

San José State University
College of Social Sciences/History Department
History 10A, Western Civilization, Sec. 2, Fall, 2020

Course and Contact Information

Instructor(s):	Dr. Mary Lynn Wilson
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Office Hours:	Mondays, Tuesdays, Wednesdays, Thursdays 9:15-10:00 am
Class Days/Time:	Mondays and Wednesdays 12:00-1:15 pm
Classroom:	Canvas Page for this class
GE/SJSU Studies Category:	D2

Course Description

History and culture of Europe; social and political structures; roles of individuals and groups; relationships among ideas, institutions, society and culture; to 1648. GE Area: D2

Course Format

This is a synchronous, online course. You will need to be able to access the internet and download the Zoom app.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with Canvas, visit the following link: http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course Goals

CG 1: Social Science courses should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

GE Learning Outcomes (GELO)

Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

Upon successful completion of this GE course, students will be able to:

GELO 1: place contemporary developments in cultural, historical, environmental, and spatial contexts.

- GELO 1 is fulfilled by the quizzes, the exams, the group primary source project, the VR project and the individual paper.

GELO 2: identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them;

- GELO 2 is fulfilled by the quizzes, the exams, the group primary source project, the VR project and the individual paper.

GELO 3: evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

- GELO 3 is fulfilled by the individual paper and the group primary source project.

GELO 4: compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

- GELO 4 is fulfilled by the exams, the VR project and the group primary source paper.

Course Learning Outcomes (CLO)

CLO 1: understand Western Civilization to 1648 in a global context.

- CLO 1 is fulfilled by the exams.

CLO 2: write at least 1500 words in a language and style appropriate to the discipline.

- CLO 2 is fulfilled by the individual paper, the group primary source project, and the VR project.

CLO 3: organize and develop all parts of an essay including thesis statements, outlines, drafts, and bibliographies.

- CLO 3 is fulfilled by the individual paper and its parts including the thesis statement, outline, and bibliography.

CLO 4: write a clear, concise, argumentative, and academic history paper.

- CLO 4 is fulfilled by the individual paper.

CLO 5: read and interpret primary sources.

- CLO 5 is fulfilled by the group primary source project.

Required Texts/Readings

Textbook

Clifford R. Backman. *Cultures of the West: A History. Volume 1: To 1750*. Third Edition. Oxford University Press, 2019. (ISBN: 978-0-19-007042-7) (The First and Second Editions will also work.) (Required)

Clifford R. Backman and Christine Axen, Eds. *Sources for Cultures of the West. Volume 1: To 1750*. Second Edition. Oxford University Press, 2019. (ISBN: 978-0-19-007030-4) (The First and Second Editions will also work.) (Required)

All books can be purchased at the SJSU Bookstore or online at Amazon or Barnes & Noble.

Other Readings

Other technology requirements / equipment / material All required and recommended readings other than the textbooks listed above are available on the course Canvas learning management system.

You will need a good **dictionary** and **thesaurus** that you can use at home and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible on line.

Other technology requirements / equipment / material

Useful but not necessary:

Google Cardboard Virtual Reality Glasses or any other brand or type

Google Cardboard App

Google Expeditions App

Library Liaison

Our Library Contact is Nyle Monday, Phone (408)808-2041, email Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Studying Requirements: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Quizzes: Pop quizzes will be given randomly by the instructor at any time during a class period. The quizzes will be short answer and reflect assigned reading and lectures. The student must be present during the scheduled class period to take a quiz. Make-up quizzes will not be given unless the student has a doctor's note, a letter from a SJSU coach specifying an away game on the day of the quiz, or proof of jury duty.

Fulfills Goals/Outcomes: GELO 1, GELO 2, GELO 3, GELO 4, CLO 1.

Exams:

The two exams consist of essay questions and map identification including Europe and the Middle East. The essay questions are based on the readings in *Cultures of the West* and the lectures in the class. The student will respond to 4 essay questions with each question offering at least 2 options to answer.

Each student is allowed both sides of a hand-written, 8 ½ x 11 inch piece of paper to use as notes for each exam. These notes must be uploaded to Canvas prior to the exam. The notes must be hand-written original and not typed or copied. Study questions will be available on Canvas two weeks before the exam. Students will sign and upload to Canvas a signed statement of honesty in which students swear not to cheat on the exam.

