

Mayville State University
Western Civilization I

HISTORY 101

FALL 2018

Instructor: Dr. Dalton E. McMahon

Office #: 110 CLSRM. BLD.

Office Hours: 7:15-7:50; 10:30-12:00 MWF, 2:00-3:00 MF, 8:00-9:00 & 10:30-11:30 T; 1:00-3:00 TH OR BY APPOINTMENT

e-mail

dalton.mcmahon@mayvillestate.edu

Time: 8:00 MWF CT

Credits: Three
Hours

Office Ext.: 701-788-4808: 34808

Course Description:

History 101 is designed to provide student with a basic knowledge of Western Civilization from Ancient times through the Protestant Reformation.

Course Content:

The purpose of this course is to familiarize students with the following areas of Western Civilization: Ancient Egypt, Mesopotamia, Jewish and other kingdoms of the Near East, Ancient Greece, Ancient Rome and the Roman Empire, the Middle Ages, 100 Years War, the Renaissance and the Protestant Reformation.

Objectives:

- 1. To stimulate enthusiasm in the students for the study of history.*
- 2. The students will understand where man came from and how the first civilizations developed.*
- 3. The students will understand that many modern institutions and aspects of today's society came from the ancient societies.*
- 4. The students will understand the development of organized religions, especially Judaism and Christianity.*
- 5. The students will understand the development of laws and governments in these ancient societies.*
- 6. The students will understand the development of various social institutions and their roles in the societies.*
- 7. The students will understand that all these ancient societies were interrelated and borrowed from each other.*
- 8. The students will understand the underlying causes of the 100 Years War and the role it played in the development of France.*

9. *The students will understand the origins and course of the Renaissance and how it changed European society.*
10. *The students will understand the origins of the Protestant Reformation and the response of the Catholic Church*

Program Outcome:

If you are completing a History B.S.Ed., Social Science B.S.Ed. or a Social Science B.A. degree you are expected to achieve the student learning outcomes, which can be found under MSU Academic Student Learning Outcomes, at the top of the Moodle page. This course contributes to the goals by emphasizing the following: Student Learning Outcome #2 Graduates will possess content knowledge.

As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1. Knowledge of human cultures; 2. Intellectual and practical skills; 3. Personal and social responsibility; 4. Integrative and applied learning. The entire Academic Program Student Learning Outcomes document can be found in your Blackboard course shell. The document has an index so you can quickly find the degree you are pursuing.

Course improvements based on most recent assessment findings;

To assist students in writing the paper the students will be provided with samples of citations, works cited page, a sample paper, acceptable sources, and other materials related to the mechanics of writing a paper. All students will be encouraged to use the writing center for any assistance they may need.

Requirements:

The Western Heritage: Donald Kagan, Steven Ozmet, Frank M Turner

Instructional Strategies:

- *Direct Instruction*
- *Group/Class Discussion*
- *AV. & Computers*
- *Quizzes*
- *Tests (Fill-in-the Blanks, Identifications, Essays)*

Learning experience:

Students will read the chapter assigned for that week and define the terms that are provided with each reading assignment. This will help you be prepared for class each day and the quizzes that may be given on the Friday's of weeks which do not have unit exams, a total of eight for the semester.

It is strongly recommended that students prepare for exams by writing out the four essay questions that can be found at the bottom of the Blackboard home page for this course.

Each chapter has a practice quiz that accompanies it. Students should use the quiz to check for their understanding of the chapter. The practice quiz is not intended to be a study guide for the quiz that may be given on Fridays.

Expectations/Protocols:

See Grading area.

