



Syllabus

Course Description

The purpose of this course is to introduce students to a selection of the major themes, events and people of Western Civilization from the origins of western civilizations to the eighteenth century.

Instructor

Dr. Leigh Whaley

I am an expert in eighteenth century French history, the history of gender and revolutions. Some of the topics I have written on are revolution and wars, including the French Revolution, the First and Second World Wars, the history of women and science and the history of medicine. I have recently completed a book on women healers in Europe from 1400 to 1800. My current work explores charity, medicine and philanthropy in early modern Europe. I have taught courses in European, British American and Gender history at Acadia University since 1997. Previously, I taught at Queen's University, Belfast, Northern Ireland, the University of Toronto, Saskatchewan and held fellowships at Toronto and Calgary. I look forward to walking you through the exciting history of Western Civilization.

Leigh Whaley

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Course Overview

History 1103, An Introduction to Western Civilization, focuses on the history of Western Civilization from the beginnings of human history to the Scientific Revolution of the seventeenth century. The course introduces students to the major themes, events and significant individuals who shaped the course of human history. The concentration on Europe enables the exploration of themes of global significance; between the city and the country; among empires and monarchies and republics; in life before and the Renaissance and Protestant Reformation, in revolutions and wars of international importance.

The course seeks to achieve a balance between narrative and analysis. An Introduction to Western Civilization provides students with a record of human struggles and achievements, of conflict and community, of cultural diversity and social change. Although the aim is not to overload the student with facts, history is by definition, synonymous with fact. Abstract analysis, while important to critical thinking, is not a substitute for factual knowledge.

Each module is arranged both chronologically and thematically. The aim is to provide students with a broad range of topics from the more traditional political, diplomatic and military to cultural and gender specific history.

The Aims and Objectives of the Course are as follows:

1. Factual Knowledge and Interpretation of this knowledge: the who, what, why, when and how of history.
2. Historical Skills: You will learn how to read and understand the nuts and bolts of history: primary source documents.
3. Writing and Research Skills: You will learn the mechanics of writing: how to conduct historical research, how to work with sources, how to develop an argument, how and when to cite sources and how to do a bibliography.

Course Materials

Required Texts:

1. Mortimer Chambers, et al. The Western Experience, Vol. I, 10th ed., McGraw Hill, 2010. ISBN: 978-0-07-729117-4

This is your textbook. There is a designated website with this textbook. The url for the website is http://highered.mcgraw-hill.com/sites/0073385530/student_view0/

To enter the website, scroll down and look on the left-hand side of the page and you will see Student Edition. Click on that. On the upper left hand side, you will see a menu from which you can enter each chapter. Simply go to the appropriate chapter and follow instructions. Again, the menu is on the left hand side of the page. Please use the Primary Source Investigator (PSI). It is a searchable data base composed of short videos, maps, illustrations and texts relevant to your course. It is helpful for the identifications on your tests. The link to the PSI is <http://psi.mcgraw-hill.com/current/psi.php?editionId=50>.

2. Marvin Perry, Joseph R. Peden and Theodore H. Von Laue, eds., Sources of the Western Tradition, 8th ed. , Vol. I, Wadsworth, Cengage Learning, 2012.

ISBN-13: 978-0495-91320-7

ISBN-10: 0-49591320-0

This is your document book which accompanies the text. You will be sending me answers to questions based upon primary source documents for each module.

See the student handbook for ordering information.

Lectures and Websites: Each of the modules will have at least one Powerpoint lecture accompanying your text and reader. Lectures are organized around the chapters in the Chambers text. In addition, if appropriate, I will add links to accompanying websites where you can do further reading either on the module outline or at the end of the Powerpoint. Your Chambers text also provides links to websites for each chapter. Where available, I have added short videos to accompany the lectures. Most lectures have some voice files attached to them (except for the very thorough ppts.) Simply click on the mp3 file on the slide. These voice files are designed to provide you with more detail, or in some cases, where appropriate, different information related to what is contained on the slide.

Evaluation

The quizzes will be objective in nature: a selection of multiple choice and matching based primarily on your textbook's website and the textbook itself. There may be a few questions based on the powerpoints as well. The homework assignments are laid out in each module. The homework assignments, based on primary source documents found in your Perry, Sources, form a key part of the course. The mid-course test will be composed of 10 multiple choice and short essay questions from Modules 4 to 7. You can find

study guides for both the mid-term and the final exam on the main page. A list of essay topics and specific instructions for your essay is located on the main page "*Essay Details*". Generally speaking, the essay is about 1500 words in length. The final exam will cover material from your mid-term to the end of the course. It will be essay and objective style.

Two quizzes	10%
Homework	20%
Mid-course Test	15%
Essay	15%
Final Exam	40%

Assignments

The assignments are delivered to the instructor via assignment drop-boxes. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost.

The last assignment should be received at least 4 weeks prior to the date you wish to write the exam. This will allow adequate processing time for the request, and for setting the exam.

Note files must be readable by Excel 2003 or Word 2003.

Exam

Proctored at Acadia

How to apply: Complete the Application for Examination

Please note the following:

- The final exam in a distance education course must be passed to successfully complete the course. There are no rewrites or supplemental examinations at Acadia University.
- Examination requests must be received one month prior to the date you wish to write your examination.
- Course requirements must be completed to the satisfaction of your instructor.
- GRADUATING STUDENTS NOTE: If you are graduating in Spring Convocation you must write by April 15th. If you are graduating in Fall Convocation you must write by September 15th.

Proctored at Another Location

If it isn't practical to take your exam at Acadia, off-campus exams can be written at another university or college. Arrangements for an examination may be made through the Registrar's Office or the Continuing Education office of most universities and colleges. If it is not possible to write your exam at an approved institution, please contact us for assistance.

Please note the following:

- **All fees associated with examinations written at other locations are your responsibility.**
- Some courses may require specific software or internet accessibility at the off-campus examination location.

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the handbook, contact:

Open Acadia (formerly Distance Education)

38 Crowell Drive (Willett House)

Wolfville, NS B4P 2R6

Phone: 902-585-1434 or 1-800-565-6568

Fax: 902-585-1068

Email: openacadia@acadiau.ca

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

Course Schedule

You have 6 months to complete this course. You may set your own schedule, but if you intend to complete the course in less than 3 months, you should let me know so that we can arrange a schedule.

Please do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to grade assignments and mark exams..

Recommended Schedule

Module 1 - The Origins of Western Civilization

Module 2 - The Formation of Greek Civilization

Module 3 - Classical and Hellenistic Greece

Module 4 - The Roman Republic

Module 5 - The Roman Empire and Christianity

Module 6 - The Making of Western Europe

Module 7 - The Restoration of an Ordered Society and the High Middle Ages

Module 8 - The Later Middle Ages, 1300-1500:Crisis, Dislocation and Renewal

Module 9 - The Civilization of the Renaissance

Module 10 - Reformations of Religion

Module 11 - War and Crisis

Module 12 - The Scientific Revolution and the Culture of Seventeenth Century Europe