Grading: The essay exam questions will be graded on the student's ability to analyze and synthesize information from the lectures and textbook.. The exams will be graded on the following criteria. An 'A' answer will not only give factual information but also be able to discuss the implications of the facts presented. A 'B' answer will be able to express all the facts needed to answer the question but will not make a satisfactory attempt to discuss the implications. A 'C' answer will explain the majority of the facts but will leave out one or two ideas. A 'D' answer will explain a few of the facts but leave out key, important ideas. A 'F' answer will miss the point of the question or only have minimal understanding of the facts involved. Fulfills Goals/Outcomes: CG1, GELO 1, GELO 2. GELO 3, GELO 4, CLO 1.

Virtual Reality Group Projects:

These are group projects. The class will be divided into 5 groups with approximately 5 students in each group. These are hands-on and written projects. Twice during the semester the class will have Virtual Reality time in class for students to complete the hands-on portion of the projects. There are two separate projects;

1. The group will view a Mesolithic campsite and a Neolithic village. The group will write a response paper comparing and contrasting these two time periods and cultures. The questions will be discussed in class and posted on Canvas.
2. After the midterm, the class will have time to view some buildings from the Mayan Empire, the Aztec Empire, and the Inca Empire. The group will write a response paper. The group will first compare and contrast the cultures two of these cultures. The questions will be discussed in class and posted on Canvas.

Format: The papers should be typed in 12-point Times Roman font and double spaced. Each question should be stated and the students' answer should follow. VR Group Projects should be approximately 1-3 pages long.

Content: The group should answer all questions completely and show that they not only viewed the Virtual Reality, but they also used critical thinking skills.

Graded: These assignments are graded on completeness, critical thinking, and the ability to write in university-level English.

Fulfills Goals/Outcomes: CG1, GELO 2, GELO 4, CLO 1, CLO 2.

Primary Source Group Project:

This is a group project. The class will be divided into 5 groups with approximately 5 students in each group. This is a written and oral project. Each group will select a chapter from 1-14. Each group will choose 2 sources from the appropriate chapter in *Sources for Cultures of the West*. The sources selected should be the best ones from the chapter to represent the time period covered in the chapter.

Format: Written Paper: The students should clearly and completely answer the questions associated with the two sources. The students should also explain why they chose the sources they did. **Oral Presentation:** The students will have 10 minutes to orally present their findings to the class. This will be completed live on Zoom. All students in the group should speak. **Critique:** After the group's presentation, the group that speaks after the group will critique the group's choice of sources and answers orally to the class. In other words, 2 will critique 1, 3 will do 2, 4 will do 3, 5 will do 4, and 1 will do 5. The group will have 5 minutes of class time.

Content: Written Paper-- The students should clearly and completely answer the questions associated with the two sources. The students should also explain why they chose the sources they did. **Oral Presentation--** The group should summarize the sources for the class and then present the findings from the written paper orally. **Critique--** The critiquing group will present why they agree or disagree with the sources chosen and add interpretation to the chosen sources if needed.

Graded: Both the oral, critique, and written portions of the project are graded on the completeness of the answers and on the group's understanding of the primary source. The answers should show critical thinking skills and a deep understanding of the time period and the chosen sources. The written portion will also be graded on grammar, clarity, and the ability to write in university-level English. After the assignment has been submitted to the instructor, the group should decide how the points should be distributed among group members. If everyone contributes equally, the group should decide on an equal distribution. If some students contribute more and others contribute less, then the distribution should reflect this. All group members should sign the point distribution sheet. Any intra-group arguments will be decided by the instructor after listening to all sides.

Fulfills Goals/Outcomes: CG 1, GELO 2, GELO 3, CLO 2, CLO 5.

