

Humanities I: Ancient & Medieval Western Culture

COURSE CODE: HIST1101:

Course Description

This course examines the evolution of seminal ideas of enduring significance for Western civilization. Students trace ideas about religion, philosophy, politics, economics, technology and aesthetics from classical Greece through Roman civilization to the Christian and Muslim cultures of the Middle Ages. Students are encouraged to draw parallels between the early forms of these ideas and their expression in current society. Credits: 3

Communication:

Please use your email in Canvas to contact the instructor throughout this course. Your instructor will respond to you within 12 hours of your email. In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

Required Text and Course Materials

- Matthews, Platt, Noble, Experience Humanities, vol. I, revised edition, McGraw-Hill Publishing Co., 2014
- The Epic of Gilgamesh (provided as .pdf in Canvas)
- Additional materials, as required to illustrate a topic (provided by instructor)
- Students should have a notebook/binder for this class, with suggested sections for *Class Notes*, supplementary *Readings*, completed *Homework* assignments, *Study Guides*, and completed *Tests*.

Course Requirements

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses. If students will be accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo. If your school employees content filtering systems which block access to such sites, students may have issues completing their assignments.

Course Expectations

Reading at a college-level is the primary means of information gathering. Effective and efficient reading form the basis for college-level writing, research, and discussion. Students will be expected to read deeply to enable them to understand, discuss, and apply the information to a variety of academic tasks. Working with college-level reading requires determining the meaning of unfamiliar vocabulary, using main ideas and supporting details to support content literacy, and varying the use of critical reading techniques to logically comprehend concepts.

Writing at a college-level supports comprehension of content and enhances critical thinking. Students will be expected to engage in academic writing that demonstrates an understanding of content knowledge, a clear purpose, and organization flow. Attention to spelling, punctuation, and grammar are expectations for written assignments.

Communication is integral to success in an online college-level course. Students are expected to fully access all instructor-initiated communications, ask questions if clarification is needed, and follow-up on any actions assigned. Communication will be primarily in written modes but may include oral communication through videos and conferences.

Self-management is a core component of online learning. A key expectation is that students will adhere to established due dates and assignment guidelines for the course learning activities. All assignments, tests, and quizzes are to be submitted on the date indicated for full point consideration. Any work submitted after that time will receive partial point value as per the course guidelines.

Additional Expectations

See Addendum A: Course Guidelines document for a comprehensive overview of course expectations.

Course Format

This college course is designed to offer you the opportunity to learn in an online format. All assignments, etc. will occur online through this course website. Working with your Support Liaison, your class time will be used to complete the work for this course, get extra help, work with peers and perform your presentations. A detailed semester schedule with due dates of work is provided in Canvas. Overall, this course will require a great deal of independence and self-motivation to complete successfully with the goal of preparing you for the next step in your education.

In order to integrate online educational experiences and knowledge, Humanities I: Ancient & Medieval Western Culture has been designed to incorporate synchronous and asynchronous learning opportunities. Students will engage with the instructor through regular feedback on assignments, periodic conferences/work sessions, and email communications. All are integral to the learning opportunities embedded in the course.

Course Objectives and Goals

The skills focus will be on areas of advanced study strategies, critical thinking, and writing that students need to prepare for upper-division courses. These skills/goals will include:

- Discussing and analyzing the major trends of Western history
- Defining and using key terms related to Western history
- Developing an awareness of the philosophy, literature and art derived from Western civilization and its relation to our lives
- Learning how historians work and to practice thinking historically

- Improving one's reading, writing, and speaking skills, study skills, and working cooperatively with others
- Preparing to improve one's test-taking skills through multiple choice, written ID/significance and short answers, and essay questions
- Using a reading and writing process to craft well-planned and well-written academic essays, including the use of citation in the Chicago Style

Course Topics

- Overview of the ancient Near East
- The ancient Near East and the Hebrews The Epic of Gilgamesh
- Development of Greek civilization Greek Thought/Philosophy
- Greek Arts & Architecture Hellenic philosophy & drama
- Hellenism & The Roman Republic Judaism in the early Roman Empire
- The Rise of Christianity
- The Fall of Rome
- Early Medieval Europe, east and west Islam

Grading

Your final grade for this class will be calculated using the following weights for each type of activity:

| | |
|-----|---------------------------|
| 40% | Written assignments |
| 20% | Tests |
| 20% | Final Exam/Project |
| 20% | Discussions/Participation |

Landmark College Grading Scale

| Letter Grade | GPA Equivalency | Grade Scale | Definition (credit courses only) |
|--------------|-----------------|-------------|---|
| A | 4.0 | 93-100 | Excellent; distinguished achievement in all phases of the course |
| A- | 3.7 | 90-92 | |
| B+ | 3.3 | 87-89 | Very good; high level of achievement in some phases of the course |
| B | 3.0 | 83-86 | |
| B- | 2.7 | 80-82 | |
| C+ | 2.3 | 77-79 | Fair; basic understanding of subject has been demonstrated |
| C | 2.0 | 73-76 | |
| C- | 1.7 | 70-72 | |
| D+ | 1.3 | 67-69 | Poor; minimal performance |
| D | 1.0 | 63-66 | |
| D- | 0.7 | 60-62 | Passing |
| F | 0.0 | 0-59 | Failure |

Homework Policy

Work turned in on time will receive full credit for timeliness. Five points will be deducted from work turned in within one week of the due date. Ten points will be deducted from work turned in after that, up until the test on that material. No new work will be accepted after that time. Written assignments may be revised to improve a grade.

