

A. Linwood Holton Governor's School
HIS 101/102: Western Civilization I and II

Course Syllabus

2017-2018

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Office Hours: virtual office hours in iLinc and by appointment

How Best to Contact Instructor: the best method to contact Mr. Hagy is via email.

I. History 101: Western Civilization I & History 102: Western Civilization II

An Introductory Thought:

So-called Western Civilization, as practiced in half of Europe, some of Asia and a few parts of North America, is better than anything else available. Western civilization not only provides a bit of life, a pinch of liberty and the occasional pursuance of happiness, it's also the only thing that's ever tried to. Our civilization is the first in history to show even the slightest concern for average, undistinguished, none-too-commendable people like us.

--P.J. O'Rourke

II. VCCS College Course Catalogue Descriptions:

HIS 101: According to the VCCS Catalog, HIS 101: History of Western Civilization I (3 credits): examines the development of western civilization from ancient times to the present.

Specifically, HIS 101 examines Western Civilization from the earliest periods through the Scientific Revolution. It studies the people, events, ideas, cultures, and elements which have contributed to Western Civilization through c. 1600 AD.

HIS 102: According to the VCCS Catalog, HIS 102: History of Western Civilization II (3 credits/3 credits): examines the development of western civilization from ancient times to the present.

Specifically, this course, HIS 102, examines Western Civilization from the Scientific Revolution to the present. It studies the people, events, ideas, cultures, and elements which have contributed to Western Civilization through c. 2017 AD.

Forewarned, forearmed; to be prepared is half the victory.
--Miguel de Cervantes

This class is a dual enrollment course and college credit is offered through one of four community colleges based on the location of the high school the student attends. The four community colleges that may be awarding the credit are Mountain Empire Community College, Southwest Virginia Community College, Virginia Highlands Community College, and Wytheville Community College. To contact the A. Linwood Holton Governor's School:

A Linwood Holton Governor's School

P. O. Box 1987

Abingdon, VA 24212

(276) 619-4326

www.hgs.k12.va.us

III. Course Level Objectives:

HIS 101 Course Level Objectives

By the end of HIS 101, students will be able:

- to list and describe the major civilizations and cultures that contributed to the rise and development of Western Civilization to c. 1600 AD
- *mastery of the above objective will be judged based on student's completion of both essay tests and research assignments/projects*
- to discuss the major intellectual, technological and cultural advances of the ancient Near East, the Greeks, the Romans, medieval Europe, the Renaissance, the Reformation and the Scientific Revolution
- *mastery of the above objective will be judged based on student's completion of both essay tests and research assignments/projects*
- to explain the concept of "Western Civilization" and synthesize major examples from the course into this explanation
- *mastery of the above objective will be judged based on student's performance the final exam's essay component*
- to analyze primary source material, evaluate this material and interpret this material in the context of the course
- *mastery of the above objective will be judged based on student's completion of primary source-based writing assignments*
- to synthesize primary and secondary sources dealing with an assigned topic into a thesis-driven research assignment
- *mastery of the above objective will be judged based on the student's completion of analytical essay writing assignments*

HIS 102 Course Level Objectives

By the end of HIS 102, students will be able:

- to list and describe the major civilizations and cultures that contributed to the rise and development of Western Civilization from c. 1600 to the present.
mastery of the above objective will be judged based on student's completion of both essay tests and research assignments/projects
- to discuss the major intellectual, technological, political and cultural advances of the Scientific Revolution, the Age of Absolutism, the Enlightenment, the French Revolution, the Industrial Revolution, Imperialism, the World Wars, the Cold War, and the modern era
mastery of the above objective will be judged based on student's completion of both essay tests and research assignments/projects
- to explain the concept of "Western Civilization" and synthesize major examples from the course into this explanation
mastery of the above objective will be judged based on student's performance the final exam's essay component
- to analyze primary source material, evaluate this material and interpret this material in the context of the course
mastery of the above objective will be judged based on student's completion of primary source-based writing assignments
- to synthesize primary and secondary sources dealing with an assigned topic into a thesis-driven research assignment
mastery of the above objective will be judged based on the student's completion of analytical essay writing assignments

IV. Required Texts:

Jackson J. Spielvogel, *Western Civilization*, Comprehensive Volume, 10th Edition, Wadsworth—Thomason Learning, 2018

Dennis Sherman, *Western Civilization: Sources, Images, and Interpretations, Volumes I and II*, Eighth Edition, McGraw Hill, 2012

NOTE: these texts cover both HIS 101 and HIS 102;

these books will be distributed to students at their ALHGS Orientation.

V. Computer Needs and Course Delivery:

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Computer Requirements:

The computer requirements for Western Civilization are similar to the other courses offered by the ALHGS. Contact the ALHGS technical support staff or your school's technical support staff with any questions.

