INSTRUCTOR: Matthew G. Schweizer
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This course will explore the rise of “the West” from the most ancient civilizations of the Near East to the dawn of the Renaissance in Early Modern Europe. While the primary sources of the Reader (available for download on MyBigCampus and by request for parents) drive the narrative of the course, much of the class itself is largely student-driven and will feature numerous opportunities for students to demonstrate their grasp of primary sources and the context in which they were written. This semester in particular will also feature a wide array of cultures and histories which are typically outside the traditional Western Civilization model.

COURSE OBJECTIVES:

1. To understand the impact of historical events on today’s life.
2. To be familiar with a general timeline of key events in Western history.
3. To think critically about what it means to be “Western” and what benefits and drawbacks this term carries for historians.
4. To improve on writing and speaking abilities.
5. To improve on students’ abilities to make historical comparisons.
6. To become familiar with the important documents, ideas, and historical figures in Western thought.
7. To improve historical research skills.

COURSE EXPECTATIONS:

Although learning historical facts for their own sake is neither terribly productive nor exciting, facts are the common ground from which lively debate, discussion, and interpretation (“history”) spring. As such, it is imperative that students keep up on their reading, which will paint for students a broader contextual picture for lecture and discussion and will equip them with the facts and the language necessary to appreciate in-class activities more effectively. For these reasons, students are expected to have read and given thought to all assigned daily readings.

As this is a course designed to prepare students for the rigors of college, it is my responsibility as an instructor to prepare students for the humanities courses they will take at the university level. Skill at effective note-taking, essay writing, research, and critical thinking will be emphasized throughout the course. We will incorporate many kinds of evidence in our discussions, and students are encouraged to be creative in their ongoing conversations with their classmates.

GRADING SCALE:

- 98-100 = A+
- 94-97 = A
- 90-93 = A-
- 88-89 = B+
- 84-87 = B
- 80-83 = B-
- 78-79 = C+
- 74-77 = C
- 70-73 = C-
- 68-69 = D+
- 64-67 = D
- 60-63 = D-
59 and Below = F

SPECIAL POLICIES:

LATE POLICY:
- There is no “late policy” as such; since assignments are known at least a week in advance (and often months in advance), assignments not turned in by the due date will receive 0 points, no questions asked. It is up to students to plan their schedules accordingly; I do not “hound” students for work and assume that not turning in an assignment is the student’s choice, although I will give credit where credit is due if the student can prove that s/he turned the assignment in on time.
- In the case of an unforeseen emergency, it is up to the student to have his/her parents contact me directly; I will be more than happy to arrange an extension in truly unforeseen circumstances.
- “Computer crashes” / “Viruses” / other technological mishaps are not emergencies; I recommend saving work often and in multiple places.

ABSENCES:
- Please keep in mind that Gibault reserves the right to withhold credit from a course if a student misses 6 classes in a 3-mod course. Excessive absences also violate SLU policy in regards to college credit.
- Absent or not, students are responsible for all of the work on a given day. Since assignments are posted early and can almost all be done from home, any work assigned is still outstanding, regardless of circumstances (within reason: see below).
- If a student is absent on a presentation day and has vital information for a group project, which s/he did not transfer to the group, the entire group suffers whatever penalties associated with the missing work. While we can work around this to an extent (i.e., calling the student to have them email the information), if the relevant information is not collected by the end of the class period, the group can decide how to handle the loss of credit.
- Naturally, in the case of a medical emergency, above-average emotional stress, and/or long-term illness or injury, I will work with parents on a case-by-case basis.

ACADEMIC INTEGRITY:
- Under no circumstances will cheating, collusion, or plagiarism be tolerated, even if done unintentionally; a student is necessarily “guilty until proven innocent” in matters of academic dishonesty. The assignment in question will automatically receive a 0 and parents will be informed of the violation.
- Since unintentional plagiarism often arises from a misunderstanding of what plagiarism is, students are expected to have read and understood SLU’s statement of academic integrity and their definitions of different forms of academic dishonesty. Questions from students and/or parents should be addressed to me before an assignment is submitted, not after the fact.
- Although I will give students all reasonable benefit of the doubt, the Gibault History Department exclusively reserves the right to decide what constitutes academic dishonesty.

OFF-MOD MEETING TIMES
- A major component of Gibault’s success as a school rests with its unique modular schedule, which allows students to take charge of their education in ways few other high school students are able. As this course relies on frequent writing, student presentations of (often difficult) primary sources, and complex concepts, it behooves students to see me regularly during my own off-mods for review, guidance, or simple clarification.
- As this course is designed to help prepare students for college and to foster the mature self-direction necessary to succeed in adult life, as a rule of thumb I do not check in frequently with each student; if a student is struggling with a concept or skill and has not seen me regularly during my off-mods, I assume as a matter of course that they are satisfied with the situation as it stands. Seeing me
regularly in the final week of school is not a substitute for occasional meetings throughout the semester, and a student’s expectations of the former should be tempered accordingly.

- In the event that a student has regularly chosen not to do assignments, I will write a quick message to them over MyBigCampus to remind them of the situation; parents are encouraged to write me often throughout the year if they would like regular check-ups.

**SNOW / E-LEARNING DAYS**

Student and Teacher Responsibilities:

1. Students log on to MBC before 9:00 AM and follow each teachers E-Learning instructions (Teachers must post assignments by 7:30 AM, but can be posted earlier).
2. Each teacher will have a three hour block of time during the day when students can ask questions or discuss assignments. Teacher online times will be posted by the teacher on MBC.
3. Students who do not have internet access will contact their teachers either the first day back to school or preferably earlier when they can get to a location that has internet access (library, friends or relatives home, Denny’s, McDonalds etc).

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**STANDARDS:**

In addition to meeting the demands of a rigorous 200-level college history course, this semester of “Origins of the Modern World: To 1500” meets the following State of Illinois Standards:

14.D.5
- Interpret a variety of public policies and issues from the perspectives of different individuals and groups.

14.E.5
- Analyze relationships and tensions among members of the international community.

15.A.5a
- Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.

15.A.5b
- Analyze the impact of economic growth.

15.D.5a
- Explain how transaction costs affect decisions to produce or consume.

15.D.5c
- Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.

16.A.5a
- Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

16.A.5b
- Explain the tentative nature of historical interpretations.

16.B.5c (W)
- Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.

16.C.5b (W)
- Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.

16.C.5c (W)
- Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.
16.D.5 (W)
- Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.

16.E.5a (W)
- Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.

16.E.5b (W)
- Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.

17.B.5
- Analyze international issues and problems using ecosystems and physical geography concepts.

17.C.5a
- Compare resource management methods and policies in different regions of the world.

17.C.5b
- Describe the impact of human migrations and increased urbanization on ecosystems.

17.C.5c
- Describe geographic factors that affect cooperation and conflict among societies.

17.D.5
- Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).

18.A.5
- Compare ways in which social systems are affected by political, environmental, economic and technological changes.

18.B.5
- Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.

18.C.5
- Analyze how social scientists' interpretations of societies, cultures and institutions change over time.