HISTORY 101: WESTERN CIVILIZATION TO 1500
Dual Enrollment PROGRAM

CATALOGUE DESCRIPTION

History 101: Western Civilization to 1500. Credit 3 hours. No prerequisites. A survey of Western Civilization from prehistoric times to 1500. Four units on the Ancient Near East, the Ancient Greeks, the Ancient Roman World, and the Middle Ages. Includes in-depth coverage of the role of women.

COLLEGE CREDIT VIA DUAL ENROLLMENT

Because Louisiana high schools do not have a World History class equivalent to History 101, this class usually will be offered as a television/streaming video class (for exceptions contact the Dual Enrollment Instructor of Record). The class will have four units as specified in the catalogue, each with ten 50-minute lectures to be delivered by various HIPS faculty with appropriate expertise, broadcast on the Southeastern Channel, and available via streaming video from the Southeastern website. To earn college credit for History 101, students must view all forty lectures; complete all readings assigned by Southeastern’s Department of History and Political Science; and earn a cumulative passing grade on four college-level exams and additional quizzes. The Dual Enrollment Coordinator will be instructor of record and will be responsible for quizzes, exams, grades, etc.

Important Note: Southeastern does not require that the videos be shown during high-school class time. Participating high school teachers have the option to (1) show all of the videos during class time, (2) show some of the videos during class time and have students watch the rest outside of class time in a school lab, library, or at home, or (3) have students watch all of the videos outside of class time in a school lab, library or at home.

It is incumbent upon all students and parents to determine the transferability of Dual Enrollment courses to other institutions. For in-state institutions, Southeaster courses can be cross-referenced using the Statewide Articulation Matrix to determine transferability (https://regents.la.gov/master-course-articulation). Out-of-state institutions should be consulted to determine transferability.

DUAL ENROLLMENT INSTRUCTOR OF RECORD

Mrs. Barbara Burns
Office: Fayard Hall 347D / Phone: 985-549-5916 / Email: bburns@selu.edu
Online office hours: 10-11:30 am Monday – Thursday
All other office hours are by appointment

READINGS

Textbook: Jackson J. Spielvogel, Western Civilization, 10th edition
Course Learning Objectives:

After the completion of this course students will be able to

- Discuss the characteristics of civilization and the various explanations given for why early civilizations emerged.
- Analyze the changing roles of men and women from the agricultural revolution through the Mesopotamian and Egyptian civilizations.
- Identify the chief features of the polis.
- Discuss the effect of the two great fifth century B.C.E. conflicts – the Persian wars and the Peloponnesian War – on Greek civilization.
- Identify the main features of the political and military organization of the Hellenistic kingdoms, and how these new political systems differed from those of Greek city-states.
- Describe the major political institutions of the Roman republic.
- Discuss how the acquisition of an empire affected Roman social and economic institutions, values and attitudes, and art and literature.
- Examine the political, military, economic, and social problems that the Roman Empire faced during the third century.
- Outline the changes Germanic peoples made to the political, economic, and social conditions of the Western Roman Empire.
- Compare the Byzantine Empire that emerged by the eighth century to the empire of Justinian and the Germanic kingdoms in the West.
- Describe how the political, intellectual, and daily life in the Carolingian Empire represented a fusion of Gallo-Roman, Germanic, and Christian practices.
- Describe the fief-holding world and its relationship to manorialism.
- Identify the new agricultural practices that arose in the High Middle Ages.
- Summarize the developments that contributed to the revival of trade in the High Middle Ages and the areas that were its primary beneficiaries.
- Discuss the major intellectual and cultural achievements of European civilization in the High Middle Ages.
- Discuss the reasons for and the impact of the Crusades.
- Describe the impact of the Black Death on the society and economy of Europe.
- Identify the major problems European states faced in the fourteenth century.

REQUIREMENTS

Official communication: Southeastern uses your Southeastern e-mail account to communicate information about your curriculum, classes, assignments, and other important information. You can access your e-mail account from Web mail on Southeastern’s home page. The instructor will not respond to student e-mail from any other e-mail addresses. All emails will be answered within twenty-four (24) hours. You should check your e-mail regularly for messages. Announcements applying to the whole class may be posted on the Moodle website for this class.

