



**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** 9-1-13

**Approved by Dean or Vice President of Instruction** *gghunt*

**Date** 9-1-13



**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><b>Learning Outcomes</b>  <b>Upon successful completion of this course, students will:</b></p>	<p><b>Methods of Assessment</b></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 United States 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 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**

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 Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

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



## Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences**      Course Prefix & Suffix: HIST 2311

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Create an argument through the use of historical evidence.	Students will gain critical thinking skills from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze and interpret primary and secondary sources.	Students will gain critical thinking skills from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Students will gain critical thinking skills from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.

Department Head: Kenneth Grubb

Date: September 1, 2013

WCJC Core Curriculum Review Form-Social & Behavioral Sciences (April 2013)

(Modified from Collin College)



Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: HIST 2311

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Create an argument through the use of historical evidence.	Students will gain communication skills from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze and interpret primary and secondary sources.	Students will gain communication skills from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Students will gain communication skills from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.

Department Head: Kenneth Grubb

Date: September 1, 2013



**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: HIST 2311

Core Objective: **Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Students will learn empirical and quantitative skills from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: Kenneth Grubb

Date: September 1, 2013



Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: HIST 2311

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Students will learn social responsibility from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Analyze and interpret primary and secondary sources.	Students will learn social responsibility from a variety of learning activities including lectures, in-class discussions, writing assignments, cooperative learning activities, primary and secondary source readings and/or historical research.	Students will be assessed by completing at least one assignment from the approved departmental list. Assignments may include exam questions, essays, research papers, book/film reviews, presentations, media analysis, and/or pop-culture explorations.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: Kenneth Grubb

Date: September 1, 2013