course. This can be

accomplished either through essay examinations or an out-of-class written assignment as described below.

C. Supplemental “Rennie Point” Activities

In honor of James. M. Rennie, English *professor emeritus*, Lake-Sumter Community College, students can earn extra credit by attending selected cultural events in the greater Tallahassee area. Students can increase their final grade by one “Rennie point”, i.e., **one (1) percentage point on their final grade** for each cultural event they attend.

Conditions for Rennie points:

A) Students must provide documentation (e.g., ticket) that verifies their attendance.

B) A maximum of 3 Rennie points are applicable toward a final grade of **A**; 4 points are applicable toward a final grade of **B**; 5 Rennie points are applicable toward a final grade of **C or D**. For example, if a student attended 5 events and had a final grade of 65 (based on the exams and paper) he would have a final grade of 70 (C).

VII. “Choose Wisely”

Students can choose from the following two options:

Option A 4 Essay/short identification exams. There is no requirement for an out-of-class paper as students will satisfy the written requirement through exams.	Option B 4 multiple choice exams <u>and</u> 1 paper of 3 to 3 ½ pages in length. Students who fail to complete the paper will not satisfy the course written requirement and will not receive a grade higher than “D”.
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VII. Written Assignments for Option B Students

Option B students are required to submit a paper that is 3 to 3½ pages in length [typed, double spaced, etc.] on one of the three topics listed below. Guidelines for papers are found in Dr. Mock’s World Famous Style Sheet. Late papers are penalized one letter grade per day (including Holidays and Weekends) Essays will be graded as follows: content 50%; grammar 50%. There will be a 2 point deduction for every major grammatical error (e.g., fragmented sentence, run-on sentence); 1 point for each minor error (e.g., subject-verb disagreement). There will, in addition, be a 1 point deduction for every misspelled word.

Papers should be stapled in the top left hand corner with a coversheet. Under no circumstances should papers be submitted loose or in a paper or plastic folder.

XI. GRADING POLICY

A. All examinations are worth 100 points.

B. Students choosing Option B will be required to submit one (1) paper. Papers are worth 100 points.

C. Grades will be assigned in accordance with the following scale:

A 90-100% B 80-89% C 70-79% D 60-69% F 59% and lower

D. Option A students will have a base of 400 points. Option B students will have a base of 500 points.

XII. Withdrawal Policy

Occasionally it becomes necessary for students to withdraw from classes for either academic or personal reasons. It is the student's responsibility to do the paperwork and withdraw. Those who do not formally withdraw will receive a grade in accordance with the standard grade scale.

A friendly word about withdrawals. Be advised that universities do not understand withdrawals for any reason other than academic failure. Universities do not understand disease, pet pregnancy, family emergencies, death, poverty, or requirements of outside employment. If you intend to enter a university in a competitive major, e.g., physical therapy, and are only marginally qualified, you will probably NOT be accepted.

XI. Incompletes. Grades of Incomplete will be given only under the most extreme circumstances. Students must have completed most of the work to qualify.

XIII. Attendance.

Students are expected to be in class. College policy dictates that students who miss more than 3 hours in a class may be administratively withdrawn.

XVI. Incompletes. Grades of Incomplete will be given only under the most extreme circumstances. Students must have completed most of the work to qualify.

XV. Miscellaneous Things

If you have accessibility problems, contact the TCC Help Desk. Check first to make sure that you are trying to log in to the correct section. Do **NOT** ask your instructor why you cannot log in. He has neither your log-in nor your password.

WARNING WILL ROBINSON!!

Please be advised that TCC has a firewall that often (but not always) prohibits e-mail and other access to AOL, Hotmail, and MSN subscribers. So, if you use one of these services and e-mail me and do not receive a timely response it is because your message was not received.

In accordance with State Board of Education Rule 6A-14.0301, students who may have only three (3) attempts per course including the original grade, repeat courses, and withdrawals at any point in the semester. A fourth attempt may be allowed only through an academic appeals process based on major extenuating circumstances. Students enrolled in the same course for more than two times are required to pay full cost (100%) of instruction. For more information see the TCC Catalogue explanation of "Repeating Courses".

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