Grading:

100 - 90 = A; 89 - 80 = B; 79 - 70 = C; 69 - 60 = D; 59 - 0 = F

*There will be two (2) exams during the semester; the **APPROXIMATE** dates are listed with the reading assignments. You will receive at least seven days' notice of the date of the exam. These exams will consist of fill-in-the-blanks, identification, and essays. There will also be a final exam given during finals week at the end of the semester. All students are required to purchase Blue Books for the exam and all exams will be written in pen. The fill-in-the-blanks will be done on the test paper the identification and essay will be done in the Blue Book. Possible essay questions for each exam are posted at the bottom of the Blackboard home page.*

*There will be eight (8) quizzes given during the semester with the top six (6) counting towards your final grade. The chapter to be covered by the quiz will be that week's reading assignment, and will be given at the start of class on Friday. Terms for each chapter are listed with the chapters and power point slides. There will be **NO** make-up test or quizzes given unless I have been contacted prior to the day of the quiz or exam with a valid excuse.*

All quizzes will be returned the following Monday and exams will be returned within three class periods, depending on other exams I have given during the same time period.

Students in Western Civilization I, will write a four-page research paper (4 full pages) on a topic they will pick from a list provided by the instructor. The paper will have requirements in relationship to sources to be used, print, electronic, documentaries, use of the writing lab etc. These requirements are listed at the top of the Blackboard home page. After covering the topic, they have chosen, the students will end the paper by reflecting on how the topic they researched affected the events of the time and how it related to the past history of the area being studied and how it affected future events. An outline of the paper will be due Friday 5 Oct. and the paper on Monday 19 Nov., via email.

Instructor/Student Communication:

- Students are accountable for all academic communications sent to their Mayville State e-mail address.*
- The best ways to communicate with me are either e-mail, which I will respond to ASAP, or face-to face.*
- All quizzes and exams will be handed back in a timely manner; quizzes on Mondays and exams in no more than three class periods.*

Attendance:

Attendance at all classes during the semester is required. Attendance will be taken every day and any student with FOUR (4) unexcused absences during the semester may have his or her grade reduced one (1) letter grade starting with the fifth (5) absence and each succeeding absence.

Final Grade:

Exams = 40 %: Quizzes = 20%: Final Exam = 25%: Paper = 15%

Schedule:

| Date | Notes |
|--------------|-------------------------------|
| August 20 | Introduction |
| August 27 | Chapter 1 |
| September 3 | Catch up Week |
| September 10 | Chapter 2 |
| September 17 | Chapter 3 |
| September 24 | EXAM Chapters 1-3 |
| October 1 | Chapter 4 |
| October 8 | Chapter 5 |
| October 15 | Chapter 6 |
| October 22 | EXAM Chapters 4-6 |
| October 29 | Chapter 7 |
| November 5 | Chapter 8 |
| November 12 | Catch up Week |
| November 19 | Chapter 9 |
| November 26 | Chapter 10 |
| December 3 | Chapter 11 |
| December 10 | Final Exam 8:00 Chapters 7-11 |

INTASC PRINCIPLES

- 1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*
- 2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards*
- 3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*
- 4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.*
- 5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*
- 6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making..*
- 7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context..*
- 8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*
- 9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*
- 10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Important Student Information can be found in your Blackboard course shell.

- Starfish*
- English Proficiency and other Academic Concerns;*
- Students with Disabilities;*
- Academic Honest;*
- Emergency Notification;*
- Continuity of Academic Instruction for a Pandemic or Emergency;*
- Family Education Rights and Privacy Act of 1974 (FERPA)*

Bibliography:

Briton, Crane, John Christopher, Robert L. Wolf, Robert W. Winks. History of Civilization (A Prehistory to 1715; Vol I). Prenatice Hall; Boston 1995.

Cannistraro, Phillip V. and John Reich. The Western Perspective (A History of Civilization in the West). Wadsworth US 2004.

Kegan, Donald, Steven Ozment, Frank M. Turner. The Western Heritage. Prentice Hall; Boston 2012.

Kishlansky, Mark, Patrick Geary, Patricia O'Brien. Unfinished Legacy. Longman. NY 2002.

Spielvogel, Jackson J. Western Civilization. Wadsworth US 2006.

Stayer, Joseph R., Gaatzke Hans W. The Mainstream of Civilization. Harcourt Brace Jovanovich; San Diego 1984.