

Angelina College
School of Arts & Education
History 2311: Western Civilization I
General Syllabus

BASIC COURSE INFORMATION:

- A. COURSE DESCRIPTION:** Three hours credit. 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.
- B. INTENDED AUDIENCE:** This course is designed for a diverse student body and is required of all students seeking an Associate of Arts or Science degree or who plan to transfer to a four-year school.

INSTRUCTOR:

Dr. Tom McKinney, Ph.D., MLS
Office Location: SC206A
Office Hours: By appointment
Phone: (936) 633-4522
Email: tmckinney@angelina.edu

INTENDED STUDENT OUTCOMES:

- A. Core Objectives Required for this Course**
 - a. Critical Thinking:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
 - b. Communication:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
 - c. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making.
 - d. Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- B. Course Learning Outcomes**
 - a.** Create an argument through the use of historical evidence.
 - b.** Analyze and interpret primary and secondary sources.
 - c.** Analyze the effects of historical, social, political, economic, and cultural forces on this period of western history.

ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:

A. Assessments for the Core Objectives

1. **Critical Thinking:** Students will write weekly essays over topics relating to the development of political, religious, and philosophical thought in Western cultures. Critical thinking will be assessed using a standardized rubric
2. **Communication:** Students will demonstrate written communication skills through weekly essays over the topics covered in class. Students are expected to adhere to the standards of formal academic English. Communication skills will be assessed using a standardized rubric.
3. **Personal Responsibility:** Students will demonstrate an understanding of personal responsibility through developing and following a personal responsibility contract. In addition, students will write an essay assessing the impact of the “discovery” of the New World on indigenous people in the Americas. Personal responsibility will be assessed using a standardized rubric and through multiple-choice questions in the History Core Objectives test.
4. **Social Responsibility:** Students will demonstrate an understanding of social responsibility through an essay that examines how changes in religious ideologies impacted regional communities politically and socially. Social responsibility will be assessed using a standardized rubric and through multiple-choice questions in the History Core Objectives test.

Assessments for the Core Objectives Specific to the Course

- A. Students will demonstrate the ability to create an argument through the use of historical evidence by writing weekly analytical discussion posts.
- B. Students will demonstrate the ability to analyze and interpret primary and secondary sources through exams and other classroom assignments.
- C. Students will demonstrate the ability to analyze the effects of historical, social, political, economic, and cultural forces on this period of western history.

COURSE REQUIREMENTS AND POLICIES:

- A. Required Textbooks, Materials, and Equipment – Cole, Joshua, and Carol Symes (2017). *Western Civilizations: Their History and Culture* (Brief 4th ed; combined volume) New York, NY: W. W. Norton and Company. ISBN: 978-0-393-26532-3
- B. Assignments – See Course Calendar.
- C. Course policies– This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.

D. Educational Accommodations – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (Room 200) or email access@angelina.edu. To report any complaints related to accommodations, you should contact Annie Allen, Director of Student Success & Inclusion, in Room 200 of the Student Center. You may also contact Ms. Allen by calling (936) 633-4509 or by emailing aallen@anglina.edu. To report discrimination of any type, contact Steve Hudman, Dean of Student Affairs, at (936) 633-5292 or shudman@angelina.edu.

Additional Policies Established by the Individual Instructor

- A. **Email etiquette** – When sending an email, please include your full name, course number and the days and time of your class ***in every email correspondence.***

- B. **Communication with the Instructor** - Please use email to contact me through email as I check it frequently. If you use course messages, I may miss it. Please do not expect a reply immediately. I do monitor my email during the nights when assignments are due, so I am fairly quick to respond if something goes wrong. Other times I will answer usually within 24 hours, or within 48 hours on the weekends. I will only respond to your Angelina College Email Address.

- C. **CLASS CONDUCT** – this is a college class. As an adult assuming the responsibility of higher education, you should act appropriately. This means treating fellow students and the instructor with respect. In return, you will be treated with respect. Respect means allowing others the opportunity to speak without interruption. It also means allowing the instructor to present material to the class without interruption. Violation of these policies may result in removal from the class.

- D. **ACADEMIC INTEGRITY** - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

- E. Definition of Academic Dishonesty - Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or

attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

F. DO NOT CHEAT. I have a zero tolerance policy and will fail you in the class if you are caught cheating. Plagiarism in any form will not be tolerated either.

G. Exams –See Class Calendar for dates. All makeup exams must be taken BEFORE THE NEXT EXAM! There are no exceptions to this rule, and you must have a valid excuse for missing the exam to take a makeup exam.

