



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title - Western Civilization I
Course Prefix and Number - HIST 2311
Department - History and Geography

Division - Social and Behavioral Sciences

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 17th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prerequisites/Co-requisites – TSI satisfied in Reading and Writing.

Prepared by Ken Grubb

Date 9-1-13

Reviewed by Department Head Ken Grubb

Date 9-1-13

Accuracy verified by Division Chair Amanda Shelton

Date 1-29-14

Approved by Dean or Vice President of Instruction *gghunt*

Date 2-4-14



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

The instructor will organize the course material in such a way that the main topics of early Western Civilization will be surveyed in a balanced manner. It is within the prerogative of the instructor to assign the exact amount of time (days, weeks, etc.) to be spent on each of the primary periods and topics involved. Some of the basic topics to be included will be:

- 1.) Pre-History and developments of the Old Stone Age and New Stone Age (Earliest Times to 3000 B.C.E.)
- 2.) First civilizations to include Mesopotamia, Egypt, the Hittites, Canaanites, Philistines, Phoenicians, Hebrews, Mycenaeans, and other peoples of the pre-Bronze Age and Bronze Age (3000B.C.E. to 1200 B.C.E)
- 3.) The Ancient Greeks from the time of Troy through the Persian and Peloponnesian Wars to Alexander the Great and the Hellenistic Age. This will include the Golden Age of Athens and a wide variety of subjects from political to military, social and cultural history (approximately 1200 B.C.E. to 400 B.C.E).
- 4.) The rise and fall of the Roman Empire from the early Republic and Etruscan influence through the Punic Wars with Carthage until the collapse and fall to barbarian invaders. From Republic, to Empire to Ruin (700 B.C.E. to 455 B.C.E.)
- 5.) Judaism, Christianity, Byzantium, and Islam. A close look at the rise and spread of the primary religions of Western Civilization.
- 6.) The Middle Ages to include final breakdown of the last outpost of Roman civilizations, Feudal Europe (lifestyles, economics, and politics), the Medieval Church (religious orders, politics, society and the Papacy).
- 7.) The beginnings of secular power to include the rise of royal monarchies in Spain, England, and France; the Crusades against Islam, the fall of Constantinople, early Russian and the influences of Ottoman Turkey.
- 8.) The Renaissance. Political, social, cultural, and intellectual revival of classical, ancient thought entwined with remarkable innovative thoughts of Europe from the 1300s to 1600.
- 9.) The Protestant Reformation to include Martin Luther, Zwingli, Calvin, and other rebels and reformers. This period also includes the Catholic Reformation and the bloody ravages of the Thirty Years War from 1618 to 1648 (Time covered will be 1500 to 1648).
- 10.) Final Review of the advance of Western European Civilization after the collapse of the Roman Empire to religious revival and why the Crusades, Renaissance and Protestant Reformation set the stage for the Aged of Discovery and coming collision of the Old and New Worlds in the 1500s and 1600s.

It is within the prerogative of the instructor to cover additional topics.

II. Course Learning Outcomes

<p style="text-align: center;">Learning Outcomes</p> <p>Upon successful completion of this course, students will:</p>	<p style="text-align: center;">Methods of Assessment</p>
<p>1.) Create an argument through the use of historical evidence.</p>	<p>1.) Written projects as assigned by instructor. These assignments may include essays on exams, book reviews, reviews of primary documents or scholarly articles, research papers, journal projects, or other written assignments that emphasize analysis. Oral presentations at the discretion of the instructor.</p>
<p>2.) Analyze and interpret primary and secondary sources.</p>	<p>2.) Measured by Post-Test and written projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis of sources.</p>
<p>3.) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of western history.</p>	<p>3.) Measured by Post-Test, objective and/or essay exams, quizzes, critical thinking exercises, and/or projects which may include research papers, book reviews, essays, and/or oral presentations.</p>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Required Text: Donald Kagan, The Western Heritage , Combined 10th Edition, Pearson

Individual titles selected by the instructor available in library collection. Primary documents may be distributed to students, made available from instructor web site, or placed on reserve in the library.

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Western Civilization I is taught on-line only. Instructor must have access to working computer and all appropriate technology.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

The grading scale used for all tests, papers, and projects will be as follows:

- 90% to 100% = A
- 80% to 89% = B
- 70% to 79% = C
- 60% to 69% = D
- Below 59% = F

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor’s syllabus.

Writing Project(s) – 25-50%

(may include research papers, exam essays, book/film reviews, and/or response papers)

Exams – 25-75%

(may include quizzes, unit exams, exam essays, and/or oral presentation)

Participation – 0-50%

(may include daily assignments, projects, attendance, and/or class participation)

Departmental Post-test – 10-50 %

Professors will use a combination of the above totaling 100% and enumerate the exact breakdown on the student syllabus.