Course Delivery:

This course is taught in the virtual classroom of the ALHGS: <http://www.hgs.k12.va.us>

The course utilizes both the Learnlinc and Coursesites programs.

Class Archive:

All class sessions will be archived. The Archive for each class will be available at the main ALHGS site. Class sessions will be available in the Archive for approximately two weeks after the date of each class session. In the event that you miss a class session, it is your responsibility to view the archived class session to cover the material you missed.

VI. Teaching Methods:

This course is primarily lecture-driven; however, classroom discussions, group activities, break-out groups, and group projects are also teaching methods for this course. Essay tests, research papers and analytical writing assignments are also utilized.

VII. Course Policies:**Announcements and Email:**

You are expected to always check the ALHGS website and your ALHGS email at the beginning of each school day for pertinent instructions and information from your instructor. This should be done immediately each day.

Internet Use and Class Attention:

You are expected to take good notes in lecture, to raise questions, to participate in discussions and class activities and, in general, to be alert and attentive to the Instructor. To this end, the Instructor will monitor activities throughout the year. Keep in mind that the Instructor can glimpse your computer screen at any time without your knowledge. Students caught surfing the Net, Instant Messaging, playing games, completing assignments for any course they are enrolled in (including this one), etc. risk being electronically ejected from the Learnlinc session. NOTE: if this becomes a problem, penalty points of 10 points per occurrence will be deducted from the appropriate nine weeks average.

Attendance and Absences:

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--Miguel de Cervantes*

The attendance policies and expectations of the student's home school are to be followed. You are expected to attend all ALHGS class sessions and to remain logged in for the entire class session. You are also to participate in all activities. If you miss an ALHGS class session and your home high school considers that absence as excused, then there will be no problems and any ALHGS work missed may be made up. If you miss ALHGS class sessions and your absence is not excused by your home high school, make-up privileges for any ALHGS work missed are not automatic and will be determined on an individual basis. **NOTE: this class is NOT to be used to make-up tests or quizzes in other classes or to participate in events such as decorating for Prom.**

Make-Up Work Policies:

When you return to class after an excused absence, you must arrange with the Instructor an individual schedule of make-up assignments and due dates. This is the responsibility of the student. You are to contact the Instructor within three (3) class days of your return to class to schedule this make-up work

Please bear in mind that make-up work must be made up as quickly as possible to ensure that grade deadlines are met (see below).

NOTE: when possible, you are to be proactive about absences, making arrangements before the absence.

Submission of Written Work:

All written work should be submitted in Coursesites, unless otherwise indicated by the Instructor.

Deadlines and Due Dates for Written Assignments:

All Written Assignments, including tests, will be due at the time and date announced by the Instructor. If necessary, the Instructor may, at his discretion, extend due dates. There will be sufficient planning time for students to manage their time wisely and submit work on time. Consequently, late work should NOT be an issue in this class. If a legitimate reason (documented illness, family emergency, or school-related event) should exist for late submission of work, then late work will be accepted on a case by case basis at the discretion of the Instructor. The Instructor reserves the right to accept late work for which no legitimate reason exists.

Absolute Deadlines for Nine Weeks' and Semester Grades:

The final, absolute deadline is the date at the end of each Nine weeks and each semester that grades are due. When that deadline arrives, any student with missing work will receive a ZERO as the grade for missing assignments. Under normal circumstances, there will be no exceptions to this rule.

However, should a legitimate, documented reason (such as severe illness) be presented to the Instructor by officials from the student's home high school, an extension might be given at the discretion of the

Instructor. In this event, a deadline will be established for the submission of late work. In such a case, the work must be submitted by the end of the following grading period or the Semester End Date.

Paper Identification:

On all assignments that you email or fax to me, the following information is required to be on the papers. If you wish, you may simply use the “Header” feature. On each assignment, you are to have: your full name, your home high school name (no abbreviations please), your ALHGS class and meeting time, and the assignment title and due date. For example:

Jane Ellen Doe Lee High School Second Block Western Response Paper 1 August 28, 2016
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Email Identification:

When you email me, please use the ALHGS email. In the subject heading of your email, please include your class time and topic of the email (e.g. First Block Western: Question). In the body of your email message itself, please include your first and last name.

Academic Honesty and Plagiarism:

Academic Honesty:

Academic honesty is required of all students. The assignments will be under the ALHGS CODE OF CONDUCT. Students are reminded of the value of their personal HONOR and INTEGRITY. Anyone caught cheating in any way, shape, or form will receive a failing grade and will be liable for disciplinary action up to and including expulsion from the course.

Plagiarism:

You are to use a system of citation notes in all work for this class where you use material other than your own ideas. Otherwise, you are guilty of plagiarism. You are required to use the MLA system. A web link detailing the MLA Style will be available.

