Syllabus
History 101 – Foundations of Western Culture I
3 undergraduate credit hours
Fall 2019
Class meeting days and times

History 101: Foundations of Western Culture I
James A. Kirchberg, MA, Fall 2018
Monday through Friday, 7th Hour, D-100 & D-103

Office Hours:    Mon - Fri, 7:35-7:58
                 3:25-4:00 (by appointment)    Phone: 715-854-2721, ext. 344
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E-mail: kirchberg@crivitz.k12.wi.us

This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay. Students at Crivitz High School may choose to enroll for UWGB credits in addition to high school credit. This creates a college transcript; therefore, it creates a GPA for you which is permanent.

Course Catalog Description:
This course is a comprehensive chronological survey of major events, people, and ideas that have influenced the history, literature, art, and culture of Western Civilization. It covers ancient civilization through the Renaissance.
Top Ten Course Learning Outcomes:

1. To know the chronology of key events and political, social, military, economic and cultural developments in Western Civilization, from its beginnings to the Renaissance.
2. To know the basic natural geography of Europe.
3. To explain and analyze key historical events.
4. To understand the diversity of humanity experience as influenced by inner and outer forces.
5. To analyze historical forces that shape individuals and communities, while using knowledge about the history of an area being studied.
6. To think critically about the historical information being presented.
7. To know the difference between primary and secondary sources, and to understand how each are used to make and present historical arguments.
8. To assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a clear and concise argument about the past.
9. To effectively do research and write a clear and concise historical essay or research paper that has a clear thesis statement while using multiple sources of evidence, with appropriate citations.
10. To be a writer of history who understands the difference between opinions and scholarly based arguments.

Keys to success in this course:

This course is a rapid survey of the political, military, social, cultural and economic history of Europe and the wider western world from its beginnings to 1500. Attendance at lectures and participation in discussions is necessary for your successful completion of the course. You will be more likely to understand lectures and discussions if you have done the required reading before you appear in class. The course is an equal combination of lectures and discussion of readings. By the end of the course, you will have an understanding of the economic, political, religious, intellectual, and cultural background of Europe and its effects on the wider world. Additionally, at the conclusion of the course you will have learned how to better...

a. Read and listen with comprehension, as displayed through exams and discussion.
b. Describe events and major themes that occurred during this period, as displayed through essays and other writing assignments.
c. Analyze arguments presented in class and in the reading, as displayed through quizzes, exams, essays and papers.
d. Synthesize major themes, interpretations and evidence across this period as displayed through quizzes, exams, essays, and papers.

This course will be conducted in a combination of class lectures and discussions. It is imperative that students try diligently to attend all classes as attendance will be a part of your final grade. Extensive absences will lower a student’s final grade. Also, as an instructor, I place a high value in class discussion and participation by students, and class participation will be considered in calculating your final grade. It is true not all students are comfortable as others about speaking in class. Therefore, there will be many avenues for contributing.

Remember to bring to class every day;

1. Both texts for the course.
2. Something with which to write.
3. Something upon which to write.
Grading Policies

COURSE REQUIREMENTS:

(Total Possible 1200 Points)

Attendance (170 points): Attendance will count toward your final grade in this course. Students must complete the day’s assignment before coming to class, and be prepared to discuss the material and have any assigned writing completed and with them ready to hand in. If an unexpected and legitimate event should occur to keep you from class, you must inform me before class begins. Please be aware that only school related events and absences are not counted against your total points in regards to the attendance total.

Weekly Quizzes (290 points): At the end of most every week, a quiz worth at least 20 points will be given in a short written answer or multiple choice formats.

Analytical Writing Assignments (140 points): You will write a short (1-2 pages) analytical essays addressing one of the Chapter Questions found at the back of the assigned chapter(s) in the Sherman text. In these writings I want you to do the following;

1. Read all the assigned material in the Sherman and Spielvogel texts.
2. Choose one of the chapter questions at the end of the assigned Sherman chapter. Write that question at the top of the first page of your essay.
3. Write a paragraph with a clear answer (your thesis) to the chapter question you chose. Provide some contextual information from the Spielvogel text in these paragraphs.
4. Choose at least 3 of the readings from the Sherman chapter – either primary documents, secondary readings or ideally a combination of the two. Then clearly indicate how and what portion of them support your answer/thesis to the chapter question you chose. Use parenthetical inserts to tell me the reader, from where you got your supporting material.
   Examples: (Spielvogel 279) or (Sherman, Marx 75)
5. These papers must be typed, paginated, and stapled if more than one page. Your name, the date and the chapters under consideration must be in the top right-hand corner. You will only be able to hand these papers in if you are in attendance on the particular day that they are due.

