COURSE INFORMATION

COURSE TITLE

HIS101 - Western Civilization: Antiquity to 1650

COURSE DESCRIPTION

Explores a number of events, peoples, groups, ideas, institutions, and trends that have shaped Western Civilization from the prehistoric era to 1650. Reflects the multiple perspectives of gender, class, religion, and ethnic groups. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in this discipline. This is a statewide Guaranteed Transfer course in the GT-HI1 category.

CREDIT HOURS:

3

GT PATHWAYS

The Colorado Commission on Higher Education has approved HIS101 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to Guaranteed Transfer (GT) Pathways General Education Curriculum. For REQUIRED SYLLABUS information that is to be included on all syllabi starting Fall 2018 go to Required Course Syllabus Language.

This course is one of the Statewide Guaranteed Transfer courses.

- [HIS101 Required Syllabus Info HI1](#)
CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

OVERVIEW

This course uses Open Educational Resources (OER) and does not require the purchase of any materials. All of the course content is online -- either within D2L or linked to it through our course shell.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need **regular** access to a computer from which you can get to the Internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

You will need to have access to and use a word processing program such as Office 365 that is provided free for all students. To set up your account, access the Office 365 Self-Help Guide for Students found on your home college's portal. You may also need to access Adobe Acrobat Reader for some files. To download the latest version of Adobe Acrobat Reader for free go to: [https://get.adobe.com/reader/](https://get.adobe.com/reader/).

REQUIRED TEXT:

There is no single textbook for this course. All required course readings and videos are linked in each module.

All videos are accessible using closed captioning. You may turn on closed captioning for Films on Demand videos and you may review the [Films on Demand accessibility statement](https://example.com) for more information. For additional information on accessibility, please visit the ADA Policies and Procedures page found [here](https://example.com) or linked on the Academic Support page.
COURSE COMPETENCIES AND OBJECTIVES

STUDENT OUTCOMES:

The competencies you will demonstrate in this course are as follows:

STANDARD COMPETENCIES

- I. Four general goals integrate history with workplace skills:
  - A. Acquire information from many sources.
  - B. Break complex and multiple sources of information down into parts to create clearer understanding.
  - C. Understand the impact of time and space on perspective.
  - D. Develop narrative structures and arguments based on evidence.

- II. Throughout the course, students will be introduced to course content, practice using course content, and demonstrate they can:
  - A. Describe how peoples, groups, cultures, and institutions covered in this course change over time.
  - B. Understand the events covered in the course in historical context and recognize how social, cultural, gender, race, religion, nationality and other identities affect historical perspective.
  - C. Communicate orally and in writing about the subject of the course and select and apply contemporary forms of technology to solve problems and compile information.
  - D. Use different resources for historical research, including libraries, databases, bibliographies and archives.
  - E. Analyze secondary sources and recognize differences in historical interpretation.
  - F. Identify types of primary sources, the point of view and purpose of their author or creator.
  - G. Create substantive writing samples which employ critical analysis of primary and secondary sources, and document those sources correctly.
  - H. Construct knowledge in the discipline and synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifact and critically analyze, interpret and evaluate many different points of view to construct historical arguments.
MODULE OBJECTIVES

Module objectives that help students to demonstrate course competencies are as follows:

MODULE 1

Outcomes
1. Introduce yourself and discuss why we study history.
2. Identify the origins of humankind.
3. Describe the discoveries of Mesopotamia and Egypt that led them to be the first urbanized civilizations.
4. Explain the semi-nomadic societies and the monotheistic religious traditions they established.
5. Describe the first Greek-speaking societies, their collapse, and the emergence of a more powerful civilization.
6. List & summarize the research tools available at the CCOnline Library.
   Submit a brief summary of research tools available, ask questions, and begin basic research for final assignment (History Detective).

Competencies
I.a, I.b, I.c, I.d
I.a, I.b, II.a, II.c
I.a, II.b, II.a, II.c
I.a, I.b, II.a, II.c
I.a, I.b, I.c, II.a, II.d
I.a, I.b, I.c, II.a, II.d

MODULE 2

Outcomes
1. Examine how the Greek victory over Persia allowed for great political and cultural production.
2. Explain the impact of Greek internal war on Greece and how they became easy prey for Macedonia.
3. Identify the Roman attributes that helped them expand their power abroad.
4. Utilize online research resources to identify and locate primary and secondary source items related to specific terms.

Competencies
I.a, I.b, I.c, II.c, II.d, II.e, II.f
I.a, I.b, II.d, II.e, II.g
I.b, II.b, II.c, II.d, II.e, II.g
I.b, II.b, II.c, II.d, II.e, II.g

MODULE 3

Outcomes
1. Analyze the various factors that contributed to the rise, decline, and fall of the Roman Republic and the Western Roman Empire.
2. Identify and evaluate the successes/failures of key personalities to political, social/cultural, and economic developments in Roman civilization.
3. Examine the transformation of the Roman world through the introduction and spread of Christianity.
4. Discuss, using specific examples, the impact of geography, war/conquest, the struggle for individual freedoms, and religion on the rise, development, and fall of civilizations with specific examples.
5. Create a Weblog on a term related to the module using proper citation format.