Saving Your Work Electronically:

It is your responsibility to maintain back-up copies of all written work submitted in this course. These copies should be retained until the end of the course.

In the unlikely event of a technical problem (or if you fail to put your name, etc. on your emailed work), you will have a back-up copy of the work for submission. In the past, students have had to redo work because they failed to back-up the work. Again: forewarned is forearmed!

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VIII. Grading Criteria:

There are several different assignments used in this course to assess student progress and to assign nine weeks', semester and Dual Enrollment grades. The following descriptions detail the basics of these different assignments.

Response Papers:

These papers are designed to assist the development and refinement of analytical skills. Each Response Paper will be based on material covered in the course and is to be 500-750 words in length; in some instances, additional research will be required. Each Response Paper will be worth 100 points.

In-Class Essay Tests:

Tests will be based on the material covered in the class lectures and the Spielvogel textbook and the Sherman textbooks. You should concentrate on the key terms, people, events, and concepts in the assigned readings, any study guides or hand-outs the Instructor may give you, information from the whiteboards in class, and terms found in **bold-face type** in the textbook.

Students will have some specific guidance in the preparation for these tests. Each test will be an essay question that the students will complete in class without the aid of books, notes, PowerPoint, or any other material. These tests are to be completed in class under the oversight of Facilitators in the students' home high school. Since these are closed book tests, tests MUST be completed at school in a proctored environment. **Students in this class will NOT be allowed to take tests at home**. Unless otherwise announced, there will be an in-class essay test every week on the material covered during that week. Each in-class test will be worth 100 points. Tests cannot be taken early; they must be taken at school during the scheduled class period.

Procedure for Make-Up Tests:

Any student who misses a test for an excused absence will be allowed to complete a make-up assignment to replace the missing test grade. This process will be used for all missed tests; there will be no alternative test times in this course. Tests will be given as scheduled by the Instructor. Details on the make-up assignment will be made available after the test session.

Primary Source Logs:

These assignments will be based on primary sources and are designed to encourage analytical thinking. They are to be 250-500 words in length. These are worth 100 points each.

Mid-Term and Final Exams:

The mid-term and final exams will be take-home essay tests. The students will be allowed to use books, notes, PowerPoint, and so forth on the Mid-Term and Final Exams. More details, including rubrics, will be announced when the questions are assigned.

The Mid-Term and Final Exams will be worth 100 points each.

IX. The Grade Scale, the Grading Process & Rubrics:

Grades and Grade Scale: at the end of each nine weeks, your grade will be determined by averaging all the grades submitted for that nine weeks, based on the point value assigned each assignment (see above).

For Year Long Class: your semester/course grade (the dual enrollment grade) will be determined by averaging the nine weeks' week grades together.

For Block Class: the dual enrollment grade will be determined by averaging the grades for HIS 101 (which will end in at the 9th week of the semester) and averaging the grades for HIS 102 at the 18th week of the semester (all work from the 10th week on).

All numeric grades (both nine week and semester) will be assigned a letter grade using the grade scale given below.

PLEASE NOTE: the ALHGS submits your numeric grades to your home high school. Your high school may use a different grade scale to determine your letter grade. Consult your school handbook or your guidance counselors for details about your school's policy. The ALHGS letter grade will be submitted to the community colleges for the dual enrollment grade.

Grade Scale:

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

The Grading Process:

Assignments will be graded in a timely manner; please be patient. I will get grades posted as soon as possible. Grades should be posted within one week of the due date of the assignment in question.

Rubrics:

Rubrics will be used for the assignments in this course. The following are the rubric titles for the assignments in this course:

- Response Paper Grading Guidelines
- In Class Test Grading Criteria
- Primary Source Log Grading Guidelines

These rubrics are shown below. (They are also posted in Coursesites):

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Western Civilization Grading Criteria for In-Class Tests

(100 points possible)

Here are the Criteria that your test grade will be based on:

The Assigned Question: your essay test should address the question in its entirety. (30 points)

Course Material: your essay test should reflect grasp of the assigned course material by use of specific examples. (30 points)

Analysis: your essay test should reflect your understanding of the assigned course material, reflected in your analysis of the material. The test should not be merely a summary or recapitulation of the material. (30 points)

Mechanics: the essay should be relatively free of spelling, typographical and grammatical errors. (10 points)

The following template will be used to send you your Test Grade and Comments:

Here is your Grade on This In-Class Test:

Here are your scores on each of the above criteria:

The Assigned Question (30 points):

27-30: A 24-26: B 21-23: C 18-20: D 17 & Below: F

Course Material (30 points):

27-30: A 24-26: B 21-23: C 18-20: D 17 & Below: F

Analysis (30 points):

27-30: A 24-26: B 21-23: C 18-20: D 17 & Below: F

Mechanics (10 points):

9-10: A 8: B 7: C 6: D 5 & Below: F

Western Civilization Primary Source Log Grading Guidelines

(100 points possible)

Here are the four grade criteria with which Primary Source Logs will be graded:

Comprehension: you need to show that you have read the primary source and that you comprehend its content. This is worth 25 points.