Two Analytical Papers (200 pts/100 pts. each): You will write two papers, in which you will explore, reflect on, engage in analysis, and perhaps even argue about a central topic from the previous section of the course. Each paper will be thesis-driven and provide supporting evidence from our written texts. Use of outside sources requires my approval. Papers must be typed, should be between four and five double-spaced pages with 11.5 - or 12- point font and 1” margins, and must be submitted by you in class when due, unless you have special permission to submit earlier/later or encounter an extraordinary situation.

Mid-term Exam (200 pts.) The mid-term exam will be cumulative and a predominantly essay exam.

Final Exam (200 pts.) The final exam will be a predominantly essay exam which will cover material since the mid-term exam. This exam will be given at the time of the final exam period at the end of the semester.
Course Policies

- I do not accept late assignments without prior arrangement.
- All students are responsible for the material presented in class, whether you are in attendance or not.
- If you do not complete all the major components of the course, you will receive a failing grade.
- I remind all students that you are bound by the statement on Academic Misconduct (UWS 14.03) as found in the University of Wisconsin Colleges Students Rights and Regulations publication (and transcribed below for your convenience!). You can read the full text of the UWS code at http://www.legis.state.wi.us/rsb/code/uws/uws.html.

UWS 14.03 Academic Misconduct - Subject to disciplinary action.

(1) Academic misconduct is an act in which a student:
   a. Seeks to claim credit for the work or efforts of another without authorization or citation;
   b. Uses unauthorized materials or fabricated data in any academic exercise;
   c. Forges or falsifies academic documents or records;
   d. Intentionally impedes or damages the academic work of others;
   e. Engages in conduct aimed at making false representation of a student’s academic performance; or
   f. Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of the course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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The following guidelines will be used when grading and developing rubrics for written work for this course:

- Work of "A" quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion PLUS independent assessment and evaluation of the material. Writing of "A" quality must be clear and concise, presenting a well thought-out, carefully reasoned and well-supported thesis.

- Work of "B" quality demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Writing of "B" quality must be clear, presenting and supporting a well thought out thesis.

- Work of "C" quality demonstrates a working knowledge of the material and a minimum of interpretation. Writing of "C" quality must be understandable, presenting and supporting a thesis.

- Work failing to reach this minimum level will receive a "D" or "F".

**Letter-grade scale:**

All work will be graded on an A-F scale. Work of “A” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion, PLUS your independent assessment and evaluation of the material. Writing of “A” quality must be clear and concise, presenting a well thought-out, carefully reasoned and supported thesis. Work of “B” quality demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze the material. Writing of “B” quality must be clear at presenting and supporting a well thought out thesis. Work of “C” quality demonstrates a working knowledge of the material and a minimum of interpretation. Writing of “C” quality must be understandable at presenting and supporting a thesis. Work failing to reach the minimum level will receive a “D” or “F”.

**Learning Resources**


Additional Readings – These will either be passed out in class or made available to you online.
### Course Organization

Have the readings listed below read BEFORE coming to the class(es) for which they are assigned.

#### Week 1: The Origins of Western Civilization & the Work of a Historian

- **09/03:** The Course Syllabus, an Introduction to the Course, & what is meant by “Western Civilization”?  
- **09/04:** The work of a historian and study of hominids -- Spielvogel 02-06 (Chapter 1)  
- **09/05-09/06:** Mesopotamia  
  - Spielvogel, 07-15 (Chapter 1)  
  - Sherman, Chapter 1  
    - Primary sources, “The Laws of Hammurabi” & “The Epic of Gilgamesh”  
    - Secondary sources, Braidwood, McNeil, Muller, Frankfort

#### Week 2: The Ancient Near East: The First Civilizations

- **09/09:** Quiz I: On Introduction Material & Mesopotamia  
- **09/10-09/13:** Egypt and the Fringes of Society  
  - Spielvogel, 15-31 (Chapter 1)  
  - Sherman, Chapter 1  
    - Primary sources, “Hymn to the Nile” & “Hymn to the Pharaoh”  
    - Secondary sources, Casson, Lesko

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### LETTER-GRADE SCALE

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Week 3: The Ancient Near East: The First Civilizations

09/17-09/18: The Hebrews and Assyrians
- Spielvogel, 33-52 (Chapter 2)
- Sherman, Chapter 1
  - Secondary sources, Johnson
09/19: The Neo-Babylonian Empire
09/20: Sherman, Chapter 1 Analytical Writing Assignment is due (1)
09/20: Quiz III on Hebrews & Assyrians

Week 4: The Civilization of the Greeks

09/23-09/26: Early Greece and Greek City-States
- Spielvogel, 55-76 (Chapter 3)
- Sherman, all of Chapter 2
09/27: Read and be prepared to discuss Homer’s classic, The Odyssey (Books XXI & XXII)

