



Date		Credits	3
Course Title	Western Civilization I	Course Number	EUH1001
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45 16 Weeks		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107th Avenue Suite 301
Doral, FL 33178

Name and Contact Information of Instructor

Book required

(San Ignacio University recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

A History of Western Society
 McKay 11th ed
 ©2014 | Bedford/St. Martin
 ISBN: 9781457615139

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than **6** tardies, the instructor will contact the San Ignacio



University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

The purpose of this course is to analyze the main events in human civilization from ancient times to modern times. Students will be able to understand the relationship between the past and the present. Students are expected to analyze the way Western society has change over time and how major events and ideas shaped our society. Geography, religions, customs, wars and ideologies are examined in order to understand Western civilization.

Learning Objectives

At the end of this course student will be able to:

- To review origins, small kingdoms and mighty empires in the Near East.
- To explain the development of Classical Greece and the Hellenistic world.
- To study the rise of Rome and the Pax Romana.
- To understand the state and church in the Middle Ages.
- To describe the life of people and the nature of creativity in the Middle Ages.
- To characterize European society in the age of the Renaissance.
- To examine reformations and religious wars.
- To learn about European exploration and conquest.
- To analyze the revolution in energy and industry.
- To assess dictatorships and the Second World War
- To review Cold War conflict and consensus.
- To study challenges to the postwar order and assess Europe in an age of globalization.

Topical Outline and Schedule

DATE	WEEK 1
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the course. • Discuss what defines Western Civilization. • Examine the spread of Mesopotamian culture.



	<ul style="list-style-type: none"> Analyze the disruption and diffusion of civilizations. Assess the development of the Hebrew state. Study the factors that contributed to the Assyrian conquering of their neighbors.
TOPIC (S)	<ul style="list-style-type: none"> Review the syllabus. Discuss Library Orientation Course. Outline the Persian rise to power and influence. Describe how the Greeks adapted to their new landscape. Analyze the origin and governments of the Polis. Trace the cultural and social developments of the Greek Archaic Age.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Discussion of Syllabus Assess the effect of war on the intellectual and social process during the Classical Period. Interpret political and military challenges met by the Greek city-states.
HOMEWORK & ASSIGNED READINGS	<p>Review the Syllabus Complete the Library Orientation Course. Instructor to verify completion. Homework: Chapter 1-3, pp. 4-87</p>
DATE WEEK 2	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Interpret the motivations behind Alexander’s attack on the Persian Empire. Analyze the effect of the Greek migration on the Greek and native people. Study the effects of East-West trade on ordinary peoples during the Hellenistic period.
TOPIC (S)	<ul style="list-style-type: none"> Discuss Final Class Project & Presentation. Assess Hellenistic religion and intellectual advances. Understand how geography and the Etruscans shape early Roman history. Describe the nature of the Roman republic.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Participate in a discussion of chapter topics. Learn how the Roman society changed during the age of expansion
HOMEWORK & ASSIGNED READINGS	<p>Homework: Chapter 4 and 5, pp. 92-142</p>
DATE WEEK 3	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Discuss student topic selection, library research, tentative bibliography. Study August’s transformation of the Roman Empire. Examine the spread of Christianity.

	<ul style="list-style-type: none"> Review the factors that led Rome into political and economic chaos.
TOPIC (S)	<ul style="list-style-type: none"> Highlight the attempts to strengthen and reform the Roman Empire. Trace the institutional and intellectual development of the growth and development of the Christian church. Describe the characteristics of barbarian society. Explain the techniques used to convert barbarian peoples to Christianity. Point out achievements of the Byzantine Empire and the reasons for its success.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Determine what factors led Rome into political and economic chaos. Describe the factors that promoted the survival of the Byzantine Empire and its accomplishments.
HOMEWORK & ASSIGNED READINGS	<p>Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography</p> <p>Due: Project Topic Due: Tentative Bibliography</p> <p>Homework: Chapter 6 and 7, pp. 144-203</p>
DATE	WEEK 4
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Describe how Islam took root in the Middle East and the Iberian Peninsula. Explain how Frankish rulers governed their kingdoms. Underline the significant intellectual and cultural changes in Charlemagne's era. Discuss Invasions and migrations.
TOPIC (S)	<p>Due: Project Topic Due: Tentative Bibliography</p> <ul style="list-style-type: none"> Understand how political and economic structures developed. Describe the nature of political revival and the origins of the modern state. Discuss attempts of the papacy to evolve. Study the expansion of Christianity in Northern and Eastern Europe.
LEARNING ACTIVITIES	<p>Assess what political and economic structures developed in Europe after the invasions.</p> <ul style="list-style-type: none"> Analyze how the motives, course and consequences of the Crusades reflect and shape developments in Europe.
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project</p> <p>Homework: Chapter 8 and 9, pp. 209-269</p>
DATE	WEEK 5
SPECIFIC	<ul style="list-style-type: none"> Describe the characteristics of village life.