Paper:

Each student will write a 6-7 page paper. This paper is worth 100 points. In addition to the final paper, this assignment includes a thesis statement worth 25 points, a bibliography worth 25 points, and an outline worth 50 points. This paper must have an arguable thesis presented in the last sentence of the first paragraph of the paper. The student should choose a culture covered in *Cultures of the West*. The student should then read the corresponding chapter for that culture in *Sources for Cultures of the West*. The student should then choose a large primary source like *Gilgamesh* for Mesopotamia. In other words, the student should not just read the 5 pages of *Gilgamesh* in *Sources for Cultures of the West*, the student should read these pages and then go to the library, check out the complete book of *Gilgamesh*, and read it. The student will then write a paper arguing the three top values **or** the three top fears of the chosen culture—not both.

Thesis: This assignment should be in 12 point Times New Roman font. The student needs to write an analytical thesis arguing either the top three values or the top three fears of the chosen culture based on the primary source. The student should write about half a page on why he/she chose this topic and thesis.

Bibliography: The student should list all primary sources in either MLA or APA format. No secondary sources are needed for this paper.

Outline: This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be

approximately three to four pages long. Write the extensive outline of your term paper. You should include your thesis statement at the beginning. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. This should not be a draft of your paper. It should be an outline with bullet points. You should have proofread this material at least once before you submit it. While this paper does not need footnotes, it should have some indication of what you are citing. The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Format: This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper.

Grading: Thesis. Must have an arguable thesis on a topic approved by the instructor. Bibliography: Must use MLA or APA format appropriately. Primary sources should be appropriate for the topic and time period.

Outline: Must have an arguable thesis, a topic sentence for each paragraph, cited evidence, and interpretation. This should be in outline format. Paper. Grading Criteria is below.

Fulfills Goals/Outcomes: GELO 2, CLO 2, CLO 3, CLO 4. CLO 5.

The Papers will be graded on the following criteria:

Qualities of an “A” Paper

Content and Organization

- Fulfills all requirements of the assignment
- Has an arguable and unique thesis
- Presents accurate information with generalizations supported by facts, examples, or analysis
- Argues logically
- Displays original thought
- Has a recognizable subject
- Is clearly organized
- Contains unified paragraphs that support recognizable topic sentences
- Has an effective introduction and conclusion if appropriate
- Contains effective transitions
- Uses the appropriate format for the document

Clarity and Correctness

- Uses sentences that are easy to understand on a first reading
- Includes a variety of sentence constructions that are appropriate for the subject, reader, and type of paper
- Has no serious errors of diction, syntax, grammar, punctuation, or spelling
- Shows evidence of careful proofreading and editing

Qualities of a “B” Paper

Content and Organization

- Fulfills all requirements of the assignment
- Has an arguable thesis
- Presents accurate information with generalizations supported by facts, examples, or analysis
- Argues logically
- Has a recognizable subject
- Is clearly organized
- Contains unified paragraphs that support recognizable topic sentences
- Has an introduction and conclusion if appropriate
- Contains transitions

- Uses the appropriate format for the document

Clarity and Correctness

- Uses sentences that are easy to understand on a first reading
- Includes a variety of sentence constructions that are appropriate for the subject, reader, and type of paper
- Has no more than one serious error of diction, syntax, grammar, punctuation, or spelling (The error does not prevent comprehension)
- Shows evidence of careful proofreading and editing
- Does not repeat an error marked on a previous paper

Qualities of a “C” Paper

Content and Organization

- Fulfills the main requirements of the assignment
- Has a thesis that is obvious
- Presents supports generalizations supported with some detail
- Argues logically
- Has a recognizable subject
- Is clearly organized
- Contains unified paragraphs that support recognizable topic sentences
- Has an introduction and conclusion if appropriate
- Uses the appropriate format for the document

Clarity and Correctness

- Uses sentences that are understandable
- Shows a variety in sentence construction
- Has no more than two serious errors of diction, syntax, grammar, punctuation, or spelling (The error does not prevent comprehension)
- Shows an understanding of the conventions of written English
- Does not repeat an error marked on a previous paper

Qualities of a “D” or “F” Paper

- Uses an approach that indicates inadequate understanding of the assignment
- Does not have a thesis
- Presents information that may be inaccurate, irrelevant, or incomplete
- Has inadequate support for generalizations
- Contains logical flaws or plagiarized ideas or words
- Has an ambiguous or vague subject
- Is not clearly organized
- Contains paragraphs without easily understood topic sentences
- Contains sentences that are not understandable or are not really sentences
- Has more than two serious errors of diction, syntax, grammar, punctuation, or spelling
- Repeats errors marked on a previous paper
- Does not use the appropriate format for the document

Serious Errors of Diction, Syntax, Grammar, Punctuation, or Spelling include but are not limited to:

- Misspelling a word
- Using the wrong word
- Misusing commas, semi-colons, colons, and apostrophes
- Not having complete sentences
- Not having subject-verb agreement
- Not having pronouns agree with the nouns they represent in number and gender

Final Examination or Evaluation

The final exam is the second exam discussed above. The exam will be given online at the assigned time for this course.