Test Policy

Tests should be completed on the day they are given. Tests missed due to illness may be made up at the instructor's office and must be completed in one sitting within one week of the test date. Tests missed for other reasons will lose 5 points per day. The only tests which may be completed in the DCAS are those which students did not have time to finish in class. They must be finished in one sitting within three days of the test date. **There are no re-takes on tests.**

Addendum A

Course Policies

TECHNOLOGY AND SYSTEM REQUIREMENTS

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses.

If students are accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo.

Consider adding a text to speech option such as Speak It and a dictionary option such as Google Dictionary if needed.

CLASSROOM BEHAVIOR EXPECTATIONS

"All students and staff of Landmark College are members of a unique educational community; whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials."

More information on the Student Code of Conduct can be found on page 3 of the Student Handbook.

COMMUNICATION

Ongoing and timely communication is critical in a collaborative online learning environment. Therefore, in keeping with accepted standards of professionalism, responses to communications, originating from students or the instructor will take place within 24 hours (or by the end of the next business day in the case of weekend communication). In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

DISCUSSION EXPECTATIONS

Ground Rules for Online Discussions

1. **Participate:** Students must contribute to the conversations. Providing insightful commentary in the online discussions is a graded requirement for passing the course.
2. **Use Proper Writing Style:** A virtual classroom is a professional environment. Correct spelling, grammar, and style are expected in all scholarship and academic writing.
3. **Respect Diversity:** Derogatory and sarcastic comments and jokes that marginalize anyone are unacceptable. Offensive language—or language that could be construed as offensive—should be avoided and defused.
4. **No Flaming:** Criticism must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are unacceptable. Profanity is unacceptable in any situation.

OFFICE HOURS

Office hours will be scheduled by your course instructor and available in the syllabus. Times may vary as we

seek to address schedules that vary across schools and states. Office Hours will be held via Conferences in the Canvas course website.

College Policies

STANDARDS OF CONDUCT

All students and staff of Landmark College are members of a unique educational community, whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials. The following standards of conduct are examples and general expectations for all student members of the Landmark College community:

- Honesty: Students will exhibit honesty in academic endeavors and in all aspects of campus life.
- Safety: Students will make a commitment to contribute to a safe, clean, congenial, and productive living & learning environment.
- Understanding: Students will make a commitment to understand their own strengths and challenges, and to work towards academic and personal growth.
- Respect for Others: Students will show respect for the feelings, time, efforts, and physical well-being of others, and for their capacity for growth.
- Respect for Property: Students will show respect for the property and materials of Landmark College as well as the personal property of all members of the Landmark community.
- Respect for Community: Students will respect the rules and regulations of Landmark College and its governing bodies, and the laws of the State of Vermont and of the United States.

ACADEMIC HONESTY AND PLAGIARISM POLICY

“As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility.”

Academic integrity and responsibility are important in the classroom. Academic dishonesty may include, but is not limited to, plagiarism (of references or other students), failing to appropriately cite sources or figures, or submitting work completed by another person.

See more at: <http://catalog.landmark.edu/content.php?catoid=9&navoid=186#academic-dishonesty-and-plagiarism>

ACCOMMODATIONS POLICY

Given the nature of Landmark Colleges' approach to teaching, students may find that many of the disability related academic accommodations which might be customary at traditional institutions of higher education may not be needed with a Landmark College online course.

However, if you feel that you may need individual academic accommodations, the College has policies and procedures in place to evaluate requests and ensure access. To view policies and procedures for requesting academic accommodations at Landmark College please visit: <https://www.landmark.edu/student-life/our-community/request-for-accommodations>

Learning Outcomes

| General Education Goal | Course Learning Outcomes (based on GE Learning Outcomes) |
|---|--|
| <p>Critical Thinking (Goal 2) Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines.</p> | <p>a.) Distinguish between main ideas, primary details, and secondary details in readings, lectures, and class discussion b.) Use details/examples to support generalizations in discussions, tests, and essays c.) Analyze cause-effect relationships</p> |
| <p>Diversity (Goal 4) Understand the complexities of multiple communities, including educational, cultural and geographic, and respect different perspectives and diversity.</p> | <p>a.) Explain the major trends of ancient and medieval Western history</p> |
| <p>Communication (Goal 5) Communicate with clarity, coherence and persuasiveness through written, oral and other modes of expression.</p> | <p>a.) Demonstrates</p> |
| <p>Critical Reading (Goal 7) Read critically in order to gain disciplinary knowledge and to explore important questions and ideas.</p> | <p>a.) Demonstrates</p> |