OBJECTIVES	<ul style="list-style-type: none"> • Observe how religious practices and attitudes permeated everyday life. • Learn about the lifestyle of the nobility. • Discuss medieval gender roles within religious order.
TOPIC (S)	<ul style="list-style-type: none"> • Study medieval towns and economic revival. • Describe urban life and the differences in how it was experienced differently among different social classes. • Understand how literature and architecture express the ideals and attitudes of medieval people. • Explain how the attitudes of cities affected the attitudes towards the church.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Learn the role of men and women affiliated with religious orders play in medieval society. • Analyze how the growth of cities affected attitudes towards the church, and what the church's response was.
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 10 and 11, pp. 274-334
DATE	WEEK 6
SPECIFIC OBJECTIVES	<p>EXAM I</p> <ul style="list-style-type: none"> • Describe the demographic, economic, and social consequences of climate change. • Explain how the spread of the plague shaped European society. • Determine the causes of the Hundred Years' War and the affect on European social and cultural life.
TOPIC (S)	<ul style="list-style-type: none"> • Examine the challenges to the Christian church in the fourteenth century. • Learn about social unrest in a changing society. • Observe wealth and power in Renaissance Italy. • Analyze the fundamental ideas of the Renaissance and how were they different across gender and regional differences. • Understand how art came to reflect new Renaissance ideals.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Describe how economic and social tensions contribute to revolts, crime, violence, and a growing sense of ethnic and national distinctions. • Learn how the nation-states of Western Europe evolved in the age of the Renaissance.
HOMEWORK & ASSIGNED READINGS	Chapter 12 and 13, pp. 340-403
DATE	WEEK 7
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Interpret what were the central ideas of the reformers and why were they appealing to different social groups.

	<ul style="list-style-type: none"> Analyze how the political situation in Germany shaped the course of the Reformation. Assess the spread of Protestant ideas and institutions spread beyond German-speaking lands,
TOPIC (S)	<ul style="list-style-type: none"> Examine the response of the Catholic Church to the new religious situation. Describe the causes and consequences of religious violence. Study the Afro-Eurasian trading world before Columbus. Discuss the European voyages of discovery. Point out the impact of European conquest on the peoples and ecologies of the New World. Explain how literary productions reflect the encounter with new peoples and places.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Determine what were the causes and consequences of religious violence. Comprehend how new ideas about race and the works of Montaigne and Shakespeare reflected encounters with new peoples and places.
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 14 and 15, pp. 408-475
DATE	WEEK 8
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Explain the common crises and achievements of seventeenth-century European states. Describe the nature of absolutism in France and Spain. Analyze how the rulers of Austria and Prussia transformed their nations into powerful absolutist monarchies.
TOPIC (S)	<ul style="list-style-type: none"> Describe the baroque style in art and music. Characterize the revolutionary aspects of the new attitudes toward the natural world. Assess how the new worldview affected the way people thought about society and human relations. Determine how the Enlightenment affected the way people thought about society and human relations.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Discuss chapter topics Recognize the impact of new ways of thinking on political developments and monarchical absolutism.
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 16 and 17, pp.480-550
DATE	WEEK 9
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Developments that led to the agricultural revolution and how these changes affected the lives of the peasants.



	<ul style="list-style-type: none"> • Discuss the beginning of the population explosion. • Analyze the growth of rural industry. • Determine what guilds are and why they become controversial in the eighteenth century.
TOPIC (S)	<ul style="list-style-type: none"> • Describe changes that occurred in marriage and family. • Characterize attitudes toward children and education. • Explain how popular culture and consumerism affected people’s lives. • Trace patterns of popular religion and how they interacted with the worldview of the educated public and their Enlightenment ideals. • Interpret how the practice of medicine evolved in the eighteenth century.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Assess how colonial markets boost Europe’s economic and social development, and what conflicts and adversity world trade entailed. • Recognize the changes to marriage and family in the course of the eighteenth century.
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 18 and 19, pp. 554-614
DATE	WEEK 10
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Analyze the social, political, and economic factors that formed the background to the French Revolution. • Describe constitutional monarchy in France and how the new constitution affected the various members of French society at home and in the colony of Saint-Domingue. • Interpret how and why the revolution took a radical turn at home and in the colonies.
TOPIC (S)	<ul style="list-style-type: none"> • Explain why Napoleon assumed control of France and the factors that led to his downfall. • Determine how the new republic of Haiti gained independence from France. • Outline the development of the industrial revolution in Britain. • Find how continental countries respond to the challenge of industrialization. • Study how the industrial revolution affected people of all social classes and what measures were taken to improve the conditions of workers.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Explain how and why the Revolution took a radical turn at home and in the colonies. • Describe the origins of the Industrial Revolution in Britain, and how it developed between 1780 and 1850.
HOMEWORK & ASSIGNED	Continue research and work on final project Homework: Chapter 20 and 21, pp. 620-682

