



**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** – Government, History and Geography

**Division** – Social and Behavioral Sci.

**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** - Survey of early European history from prehistoric time to the late 17<sup>th</sup> century. Traces the development of various governments, political history, social institutions and culture often referred to as “western civilization.”

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

**Prerequisites/Co requisites** - THEA Reading and Writing requirements met.

**Approvals** – the contents of this document have been reviewed and are found to be accurate.

Prepared by Amanda Shelton	Signature <i>Amanda Shelton</i>	Date 9-22-10
Department Head Amanda Shelton	Signature <i>Amanda Shelton</i>	Date 9-22-10
Division Chair G. G. Hunt	Signature <i>ghunt</i>	Date 9-27-10
Vice President of Instruction or Dean of Vocational Instruction Ty Pate	Signature <i>Ty Pate</i>	Date 9-28-10



**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.

**II. Course Learning Outcomes**

Course Learning Outcome	Method of Assessment
<p>1.) to <b>develop</b> critical thinking skills which would include the knowledge, comprehension, analysis, synthesis, and evaluation of the significant events of world history that led to the development of Western Civilization from pre-history to the Age of Discovery in the 1500s.</p>	<p>1.) Essay assignments and discussion queries require analytical skills and force students to synthesize and apply various concepts acquired from lecture notes, primary sources, and the required textbook.</p>
<p>2.) to <b>enable</b> the student to understand the primary elements of cultural heritage and to recognize the interaction between cultural heritage and the political, economic, and social history of a wide variety of city-states and nation states that became a part of Western Civilization</p>	<p>2.) Reading assignments, discussion queries, unit examinations, and comprehensive, post-test final.</p>
<p>3.) to <b>foster</b> in the student an understanding of the uses of historical knowledge, to show how the past helps to explain the present, and to assist the student in developing an historical perspective in and for one’s personal life.</p>	<p>3.) Reading assignments, discussion queries, and unit examinations</p>
<p>4.) To <b>provide</b> students with a base of historical knowledge and the tools to further their studies in other disciplines and as transfer students to other colleges.</p>	<p>4.) Incorporation of wide range of disciplines can be found in on-line lecture guides. All unit examinations, essay assignments, and comprehensive post-tests are based on information gleaned from these guides.</p>

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

Required Text: Donald Kagan, The Western Heritage , Combined 10<sup>th</sup> 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**

Students are required to read the textbook and take notes using lecture outline prepared by the instructor.

Students will be required to complete written work and participate in class discussions to further elaborate or explain what has been presented 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, responses to primary source readings, or other written assignments as designated by the instructor.

Minimum requirements include the following:

- 1.) Class attendance in accordance with college policy and as stipulated by the instructor (attendance measured by tracking tool in WebCT and completion of assignments).
- 2.) Complete appropriate reading assignments made by the instructor
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4.) Complete all appropriate tests, quizzes, examinations, and final examination to the full satisfaction of the instructor.

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 60% = F

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank may 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 on-line and are expected to develop note-taking skills. The weight, style, and nature of the specific assessment tool 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, primary source review, 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
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Does not apply.
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Does not apply.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	Does not apply.
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	Does not apply.
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Critical Thinking competency is met by one or more of the following: essays on exams, collaborative group work, class discussions, objective questions that require application of material.
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	Does not apply.



**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 ethnically-diversified world;	Through lecture, class discussion, and assigned reading, students are exposed to the impact culture and ethnic diversity has on the history of Western Civilization. Students are tested on competency in this area by essays and discussion postings.
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.
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.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Measured by written assignments and essays.



**Page 3: Exemplary Educational Objectives**

Course Prefix & Number: HIST 2311	
<b>Component Area: Social and Behavioral Sciences</b>	
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 lecture outlines 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 and questions on unit tests force students to examine social institutions and processes across a range of historical periods, social structures, and 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.	Exemplary Objective does not apply.
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 the unit exams and in the post-test exam.
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.	Exemplary Objective does not apply.
7. Understand the evolution and current role of the U.S. in the world.	Exemplary Objective does not apply.
8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints.	Assignments including but not limited to book reviews, journal activities, discussion postings, and/or research papers are designed to meet this objective.
9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Instructors will evaluate written work on the students' ability to meet this objective.
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Exemplary Objective 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.	On-line lecture guides, class discussion, and written 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.	Exemplary Objective does not apply.
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