Week 5: The Civilization of the Greeks

09/30-10/03: Classical Greek Culture and Society (no class 10/06)
- Spielvogel, 76-87 (Chapter 3)
- Sherman, all of Chapter
10/04: Quiz IV on Ancient Greece

Week 6: The Hellenistic World

10/07-10/08: Alexander and the Expansion of the Hellenistic Kingdoms
- Spielvogel, 90-111 (Chapter 4)
10/09: Teacher In-service ☢
10/11: The Culture and Society of the Hellenistic World
10/11: Sherman, Chapter 2 Analytical Writing Assignment is due (2)
10/11: Quiz V on Alexander the Great & Hellenism

Week 7: The Roman Republic

10/14-10/15: The Emergence and Foundations of the Roman Republic
- Spielvogel, 114-144 (Chapter 5)
10/16-10/17: Society and Culture in the Roman Republic
- Sherman, all of Chapter 4.
10/18: Quiz VI on the Roman Republic

Week 8: The Roman Empire

10/21-10/22: Augustus and the Early Empire
- Spielvogel, 148-177 (Chapter 6)
10/23: Transformation, Crisis and Christianity
- Sherman, all of Chapter 5.
10/24: Hand out Take Home Midterm Exam
10/24: Analytical Paper #1 due
## Week 9: The Decline of Rome and the Rise of the Germanic Kingdoms

- **10/28-10/29:** Roman Empire & Christianity  
  Spielvogel Chapter 7, pages 179 – 192
- **10/31:** **Mid-Term Exam is DUE!**
- **11/01:** Quiz VII on the Roman Empire & Germanic Kingdoms

## Week 10: Formations of Christianity, Byzantine Empire & Islam

- **11/04-11/05:** Christianity  
  Spielvogel 192-211 (Chapter7) & Sherman, all of Chapter 7
- **11/06:** The Byzantine Empire and the Rise of Islam
- **11/07:** Sherman, Chapter 5 Analytical Writing Assignment is due (3)

## Week 11: European Civilization in the Early Middle Ages

- **11/11:** Quiz VIII Christianity, Byzantine Empire and the Rise of Islam after the fall of Rome
- **11/12:** The Carolingians  
  - Spielvogel, 215-242 (Chapter 8)  
  - Sherman, all of Chapter 6
- **11/13:** The Byzantine and Slavic Peoples
- **11/14:** Sherman, Chapter 7 Analytical Writing Assignment is due (4)
- **11/15:** Quiz IX on the Carolingians, Byzantines & Slavic/Islamic Peoples

## Week 12: Land, People and Trade in the High Middle Ages

- **11/16-11/17:** Land and People  
  - Spielvogel, 244-252 (Chapter 9)
- **11/18-11/19:** Trade, Commerce and Artistic Life  
  - Spielvogel, 252-260 (Chapter 9)  
  - Sherman, all of Chapter 8
- **11/20:** Sherman, Chapter 6 Analytical Writing Assignment is due (5)
- **11/30:** Quiz X on the Land & People of the High Middle Ages

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## Thanksgiving Break (November 19 through November 23) --

## Week 13: The Intellectual World of the High Middle Ages

- **12/02-12/03:** Law, Art and Culture of the High Middle Ages  
  - Spielvogel, 261-270 (Chapter 9)
- **12/04-12/05:** The Emergence & Growth of European Kingdoms  
  - Spielvogel, 273-275 (Chapter 10)  
  - Sherman, 135-142 (Chapter 10)
- **12/06:** Sherman, Chapter 8 Analytical Writing Assignment is due (6)
- **12/06:** Quiz XI on the Law & Culture of the High Middle Ages
Week 14: National Monarchies & the Catholic Church

12/09-12/11: National Monarchies
- Spielvogel, 275-286 (Chapter 10)
- Sherman, 132-135 (Chapter 10)

12/12: Recovery and Reform of the Catholic Church
- Spielvogel, 286-288 (Chapter 10)

12/13: Increase in the Power of Christianity
- Spielvogel, 288-297 (Chapter 10)

Week 15: The Christianity of the High Middle Ages & the Crusades

12/16: Sherman, all of Chapter 9

12/17-12/18: Spielvogel 297-303 (Chapter 10)

12/19: Quiz XII on the National Monarchies & Reform of the Catholic Church

12/19: Sherman, Chapter 9 Analytical Writing Assignment is due (7)

Christmas Break (December 21 through January 01) ------------------------

Week 16: The Calamitous 14th Century (The Black Death)

01/02-01/03: The Black Death and Hundred Years’ War
- Spielvogel, 306-325 (Chapter 11)
- Sherman, all of Chapter 11

Week 17: The Calamitous 14th Century (War, the Church & Political Instability)

01/06: Analytical Paper #2 due

01/07 The Decline of the Church
- Spielvogel, 326-330 (Chapter 11)