COURSE CONTENT:

A. Content/Topics – 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.

EVALUATION AND GRADING:

A. Grades will be determined by scores on exams, quizzes, and written assignments. The instructor reserves the right to offer extra credit opportunities, but do not ask for extra credit. More than likely extra credit **will not** be offered.

i. A word of advice: I suggest you do your work in a timely and in an organized fashion. Once you get behind it will be difficult to catch back up to the class. Please do not hesitate to ask for help if you need it. I am more than happy to help you with any questions or issues you may have in this class. Please do not expect sympathy from me if you wait until the final weeks of the semester to get help. Generally speaking, it will be too late by then. Please, please, get help when you need it!

ii. Your final grade will be determined using the following:

1. Quizzes = 25%
2. Written Assignments = 25%
3. Tests = 50%

B. Late Work: I do not accept late work. I will accept missed work if you have a valid, college-approved excuse. If you do miss work and have a valid excuse,

you must inform me as soon as you return. Failure to notify me will result in a zero for that assignment.

C. **Determination of the final grade** – Your final grade will be calculated in the following way:

1. $89.1 - 100 = A$
2. $79.1 - 89 = B$
3. $69.1 - 79 = C$
4. $59.1 - 69 = D$
5. $00.0 - 59 = F$

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.

COURSE CALENDAR

Date	Assignment / Event
August 27	First Class Day Quiz 1 opens at 8:00 AM Written Assignment 1 opens at 8:00 AM
September 2	Quiz 1 closes at 11:59 PM Written Assignment 1 closes at 11:59PM
September 3	Labor Day Holiday - No Class Quiz 2 opens at 8:00 AM Written Assignment 2 opens at 8:00 AM
September 9	Quiz 2 closes at 11:59 PM Written Assignment 2 closes at 11:59PM
September 10	Quiz 3 opens at 8:00 AM Written Assignment 3 opens at 8:00 AM
September 12	Last day to drop or withdraw from a semester-length course with a 100% refund
September 16	Quiz 3 closes at 11:59 PM Written Assignment 3 closes at 11:59PM
September 17	Last day to drop or withdraw from a semester-length course with a 70% refund Quiz 4 opens at 8:00 AM Written Assignment 4 opens at 8:00 AM
September 23	Quiz 4 closes at 11:59 PM Written Assignment 4 closes at 11:59PM

Date	Assignment / Event
September 24	Last day to drop or withdraw from a semester-length course with a 25% refund Quiz 5 opens at 8:00 AM Written Assignment 5 opens at 8:00 AM Test 1 opens at 8:00 AM
September 26	Test 1 closes at 11:59PM
September 30	Quiz 5 closes at 11:59 PM Written Assignment 5 closes at 11:59PM
October 1	Quiz 6 opens at 8:00 AM Written Assignment 6 opens at 8:00 AM
October 7	Quiz 6 closes at 11:59 PM Written Assignment 6 closes at 11:59PM
October 8	Quiz 7 opens at 8:00 AM Written Assignment 7 opens at 8:00 AM
October 14	Quiz 7 closes at 11:59 PM Written Assignment 7 closes at 11:59PM
October 15	Quiz 8 opens at 8:00 AM Written Assignment 8 opens at 8:00 AM Test 2 opens at 8:00 AM
October 17	Test 2 closes at 11:59 PM
October 21	Quiz 8 closes at 11:59 PM Written Assignment 8 closes at 11:59PM
October 22	Mid-Semester Quiz 9 opens at 8:00 AM Written Assignment 9 opens at 8:00 AM
October 28	Quiz 9 closes at 11:59 PM Written Assignment 9 closes at 11:59PM
October 29	Quiz 10 opens at 8:00 AM Written Assignment 10 opens at 8:00 AM
November 4	Quiz 10 closes at 11:59 PM Written Assignment 10 closes at 11:59PM
November 5	Last day to drop with a grade of "W" Quiz 11 opens at 8:00 AM Written Assignment 11 opens at 8:00 AM
November 11	Quiz 11 closes at 11:59 PM

Date	Assignment / Event
	Written Assignment 11 closes at 11:59PM
November 12	Quiz 12 opens at 8:00 AM Written Assignment 12 opens at 8:00 AM
November 18	Quiz 12 closes at 11:59 PM Written Assignment 12 closes at 11:59PM
November 26	Classes Resume Quiz 13 opens at 8:00 AM Written Assignment 13 opens at 8:00 AM
December 2	Quiz 13 closes at 11:59 PM Written Assignment 13 closes at 11:59PM
December 7	Final Exams Test 3 Opens at 8:00 AM
December 12	Test 3 closes at 11:59PM
December 14	Final grades due in the Office of the Registrar by 10:00 AM Christmas Holidays begin at 3:00 PM

Learning Objectives and Assignments

HIST 2311: Western Civilization One

Chapter 1. Early Civilizations

Learning Objectives and Assignments

Learning Objectives

- Learn about the challenges that Historians experience when they study the past.
- Understand what a civilization is.
- Learn about the Sumerian, Egyptian, and Mesopotamian Empires.

