

**HIST 1350 W A02 An Introduction to the History of Western Civilization
Fall Term 2017**

Prof. J. L. Finlay
449 Fletcher Argue Building
783-3357 or 474-8778

Office Hours: 10:30 - 11:15 am
Monday, Wednesday, Friday
or by appointment

- I. COURSE AIMS: To have the student:
- a) learn some of the basic “facts” about Western Civilization
 - b) become aware of a variety of approaches towards the study of the past
 - c) practise historical analysis via essays

This course will be extremely demanding, and each week you should expect to spend, in addition to the class hours, some 5 hours of study.

- II. TEXT: Joshua Cole and Carol Symes. *Western Civilizations: Beginning to the Renaissance*. (Vol. A) Norton Press; copies are in the bookstore. NOTE: I do not teach to or from the text; it is suggested as a support helpful to students.
- III. TOPICS to be covered: Those in the lectures. Tape recording of the lectures is not allowed. Indeed, no electronic devices including ear pieces are to be seen in the classroom unless for approved student accommodation.
- IV. EVALUATION: 60% of the final grade will be based on term work, 40% on a final three hour examination.

A. Term work will consist of:

- i) Two 20 item fact-tests based on material covered in the lectures. These tests will be written in the last ten minutes of class on 13 October 2017 and 15 November 2017. Each will be worth 10% of the final grade.
- ii) Two essays, minimum length 1500 words each, to be handed in on 13 October 2017 and 15 November 2017.

The first essay is to be chosen from the following:

- Why do scholars distinguish the Hellenic from the Hellenistic?
- What was the Benedictine contribution to emerging Christendom to the tenth century?

The second essay is to be chosen from the following:

- Why and how did the English Parliament emerge in the thirteenth and fourteenth centuries?
- Account for the rise and fall of the Conciliar Movement in the late mediaeval Catholic Church.

Each essay will be worth 20% of the final grade.

Since this is a course that meets the University Senate’s W requirement, students must pass the requirement for written English in order to pass the course. Please note that to satisfy the written English requirement **AND to get credit for the course** you must receive a passing mark on each of the essays.

It will not be enough to rely on the lectures/text alone. Indeed, the topic may not have been covered in the lectures. The essays must demonstrate a familiarity with several types of historical/historiographical source. Any essay that draws on one type of source alone will be penalized.

I will speak about library resources at the first meeting of the class. You should begin work on the topics as soon as possible, since the pressure on library resources may be intense.

On 25 September 2017 Mr. Cody Fullerton (History Liaison Librarian, Elizabeth Dafoe Library) will speak to the class on how best to use library resources in preparing for the essays.

Keep the following in mind:

1. A bibliography that lists books, articles, (minimum: 3 sources) primary sources, and other materials consulted in preparation for each essay must be included with the essay. Full publication information for each source is required.
2. All parts of the essay must be written in a student's own words. Direct quotations from any source must be placed in quotation marks, with the source accurately identified in the essay. The bibliography is not an adequate form of citation and quoted source(s) must be identified within the text of the essay.
3. Verbatim reproduction of sentences or paragraphs from sources is not permitted except for direct quotations that further presentation of the evidence and argument of the paper and that are duly cited in the essay. All other verbatim reproduction not cited is an instance of plagiarism as it presents the work of others as the student's own work. This will result in a grade of zero on the essay and may lead to disciplinary action. Please see the section of the syllabus on academic integrity.
4. Where material is paraphrased from a source, a citation must be included in the essay to indicate the source of the material. Failure to provide the citation will result in a grade of zero on the assignment and may lead to disciplinary action.

It is hoped to have term work returned within a week of submission. Term work grades may be appealed; such appeals must be submitted within 10 working days after the grade for the term work has been made available. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

- B. The final examination will consist of "Identifications" (worth 20% of the final grade) and two essays, from a choice of 5-6 (each essay worth 10% of the final grade). The nature of the "Identifications" and the kind of essay questions will be explained at the first class meeting.
- V. A student who misses a term test, but who has a medical certificate or explanation acceptable to me, will receive a mark equal to the average of the tests taken by that student **or** will be allowed to write a make-up test without penalty.
- VI. Your attention is drawn to the statements on "Plagiarism and Cheating" in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar and Catalog. *The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course.*

For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

VII. Evaluative feedback will be provided prior to the date for voluntary withdrawal, **17 November, 2017**.

VIII. The mark scale is as follows:

A+	=	85+%	C+	=	59-66%
A	=	80-84%	C	=	50-58%
B+	=	75-79%	D	=	45-49%
B	=	67-74%	F	=	44%

NOTE: 8 December 2017 will be a review session. The initiative is with the students. You may ask questions about any aspect of the course.

STUDENT ACADEMIC RESOURCES

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian and tailored just for you. They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

STUDENT COUNSELING CENTRE

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or

depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

STUDENT SUPPORT CASE MANAGEMENT

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

UNIVERSITY HEALTH SERVICE

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

STUDENT ADVOCACY

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM HISTORY STUDENT ASSOCIATION (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing umhisau@gmail.com.

LIST OF TOPICS TO BE COVERED

- Sept. 8 - Course outline
- Sept. 11 - Course philosophy and aims
- Sept. 13 - Preaffiliated societies
- Sept. 15 - Minoan
- Sept. 18 - Monotheism
- Sept. 20 - The Polis
- Sept. 22 - Archaic Greeks
- Sept. 25 - Dafoe presentation
- Sept. 27 - Sparta
- Sept. 29 - Athens
- Oct. 2 - 5th century Greeks
- Oct. 4 - Hellenistic
- Oct. 6 - Fall Break – no class
- Oct. 9 - Thanksgiving – University Closed
- Oct. 11 - Greek philosophizing 1
- Oct. 13 - Greek philosophizing 2
- Oct. 16 - Early Rome
- Oct. 18 - Roman institutions
- Oct. 20 - Roman expansion
- Oct. 23 - Republic to Empire
- Oct. 25 - Decline/barbarism

Oct. 27 - Decline/religion
Oct. 30 - Rise of West 1
Nov. 1 - Rise of West 2
Nov. 3 - Charlemagne
Nov. 6 - Pirenne
Nov. 8 - Carolingian disintegration
Nov. 10 - Manorialism
Nov. 13 - University closed in lieu of Remembrance Day
Nov. 15 - Feudalism
Nov. 17 - Mediaeval Church
Nov. 20 - Empire and Papacy 1
Nov. 22 - Empire and Papacy 2
Nov. 24 - Mediaeval France
Nov. 27 - Mediaeval England
Nov. 29 - Mediaeval economy
Dec. 1 - Renaissance 1
Dec. 4 - Renaissance 2
Dec. 6 - Renaissance 3
Dec. 8 - Review