01/08 Continued Growth of National Monarchies
- Spielvogel, 330-338 (Chapter)

01/09: Hand out Take Home Final Exam

Week 18: The Making and Meaning of the Beginning of the Renaissance

01/13: The Church and Cultural World of the 14th Century

01/14: Quiz XIII on the Crusades, the Black Death, the 100 Years’ War & National Monarchies
- Spielvogel, 340-358 (Chapter)

Final Exam 01/15-01/16/2020 (200 Points)

History 101: Foundations of Western Culture I
History 101, fall 2019
Analytical Paper Assignments 1 & 2

Being a historian is not just “knowing stuff” about the past. It requires a set of skills—formulating inquiries into the past, contextualizing past events, researching and reading historical documents, formulating conclusions, presenting ideas and interpretations—that we will work to develop over the course of the semester. Writing essays helps develop these skills, and you will write two of these for this class.

Your first essay will be due on Thursday, October 24, write an essay on ONE of the following options:

1) The Assyrians, the Persians and the Hellenes all had large and powerful empires. Utilizing the readings we have had thus far compare their religious, political and social structures. Based on this comparative analysis, what conclusions can you draw on what makes an empire successful?

2) Historians have admired characteristics of Greek civilization, such as their art, drama, democracy, political thought, science, and philosophy. But certainly various qualities of Greek civilization can be criticized, such as the instability of the polis, the relatively common occurrence of war, the nonegalitarian attitudes of the Greeks, the negative attitude towards women, and the support of slavery. Considering all the aforementioned, do you as a historian think the Greeks have been overly praised and glorified or have they been appropriately admired? Why?

Your second essay will be due on Friday, January 06. Please respond to the following:

- The period of the High Middle Ages (c. 1000-1350) was one of extraordinary demographic and economic growth, inventiveness and cultural creativity in Europe. Why? What accounts for the remarkable changes in Europe during this time period? Take into account both events and developments within Europe, as well as interactions across the larger Mediterranean world especially the Islamic world.

Requirements:
- Papers should be 4-5 pages, typed and double-spaced.
- Your paper should include a clear thesis statement that answers the question asked.
  - A thesis is your answer to the question.
  - A thesis does not simply restate the question.
  - A thesis is based on your analysis of the primary and secondary documents.
- Cite information properly with parenthetical references or footnotes.
  - Information that you summarize, paraphrase, or quote must be cited.
  - Introduce quotations to make clear whose words you are using.
- The only sources you may use in this paper are the Spielvogel text, the sources from Sherman. No use of other sources is allowed without my express permission.
History essays must include the following elements:

- An introduction that includes:
  - Sufficient historical context, referring to the assigned text if necessary.
  - A clear thesis statement.

- A body that includes:
  - Evidence drawn from the appropriate primary and secondary sources.
    - One topic per paragraph.

- A conclusion that summarizes your findings and suggests historical significance

Addendum:

Further Clarification of Course Policies
Class Attendance/Participation

Regular and prompt attendance in all classes is expected of students. Students will earn two Participation points for each day present. Students absent from class for any reason are responsible for making up any missed work. One point per day, instead of two will be earned if absent and excused. Zero points if unexcused. Absent due to school activities will be treated as if present and will earn participation points for each day excused absent.

UWGB Academic Integrity
As stated from the UWS 14.01 Statement of Principles, “the Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. “The entirety of the Student Academic Disciplinary Procedures can be located at https://docs.legis.wisconsin.gov/code/admin_code/uws/14

These procedures state that if there is any academic dishonesty of your academic work, there are consequences that can become part of your permanent college record.

UWGB Drop, Withdrawal, and Extended Absences Policies*
This course follows the UW-Green Bay policies for drops and withdrawals. Information can be found at https://www.uwgb.edu/bursar/refunds/refund-and-schedule/ and https://www.uwgb.edu/bursar/term-deadline-calendar/

For information on drops and withdrawals, please refer to the UW-Green Bay folder provided you.

By registering, you accept responsibility for compliance with UW-Green Bay rules, regulations, and policies. (www.uwgb.edu/policies). CCIHS courses of 14 weeks or longer follow the 14 week course policies. Once 14 calendar days have passed from the course start date, courses cannot be dropped without academic/fee penalties; for courses shorter than 14 weeks in duration, students have 7 calendar days from the course start date to drop a course without academic/fee penalties.
Course grade(s) are final and will become part of my permanent college record. Enrollment in a CCIHS course does not guarantee admission to any college, including UW-Green Bay. By registering for this course you will be responsible for paying the high school for all tuition/fees owed for this course enrollment.

For additional information and resources, visit the UW-Green Bay College Credit in High school website at https://www.uwgb.edu/ccihs/