READINGS	
DATE	
WEEK 11	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Discuss the aftermath of the Napoleonic wars. • Point out the basic tenets of liberalism, nationalism, and socialism. • The characteristics and artists of the Romantic Movement. • Study reforms and revolutions before 1848.
TOPIC (S)	<ul style="list-style-type: none"> • Describe life in the cities and how urban life changed in the nineteenth century. • Determine what the emergence of urban industrial society meant for people of different socioeconomic groups. • Explain how families changed and coped with the challenges and opportunities of the developing urban civilization. • Find what major changes in science and thought reflected and influenced the new urban society.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Identify the groups of people attracted to changing ideologies and the effects on society. • Assess how working-class and middle-class families changed as they coped with the challenges and the opportunities of the developing urban civilization.
HOMEWORK & ASSIGNED READINGS	Due: First Draft of Final Project Chapter 22 and 23, pp. 686-745
DATE	
WEEK 12	
SPECIFIC OBJECTIVES	<p>MIDTERM EXAM II</p> <ul style="list-style-type: none"> • Trace the political strategic maneuvers of Napoleon III in France. • Examine how the process of unification in Italy and Germany create conservative nation-states. • Explain how the process of unification in Italy and Germany created conservative nation-states. • Study the ways in which the United States experienced nation building.
TOPIC (S)	<ul style="list-style-type: none"> • Describe the modernization of Russia and the Ottoman Empire. • Assess why the socialist movement grew and how revolutionary it was. • Understand industrialization and the world economy. • Point out how the great migration was an integral part of Western expansion. • Observe the general pattern of non-Western responses to Western expansion.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Analyze how Napoleon III sought to reconcile popular and conservative forces in an authoritarian nation-state. • Review global consequences and responses to Western expansion
HOMEWORK	Chapter 24 and 25, pp. 750-811

& ASSIGNED READINGS	
DATE	WEEK 13
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Determine what caused the First World War and why it had significant popular support. • Interpret how the First World War changed the nature of modern warfare. • Assess the impact of total war on civilian populations. • Understand what led to the Russian revolution and what its outcome was. • Analyze how the allies formed a peace settlement and why it was unsuccessful.
TOPIC (S)	<ul style="list-style-type: none"> • Identify uncertainty in modern thought. • Survey how modernism revolutionized architecture, art, and music. • Study how the emerging consumer society and mass culture of the interwar years affected the everyday lives of men and women. • Review how the democratic leaders of the 1920s attempted to establish peace and prosperity. • Learn how Western democracies responded to the challenge of the Great Depression.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discuss the social impact of war and revolution. • Understand the ways in which new and sometimes radically experimental ideas reflect the general crisis in Western thought.
HOMEWORK & ASSIGNED READINGS	Editing & Revision of Final Project Chapter 26 and 27, pp.816-883
DATE	WEEK 14
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Differentiate between totalitarian dictatorship and conservative authoritarianism. • Study the reality of Stalin's Soviet Union. • Understand Mussolini and Fascism in Italy. • Learn about Hitler and Nazism in Germany.
TOPIC (S)	<ul style="list-style-type: none"> • Discuss postwar Europe and the origins of the Cold War. • Assess how Europe recovered so successfully and what were the sources of postwar stability. • Identify the pattern of rebuilding and development in the Soviet Union and communist Eastern Europe. • Recognize the circumstances and influences that shaped the postwar colonial independence movements. • Study postwar social transformations.
LEARNING	<ul style="list-style-type: none"> • Discuss dictatorship and the Second World War.

ACTIVITIES	<ul style="list-style-type: none"> • Examine Cold War conflict and consensus.
HOMEWORK & ASSIGNED READINGS	Editing & Revision of Final Project Chapter 28 and 29, pp. 888-955
DATE	WEEK 15
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Final Project • Final Presentation • Final Exam • Examine reform and protest in the 1960s. • Observe changing consensus in Western Europe. • Study the internal and external factors that weakened communist power in the East Bloc. • Consider the challenges of rebuilding Russia and Eastern Europe.
TOPIC (S)	<ul style="list-style-type: none"> • Describe the defining features of globalization and how changing international structures transform European societies. • Explain how population decline and large-scale immigration lead to demographic changes in contemporary Europe. • Identify key problems faced by European societies in the twenty-first century.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Recognize challenges to the postwar order. • Study Europe in the age of globalization.
HOMEWORK & ASSIGNED READINGS	Chapter 30 and 31, pp.960-1024

Instructional Methods

The methods of instruction will be influenced by institutional constraints, class size, class meeting length, course length, and individual instructor style. Usually, student interest and learning is enhanced by the use of multiple instructional methods. Aside from the traditional assignment of textbook readings and presentation of lectures based on these readings, methods of instruction might include the following:

1. A review of the questions at the end of each chapter.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

Western Civilization Resource Center

http://wadsworth.cengage.com/history_d/special_features/ext/westciv_simsnew/WesternCiv-ch01.html#documents

Intro to Western Civilization

(YouTube) <https://www.youtube.com/watch?v=FWqddqKgo7I&index=1&list=PLP33v4JsMz9-QP0raLBiGPvjGdNuJi9Do>

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

Homework: 15%

Exams I, II, III: 30% (10% each)

Final Presentation: 30% (15% each)

Final Research Project: 25%



Total: 100 %

Date Syllabus was reviewed : Date: 5-02-2016