Grading Information

Assignments:

Quizzes	20%	200
Midterm	22.5%	225
Final	22.5%	225
Group Primary Source		
Written	2.5%	25
Oral	2.5%	25
Critique	2.5%	25
Virtual Reality Group 1	4	40
Virtual Reality Group 2	4	40
Research Paper		
Thesis	2.5%	25
Bibliography	2.5%	25
Extensive Outline	5%	50
Paper	10%	100
Total	100%	1000

Grading Policy

This course must be passed with a C or better as a CSU graduation requirement.

	A+	=	1000-981 points
	A	=	980-921 points
A-		=	920-901 points
	B+	=	900-881 points
	B	=	880-821 points
B-		=	820-801 points
	C+	=	800-781 points
	C	=	780-721 points
	C-	=	720-701 points
	D+	=	700-681 points
	D	=	680-621 points
	D-	=	620-601 points
	F	=	600 and below

Possible Extra Credit: Students may earn up to 20 points extra credit. They can earn 5 points for each of the following SJSU Library Tutorials: Plagiarism, Paraphrasing, Finding Scholarly Peer-Reviewed Articles, and Assignment Calculator. The student needs to submit to the instructor tutorial scores or proof of completion of tutorial a week after the midterm.

Submission of Papers: All final drafts must be submitted on Canvas.

Late or Make-Up Assignments: Writing assignments may be submitted late for a reduction of half a letter grade for every 24 hours that the paper is late.

Timely Grading of Assignments: Since all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades, I will make every attempt to get your papers back to you within two to three weeks. If the grading will take any longer than that, I will let you know in class why the grading is taking longer than anticipated and when I anticipate the work to be graded.

Classroom Protocol

Below are hints for Academic Success:

1. **Attend Every Class**—Making school your priority will help ensure your success. Every time that you miss class, you not only miss important content, but you also waste your money.
2. **Learn from Your Mistakes and the Mistakes of Others**—If your papers are marked with the same continual mistake, take the initiative and find out what you are doing wrong and learn how you can fix it. Your instructor is always happy to help students who want to learn and improve. One day when the class has student presentations, pay attention and learn from other students' strong points and mistakes. This way, you will know what works and what doesn't work in different communication environments.
3. **Be Courteous to Other Students**—Please don't distract other students while on Zoom. Please mute your computer if you do not intend to speak to the whole class. Even if you are silent, any background noise around you can distract other students.
4. **Come to Class Prepared**—Do the reading assignments listed in the syllabus for the week they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask informed questions. Most people learn best if they read information, then they hear the information, and then they do something, like take notes, with the information. Do yourself a favor and read the assigned reading.
5. **Submit your Assignments on Time**—A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work that you submit late or not at all, the more likely you are not to pass the class.
6. **Don't Suffer Silently**—If you are having problems with an assignment, a reading assignment, a presentation, or another student, please discuss this with the instructor as soon as possible. Don't wait until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.

7. **Be in the Moment**—Please turn off your phones, tablets, laptops, and any other technology that might distract you from learning. These devices should only be used for academic purposes in class such as note taking, checking course materials when needed, or checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

History 10A / Western Civilization, Fall 2020

Course Schedule

The following schedule is subject to change with fair notice. Students will be notified of any changes in class, by SJSU email, and under Canvas announcements.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed Aug 19	Lecture: Introduction to the Class and The First Civilizations Reading: <i>Cultures of the West</i> , Before History & Chapter 1 <i>Sources of the Cultures of the West</i> , Chapter 1
2	Mon Aug 24	Lecture: The First Civilizations
2	Wed Aug 26	Lecture: The First Civilizations/The Ancient Near East Reading: <i>Cultures of the West</i> , Chapter 2 <i>Sources of the Cultures of the West</i> , Chapter 2
3	Mon Aug 31	Lecture: The Ancient Near East Virtual Reality Day—Sort of
3	Wed Sept 2	Lecture: The Ancient Near East/The Hebrews Reading: <i>Cultures of the West</i> , Chapter 3 <i>Sources of the Cultures of the West</i> , Chapter 3