Assignments

- Read Chapter 1
- Take Quiz 1
- Finish Written Assignment 1
 - The prompt is: The civilizations of Egypt and Mesopotamia differed in profound ways. What were the major causes of their differences?
- Complete the Personal Responsibility Contract Assignment.
- Complete the Introduce Yourself Discussion Post.

Chapter 2. Peoples, Gods, and Empires, 1700–500 B.C.E.

Learning Objectives and Assignments

Learning Objectives

- Describe the impact of new migrations and settlements on the ancient Near East.
- Define the differences between Egypt's New Kingdom and the previous Old and Middle Kingdoms.
- Explain the workings and importance of transnational networks in the late Bronze Age.
- Identify the new empires and kingdoms that emerged in the Iron Age.
- Understand the historical importance of monotheism.

Assignments

- Read Chapter 2
- Take Quiz 2
- Finish Written Assignment 2
 - The prompt is: Monotheism was a significant historical development of the first millennium B.C. Why was it so important?

Chapter 3. The Civilization of Greece, 1000–400 B.C.E.

Learning Objectives and Assignments

Learning Objectives

- Describe the factors that led to the emergence of the Greek polis.
- Define hoplite warfare and its effects on the development of democracy.
- Explain the key differences among the poleis of Athens, Sparta, and Miletus.

- Identify the ways in which Athenian culture, philosophy, and art reflect political and social ideals.
- Understand the impact of the Persian and Peloponnesian Wars and their different outcomes.

Assignments

- Read Chapter 3
- Take Quiz 3
- Finish Written Assignment 3
 - The prompt is: In what ways did Athenian culture, philosophy, and art reflect democratic ideals?

Chapter 4. The Greek World Expands, 400–150 B.C.E.

Learning Objectives and Assignments

Learning Objectives

- Explain the reasons for Macedonia's rise to power and its triumph over the Greek poleis.
- Describe Alexander's methods of conquest, colonization, and governance.
- Identify the three main Hellenistic kingdoms and their essential differences.
- Define the main characteristics of the Hellenistic world and explain their significance.
- Understand how new philosophies and artistic movements reflect historical changes.

Assignments

- Read Chapter 4
- Take Quiz 4
- Finish Written Assignment 4
 - The prompt is: Alexander the Great conquered to know world while he was still quite young. What factors allowed him to do this? Why was he successful? Why has no one ever been able to do the same thing since Alexander the Great?
- Finish Test One

Chapter 5. The Civilization of Ancient Rome

Learning Objectives and Assignments

Learning Objectives

- Identify the factors that influenced the formation of the Roman Republic.
- Understand the basic elements of Roman identity.
- Define the classes of people who struggled for power in Rome and explain their different objectives.
- Describe the impact of territorial expansion on Roman Society.
- Trace the events leading up to the establishment of the Principate.

Assignments

- Read Chapter 5
- Take Quiz 5
- Finish Written Assignment 5
 - The prompt is: The expansion of the Roman Empire had a profound impact on Roman society. Why?

Chapter 6. The Transformation of Rome

Learning Objectives and Assignments

Learning Objectives

- Identify the historical factors that shaped early Christianity.
- Describe the pressures on Roman imperial administration during the third century.
- Trace the ways that Christianity changed after it became a legal religion.
- Explain how barbarian migrations affected the Roman Empire.
- Understand the difference between traditional Roman and Christian world views.

Assignments

- Read Chapter 6
- Take Quiz 6
- Finish Written Assignment 6
 - The prompt is: The expansion of Rome and the strain on its central government posed significant challenges in the third century. How did Rome respond?