Instructors may use the narrative/lecture method of instruction to impart factual information and to suggest to students the different interpretations of United States history. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about historical events. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

Minimum requirements include the following:

- 1.) Attend class in accordance with college policy and as stipulated by the instructor.
- 2.) Complete appropriate reading assignments made by the instructor
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4.) Complete oral presentations (if assigned by instructor)
- 5.) Complete appropriate tests (quizzes, major examinations, and a final examination)

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank will be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented in class and are expected to develop listening and note-taking skills. The weight, style, and nature of the specific assessment tools is left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. There will be at least one outside assignment involving a research paper, book report, computer assignment, or such academic activity as the instructor deems important to augment the testing process and to improve reading and writing skills. Balance in testing to accommodate for varied learning styles is the desired goal.

Evaluation of student progress in this course will incorporate the use of a standardized, comprehensive exit examination. This Post-Test will be 25 questions and should be given the same day as the final examination. It may be part of that examination or stand alone as the final examination. The weight of the Post-Test to the student's course grade and/or the percentage assigned it as part of the final examination will be at the discretion of the instructor. The recommended weight of the Post-Test as part of the course grade is within the 10 to 50% range and all students must complete the exam.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.

Page 1: Competencies

Course Prefix & Number: HIST 2311	
Competency	Method of Assessment
CRITICAL THINKING	Assessed by a written assignment that requires students to make supported assertions, use primary and/or secondary sources, and/or explore politics, society or culture in Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.
COMMUNICATION	Assessed by a written assignment that requires students to make supported assertions, use primary and/or secondary sources, and/or explore politics, society or culture in Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.
SOCIAL RESPONSIBILITY	Assessed by a written assignment that requires students to make supported assertions, use primary and/or secondary sources, and/or explore politics, society or culture in Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.
EMPIRICAL AND QUANTITATIVE SKILLS	Assessed by a written assignment that requires students to make supported assertions, use primary and/or secondary sources, and/or explore politics, society or culture in Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.

Page 2: Perspectives

Course Prefix & Number: HIST 2311	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Through lecture, class discussion, and assigned reading, students are exposed to the impact culture and ethnic diversity has on the history of the United States. Students are tested on competency in this area by essays on exams, post-test questions, and out-of-class assignments.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Students who complete this course have been provided with a background of historical knowledge to use as a framework to analyze and participate as a responsible member of society. Measurement taken throughout course on tests and written assignments.
3. Recognize the importance of maintaining health and wellness;	Perspective does not apply.
4. Develop a capacity to use knowledge of how technology and science affect lives;	Perspective does not apply directly; however students who complete the course have been provided with a background on major developments and change in technology and science in the United States to use as a framework for study in their field.
5. Develop personal values for ethical behavior;	The rationale for including this perspective is to promote civic awareness and to instill in the students the importance of active participation in the political process and to be a contributing member of their community.
6. Develop the ability to make aesthetic judgments;	Perspective does not apply.
7. Use logical reasoning in problem solving;	Perspective does not apply directly; however students who complete the course have been provided with a background in how individuals in the past have failed or succeeded at problem solving to use as a framework for analyzing problems and for determining probable solutions.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Measured by written assignments, essays on examinations, oral presentations, and the Post-Test

Page 3: Exemplary Educational Objectives

Course Prefix & Number: HIST 2311	
Component Area: Social and Behavioral Sciences	
Exemplary Educational Objective	Method of Assessment
1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Through classroom lecture and discussion as well as critical thinking assignments, students are exposed to a variety of interdisciplinary techniques and alternative theories.
2. Examine social institutions and processes across a range of historical periods, social structures, and cultures.	The Post-Test is divided into five sections and includes questions covering a variety of cultures.
3. Use and critique alternative explanatory systems or theories.	Written assignments supplemented by lectures and discussions require students to examine and critique alternative theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.	Written assignments, class discussion, and/or oral presentations are designed to engage students in critical thinking exercises by requiring them to identify and explain multiple causes and effects of contemporary social issues.
5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Students who complete the class are exposed to an interdisciplinary, cross-cultural perspective. This approach is reflected in unit exams and in the post-test
6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.	Does not apply.
7. Understand the evolution and current role of the U.S. in the world.	Success in meeting this objective measured by unit exams and post-test.
8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints.	Out of class assignments including but not limited to book reviews, journal activities, research papers, and oral presentations are designed to meet this objective.
9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Out of class assignments including but not limited to book reviews, journal activities, research papers, and oral presentations are designed to meet this objective.
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Does not apply.
11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	Lecture, class discussion, written and/or oral assignments will require students to obtain information and to discern how this information impacts each of them as individuals and as a community.
12. Identify and understand differences and commonalities within diverse cultures.	Measured by unit examinations, course discussions, and/or oral presentations.