Context: you need to show in the Primary Source Log that you understand the context of the primary source; this means that you understand the historical setting and significance of the primary source. This is worth 25 points.

Analysis: you need to offer clear and thoughtful answers you are asked to answer about the primary source. This is worth 40 points.

Mechanics: make sure that you avoid spelling and grammatical errors. Since you are using only assigned readings, you can simply give me the page number or title of the primary source in parentheses whenever you quote the primary source. For example, if you were asked to discuss the Magna Carta in a Primary Source Log, you can either cite the page number (p. 204) or the title (Magna Carta). This is worth 10 points.

Grade Comments (these will be emailed to you with your grade):

The Score for this assignment (100 points):

Here is your score on the specific guidelines:

Comprehension (25 points):

23-25: A 20-22: B 18-19: C 15-17: D 14 & Below: F

Context (25 points):

23-25: A 20-22: B 18-19: C 15-17: D 14 & Below: F

Analysis (40 points):

36-40: A 32-35: B 28-31: C 24-27: D 23 & Below: F

Mechanics (10 points):

9-10: A 8: B 7: C 6: D 5 & Below: F

X. Course Schedule:

There will be schedules of readings and assignment due dates posted. Students are to follow these schedules, using their Governor School Planner. Students are expected to follow these schedules and remain current with the readings and written work. Given the number of school divisions served by the ALHGS, it is possible, indeed likely, that we will have to amend schedules. Such changes will be announced in a timely fashion at the discretion of the Instructor.

XI. Disability Statement:

Students may request academic accommodations for identified disabilities through ALHGS's Main Office (276) 619-4326. We will evaluate the request, consult with appropriate officials from the student's home school, and develop a plan that outlines necessary and reasonable accommodations to be followed. All correspondence will be kept confidential.

XII. Attendance and Absences:

The attendance policies and expectations of the student's home school are to be followed. You are expected to attend all ALHGS class sessions and to remain logged in for the entire class session. You are also to participate in all activities. If you miss an ALHGS class session and your home high school considers that absence as excused, then there will be no problems and any ALHGS work missed may be made up. If you miss ALHGS class sessions and your absence is not excused by your home high school, make-up privileges for any ALHGS work missed are not automatic and will be determined on an individual basis. **NOTE: this class is NOT to be used to make-up tests or quizzes in other classes or to participate in events such as decorating for Prom.**

XIV. Emergency Statement:

In the event of a major interruption of technological connectivity or actual emergency affecting the student's school, the offices of ALHGS, or the community college through which a student is receiving his/her credit - course requirements, class meeting times or schedules, assignment deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, alternate class materials, changes to class membership, a revised attendance policy; a revised semester calendar and/or grading scheme, etc.

For more general information about plans for dealing with such catastrophic events or emergencies, please consult the following resources:

- The A. Linwood Holton Governor's School Web-Page (<http://www.hgs.k12.va.us/>)

Should such a situation arise, the ALHGS's Administrator will work closely with the appropriate school division and college personnel to resolve it as soon as possible. Students will be contacted through available forms of communication and given specific directions as to how they will proceed to complete their course work, how timelines will be adjusted, etc.

XV. The MLA Style:

In order to provide appropriate citation in your research for written assignments in this course, you are required to use the MLA Style. There are web links to this citation style listed in the Student Planner and posted in Coursesites. Remember: to avoid plagiarism and to document your research, you **must** use a standard system of citation. In this course, the MLA Style is the standard system of citation. **The use of the MLA Style is a requirement.**

XVI. Note-Taking and Time Management:

Note-Taking:

One of the keys to any successful course experience is good note-taking. You are strongly encouraged to take notes in this course. One of the best methods of note-taking currently in use is the Cornell Note-taking Method. There are web links to this method listed in the Student Planner and posted in Coursesites. Please utilize the Cornell Method in this course.

Time Management and The Governor's School Planner:

Time management is essential to success in academics and in professional life. You are strongly encouraged to develop skills in regard to managing your time and scheduling your activities. To encourage and assist you in this endeavor, the A. Linwood Holton Governor's School has created The Governor's School Planner. Each of you will receive a copy of this Planner for your personal time management. You are **strongly** advised to use the Planner to manage your time and keep up with assignment due dates.

XVII. Statement on Revisions:

The Instructor reserves the right to amend, change, or edit this syllabus. If such changes should occur, the students will be informed in advance via email.