Chapter 7. Rome's Three Heirs, 500–950

Learning Objectives and Assignments

Learning Objectives

- Explain why Justinian's efforts to reunite the Roman Empire proved destructive.
- Define the distinctive features of Byzantine culture and understand how this eastern Roman Empire built on the legacy of the past.
- Identify the reasons for Islam's rapid expansion and explain their significance.
- Describe the relationship between monasticism and secular power in early medieval Europe.
- Understand the political and cultural importance of the Carolingian Empire.

Assignments

- Read Chapter 7
- Take Quiz 7
- Finish Written Assignment 7
 - The prompt is: What were some important features of Byzantine culture, and how did it build on that of Rome?

Chapter 8. The Expansion of Europe, 950–1100

Learning Objectives and Assignments

Learning Objectives

- Explain the reasons for the fragmentation of political power in Europe during this period (950 - 1100) and understand the implications of the trend.
- Identify the most important outcomes of the medieval agricultural revolution and their effects.
- Describe the reforming movement with the Church and assess its consequences.
- Understand the motives behind the First Crusade.
- Trace the political, economic, social, religious and cultural effect of the First Crusade.

Assignments

- Read Chapter 8
- Take Quiz 8
- Finish Written Assignment 8
 - The prompt is: The crusading movement had profound effects on Western Europe and Byzantium, as well as on the relationship between the Latin Christian and Muslim worlds. In what ways were three civilizations transformed?
- Take Test Two

Chapter 9. The Consolidation of Europe, 1100–1250

Learning Objectives and Assignments

- Learning Objectives
- Identify and understand the differences among Europe's emerging monarchies.
- Describe the ongoing effects of crusading and their importance.
- Understand the connections between new religious movements and the power of the papacy.
- Define scholasticism and trace its development.
- Explain the changing meaning of chivalry and its cultural consequences.

Assignments

- Read Chapter 9
- Take Quiz 9
- Finish Written Assignment 9
 - The prompt is: Why did the meaning of chivalry change in the twelfth century? What new literary genres and art forms of the High Middle Ages were fostered by courts, universities, and towns?

Chapter 10. The Medieval World, 1250–1350

Learning Objectives and Assignments

Learning Objectives

- Describe the effects of the Mongol conquests and sketch their significance.

- Identify the key characteristics of the medieval world system and its consequences.
- Define the concept of sovereignty and its importance in this era.
- Understand the reasons for the papacy's loss of prestige.
- Explain the rapid spread of the Black Death in this historical context.

Assignments

- Read Chapter 10
- Take Quiz 10
- Finish Written Assignment 10
 - The prompt is: The expansion of commerce and communication between Eastern and Western civilizations created a new world system. What were some key characteristics of this system? What kinds of change did it enable?

Chapter 11. Rebirth and Unrest, 1350–1453

Learning Objectives and Assignments

Learning Objectives

- Trace the economic and social effects of the Black Death, and explain their importance.
- Explain the relationship between the concepts of the Middle Ages and the Renaissance.
- Describe the intellectual, cultural, and technological innovations of this era.
- Define the concept of national monarchy and summarize its implications.
- Understand the significance of the conciliar movement and its defeat by the papacy.

Assignments

- Read Chapter 11
- Take Quiz 11
- Finish Written Assignment 11
 - The prompt is: What were some of the intellectual, cultural, and artistic innovations of this era in Italy and elsewhere in Europe?

Chapter 12. Innovation and Exploration, 1453–1533

Learning Objectives and Assignments

Learning Objectives

- Understand the relationship between Renaissance ideals and the political and economic realities of Italy.
- Identify the key characteristics of Renaissance arts and learning during this period, and explain their significance.
- Define the term Reconquista and its meaning in Spain.
- Describe the methods and motives of European colonization during this period.
- Explain why Europeans were able to dominate the peoples of the New World.

Assignments

- Read Chapter 12
- Take Quiz 12
- Finish Written Assignment 12
 - The prompt is: The "discovery" of the New World had profound effects on the indigenous people and the environment of the Americas. Describe some of these effects.

Chapter 13. The Age of Dissent and Division, 1500–1564

Learning Objectives and Assignments

Learning Objectives

- Define the main ideas advanced by Martin Luther and understand their significance.
- Explain why Switzerland emerged as an important Protestant center.
- Identify the ways that family structures and values changed during the Reformation.
- Understand the reasons behind England's unique kind of Protestantism.
- Describe the Catholic Church's response to the challenge of Protestant movements.

Assignments

- Read Chapter 13
- Take Quiz 13
- Finish Written Assignment 13
 - The prompt is: The main premises of Luther's theology had religious, political, and social implications. What were these premises, and how did they affect real change?
- Take Test Three