Week	Date	Topics, Readings, Assignments, Deadlines
4	Mon Sept 7	No Class—Labor Day Weekend
4	Wed Sept 9	Lecture: The Hebrews/The Greeks and the Persians Due Virtual Reality Paper 1 Reading: <i>Cultures of the West</i> , Chapter 4 <i>Sources of the Cultures of the West</i> , Chapter 4
5	Mon Sept 14	Lecture: The Greeks and the Persians
5	Wed Sept 16	Lecture: The Classical Greece and the Hellenistic World Reading: <i>Cultures of the West</i> , Chapter 5 <i>Sources of the Cultures of the West</i> , Chapter 5
6	Mon Sept 21	Lecture: The Classical Greece and the Hellenistic World Due Thesis Statement for Individual Paper
6	Wed Sept 23	Lecture: Classical Greece and the Hellenistic World Reading: <i>Cultures of the West</i> , Chapter 6 <i>Sources of the Cultures of the West</i> , Chapter 6
7	Mon Sept 28	Lecture: Rome
7	Wed Sept 30	Lecture: Rome Reading: <i>Cultures of the West</i> , Chapter 7 <i>Sources of the Cultures of the West</i> , Chapter 7
8	Mon Oct 5	Lecture: The Rise of Christianity Due Bibliography for Individual Paper
8	Wed Oct 7	Midterm
9	Mon Oct 12	Lecture: The Rise of Christianity/The Middle Ages
9	Wed Oct 14	Lecture: The Early Middle Ages

Week	Date	Topics, Readings, Assignments, Deadlines
		Reading: <i>Cultures of the West</i> , Chapter 8 <i>Sources of the Cultures of the West</i> , Chapter 8
10	Mon Oct 19	Lecture: The Early Middle Ages/Islam
10	Wed Oct 21	Lecture: Islam Reading: <i>Cultures of the West</i> , Chapter 9 <i>Sources of the Cultures of the West</i> , Chapter 9
11	Mon Oct 26	Lecture: Islam
11	Wed Oct 28	Lecture: Islam/The Late Middle Ages Due Outline for Individual Paper Reading: <i>Cultures of the West</i> , Chapter 10 <i>Sources of the Cultures of the West</i> , Chapter 10
12	Mon Nov 2	Lecture: The Late Middle Ages
12	Wed Nov 4	Lecture: The Late Middle Ages/Renaissance & Reformation Reading: <i>Cultures of the West</i> , Chapter 11 <i>Sources of the Cultures of the West</i> , Chapter 11
13	Mon Nov 9	Lecture: Renaissance & Reformation Reading: <i>Cultures of the West</i> , Chapter 12 <i>Sources of the Cultures of the West</i> , Chapter 12
13	Wed Nov 11	NO CLASS—Veterans Day
14	Mon Nov 16	Lecture: Renaissance & Reformation/Voyages of Discovery & Science
14	Wed Nov 18	Lecture: Voyages of Discovery & Science VR Day –Sort of VR Reading: <i>Cultures of the West</i> , Chapter 13 <i>Sources of the Cultures of the West</i> , Chapter 13
15	Mon Nov 23	Lecture: Voyages of Discovery & Science

Week	Date	Topics, Readings, Assignments, Deadlines
		Reading: <i>Cultures of the West</i> , Chapter 14 <i>Sources of the Cultures of the West</i> , Chapter 14
15	Wed Nov 25	NO CLASS—Thanksgiving Holiday
16	Mon Nov 30 Wed Dec 2	Lecture: Wars Lecture: Wars Due VR Paper 2
17	Mon Dec 7	Due Group Primary Source Project and Presentations Due Individual Paper
Final Exam	Wed Dec 9	Wednesday, December 9, 9:45-Noon Online