Syllabus verification: By the end of the drop/add period, all students must access and read the syllabus on the Moodle site for the class and complete the syllabus verification process.

Exams: There will be eight 25-point quizzes based on reading material in the Spielvogel text and four 100-point exams based on the lectures. The exams each cover one unit of material. All quizzes and exams may be administered via MoodleDE. Grades will be posted on MoodleDE. Grades will be posted as soon as the Instructor of Record receives notice of the completed quizzes/exams. There will be a total of 600 points from exams and quizzes. Your high school
facilitator will determine the date that each quiz or exam is to be administered to the students. Please refer to your high school instructor to ascertain when the assignments are due.

Grading: Grading will be on a 10-point scale: A (90-100), B (80-89), C (70-79), D (60-69), F (below 60).

**Make-ups:** A student with an excused absence may make up any missed quizzes and exams. The student’s school will determine if an absence is excused or not. Missed work must be made up within a reasonable time period upon the student’s return to classes. Any missed quiz or exam that is not made up will be given the grade of zero.

Incomplete (I) grades: University policy states that the grade of “I” (incomplete) will be given only for work which is of passing quality at examination time but which, because of circumstances beyond the student’s control, is not complete. The instructor and student must complete an “I” Contract form in the department office and obtain the department head’s approval. No “I” grades can be given after the end of the final exam period. Students who receive “I” grades must follow the procedure for removing the “I” described in the current *Southeastern General Catalogue*, or the grade will become an “F”.

Posting grades: During the semester grades will be posted on the Moodle website. Final course grades will be posted on Leonet. Do not call the department office or the instructor’s office to ask about grades—it is illegal to give such information over the phone.

Academic Integrity: Exams will be closely monitored. Anyone caught cheating will fail the course and will be reported to appropriate university officials.

**Academic Dishonesty:** Schools agree that the first incident of academic dishonesty in any course by any student in any manner will result in a grade of 0 on the assessment in question. The second incident will result in the student’s failing the Southeastern portion of the course. Southeastern’s Academic Dishonesty Policy:

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue of Southeastern Louisiana University [http://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html](http://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html)

Students with disabilities: If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union.

**Attendance:** Students should refer to the University policy on attendance as stated in the current SLU catalogue. Attendance will be taken at the beginning of each class. If you cannot attend lectures regularly, you should consider dropping the class. **It is your responsibility to complete and file drop forms with you high school course coordinator if you wish to withdraw from the class.** The last
day to withdraw from the class for Fall semester classes is Friday, October 30, 2020 and for Year-long and Spring semester classes is March 26, 2021.

Grade Appeals: Should a student have a concern about a final grade posted for a dual enrollment course, the Grade Appeals policy should be followed below. Please note that a student has 30 days to make a written appeal to the Southeastern Instructor of Record:

After a final course grade is recorded in the Records and Registration Office, a change of grade must be approved in sequence by the instructor of record, the instructor's department head, and the academic dean of the College of Arts, Humanities, and Social Sciences. In the event of a contested final course grade, a student's written appeal of the grade must be submitted to the instructor within thirty (30) calendar days of final grades for the term being due. The grade appeal should also be submitted to Dr. Jeffrey Temple, Assistant Vice President for Academic Programs. For more information about grade appeals, see http://www.southeastern.edu/resources/policies/policy_detail/instruction_practices.html

Content and Exams

Students will be responsible for the following material on exams for History 101.

Unit One: The Ancient Near East
Unit Learning Objectives:
The student will be able to:
- explain the role of women in prehistoric societies
- list the characteristics of the Neolithic Revolution
- explain how the physical environment of the Mesopotamians impacted their development
- describe Sumerian religion
- identify the role of each in Ancient society: Sumerians, Hyksos, Egyptians, Hittites, Phoenicians, Persians, Assyrians, Chaldeans, Hebrews
- Identify the role of each of the following: Darius I, Amenhotep IV, Assurbanipal, Cyrus the Great, King David, Solomon
- Explain the differences that existed between the Old and New Kingdoms of Egypt
- describe the religious beliefs of the Ancient Egyptians
- Describe the Hebrews’ relationship with their neighbors and explain the reason for the difficulties that they faced

Read Spielvogel, Chapters 1-2

View Southeastern Lectures 1-10.

1. The Paleolithic Era
2. The Neolithic Era
3. Sumer and Akkad
4. The Babylonian Empire
5. Egypt
6. Egypt and Mesopotamia Compared
7. The Hittites
8. The Chaldeans and Assyrians
9. The Persians
10. The Hebrews

Exam on Unit One

Unit Two: The Ancient Greeks
Unit Learning Objectives:
The student will be able to:

• Describe the political structure of the polis
• Explain the reasons for the development of the polis rather than a unified nation
  state for the Greeks
• List the chief characteristics of the Greek Dark Ages
• Explain the causes of the Persian Wars
• Explain the changes in Greek society as a result of the Persian Wars
• Identify the roles of Solon, Pisistratus, Cleisthenes, Lycurgus, Herodotus,
  Aristophanes, Euripides, Sophocles, Homer, Socrates, Plato, Aristotle, Arthur Evans,
  Thucydides, Philip II, Alexander the Great, Darius III
• Define: polis, tyranny, helots, periokoi, krypteia, ephors
• Explain the cause of the Peloponnesian War
• Explain the impact of the Peloponnesian War on Greek civilization
• Describe the political changes that occurred during the Hellenistic Era
• Describe the major battles of the conquests of Alexander the great
• List the changes that occurred in the Greek world as a result of the conquests of
  Alexander the Great
• List the changes that occurred in the Greek world as a result of the conquests of
  Alexander the Great

Read Spielvogel, Chapters 3-4

View Southeastern Lectures 11-20.

11. The Bronze Age
12. The Greek Dark Ages
13. Greek Mythology
14. Athens the Typical Polis
15. Sparta the Atypical Polis
16. The Persian and Peloponnesian Wars
17. Hellenic Art and Literature
18. Hellenic Philosophy
19. Alexander the Great
20. The Hellenistic Age

*Exam on Unit Two*

**Unit Three: The Ancient Roman World**

**Unit Learning Objectives:**
The student will be able to:

- Describe the role of each in the development of Roman society: Etruscans and Celts
- Describe the cause and outcome of the First Punic War
- Explain the changes in Roman government as a result of the Punic Wars
- Identify the role played by each of the following in the government of Rome: Gracchi Brothers, Julius Caesar, Sulla, Octavian, Marc Antony, Constantine, Diocletian
- List the characteristics of Roman government under the Julio-Claudian emperors
- Explain the growth of Christianity in the Roman Empire and how it impacted the empire
- Explain the decline of the Roman Empire
- Explain how the Eastern and Western Roman Empires differed

*Read Spielvogel, Chapters 5-7*

*View Southeastern Lectures 21-30.*

21. The Celts and the Etruscans
22. The Roman Monarchy
23. The Early Republic
24. The Late Republic
25. The Early Empire
26. The Rise of Christianity
27. The Late Empire
28. The Germanic ‘Barbarians’
29. The Byzantine Empire
30. The Rise of Islam

*Exam on Unit Three*
Unit Four: The Middle Ages
Unit Learning Objectives:
The student will be able to:

- Explain the changes brought about in Western Europe by the Germanic people
- Identify each of the following: Charles Martel, Charlemagne, Pepin, Otto the Great, Alfred the Great, William of Normandy, Innocent III, Gregory VII, Frederick Barbarossa
- Explain the purpose of: Fourth Lateran Council, Canon Law, Concordant of Worms, Magna Carta, Council of Constance
- Explain how the manor system worked in Western Europe
- Describe the changes that occurred in agriculture in Medieval Europe
- Explain the conflicts that occurred between medieval Popes and Kings
- Explain the impact of the Black Death on the Medieval World
- List the major economic problems of the European states in the 14th century

Read Spielvogel, Chapters 8-11
View Southeastern Lectures 31-40.

31. The Franks and the Carolingian Empire
32. Magyars, Moors, and Vikings
33. Feudalism and Manorialism
34. The Holy Roman Empire
35. Anglo-Saxons and the Norman Conquest
36. Urban and Commercial Revival
37. Church Reform in the High Middle Ages
38. Politics in the High Middle Ages
39. The Crisis of the Fourteenth Century
40. The Renaissance

Exam on Unit Four (Final)