Competencies
I.a, I.b, II.d, II.e, II.f
I.a, I.b, I.c, II.c, II.d
I.a, I.b, II.d, II.e, II.f
I.b, I.d, II.c II.d, II.f
I.b, I.d, II.c II.d, II.f

MODULE 4

Outcomes
1. Evaluate the impact of the Byzantine and Islamic Empires on Western culture, social, and political development. Compare and contrast the religious beliefs of the Byzantine Empire with those of the West.
2. Describe the religious, political, social, and economic characteristics of the Carolingian Empire and the Early Middle Ages.
3. Evaluate and compare a Primary and a Secondary source on the same topic.
4. Perform a self-evaluation/reflection. How are things going? Share your conclusions with your peers and offer advice from your own experiences.

Competencies
I.a, I.b, II. c, II.d, II.e, II.f II.g
I.b, I.d, II.b, II.c II.d, II.e, II.f, II.g
I.b, II.b, II.c, II.d, II.e, II.f, II.g
I.a, I.b
MODULE 5

Outcomes
1 Analyze the culture the Middle Ages in Western and Central Europe including the peasants, the knights, monarchs and courts, and clergy. Identify the major events that transformed society.
2 Describe the rebirth of commerce and urban society.
3 Create a timeline of events.

Competencies
I.a, I.b, I.d, II.a, II.c, II.d, II.e, II.f, II.g, II.h

MODULE 6

Outcomes
1 Identify the characteristics of life, the major artists and ideals during the Renaissance.
2 Investigate and describe the transformation of the role of the monarch during the 15th - 17th centuries and explain the economic and social/cultural impact of that transformation.
3 Produce a complete well-researched draft of the History Detective assignment.

Competencies
I.a, I.b, I.c, II.d, II.e, II.f

I.a, I.b, II.a, II.c, II.d, II.e, II.g

I.a, I.b, II.a, II.c, II.d, II.e, II.g

MODULE 7

Outcomes
1 Discuss the Intellectual, Protestant, and Catholic (Counter) Reformation and their relationship to nearly a century of war in Europe.
2 Compose a first person, historical narrative illustrating your knowledge of events, people, and culture during the Religious Reformation and following century of war.
   II.f, II.g, II.h
3 Review and evaluate the research skills of yourself and your peers through a peer review discussion.
   II.h

Competencies
I.a, I.b, II.c., I.d, I.e, II. a - h

I.a, I.b, II.c., I.d, II.c, II.d, II.e.

I.a, I.b, II.c., I.d, II.a, II.f, II.g,

MODULE 8

Outcomes
1 Examine social and economic conditions of early modern Europe.
2 Discuss the rise and justification of absolute monarchical power and constitutional monarchy.
3 Analyze a controversial historical event that occurred in the time frame this course covers and compose an evidence-based, argumentative essay on this topic.

Competencies
I.a, I.b, II.a, II.c

I.a, I.b, II.a, II.c

I.a, I.b, II.a, II.c
GRADING AND EVALUATION

METHODS:

Evaluation includes a combination of discussion participation, and special writing assignments (a scavenger hunt, a web bibliography, etc.).

GRADING POLICIES:

Mark the unit due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Written assignments submitted through the assignment folder may be submitted up to five days late with no penalty, with the exception of the History Detective which is due the last day of class. Written assignments will not be accepted late after this five-day grace period. No late work will be accepted for the discussions. Discussions are designed for students to discuss module concepts in the week they are covered; therefore, discussions cannot be submitted after their due date.

Following are the cumulative points required to establish a letter grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments</td>
<td>625</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>375</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
</tbody>
</table>

Grading Scale

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

PLAGIARISM POLICIES:

Please note an online plagiarism detection tool will automatically run for every module assignment that you submit. You can view the results and resubmit by the due date regular unit assignments if you discover that you have plagiarized. Anything submitted after the due date is not eligible for plagiarism resubmission.

DISCUSSIONS

There are 19 required discussions. There are discussions in every Module. Participation in these asynchronous chapter-level Discussions is a very important part of the class experience and cannot be made up. Plan accordingly as not participating will have a negative effect on your final course grade.
ASSIGNMENTS

Each Module has one assignment designed to help you meet the overall competencies of this course, particularly research and writing for history. Specific instructions and rubrics for these assignments can be found in each Module.
COURSE SCHEDULE

This schedule is subject to change as needed.

The course schedule summarizes all of the graded assignments, exams, and reading assignments for the course. If you like, you can print it out and post it somewhere handy.

Note that this course is not self-paced. All assignments (papers, quizzes, discussions, etc.) must be completed by the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

MODULE 1
Reading/Assignments/Projects
Module Lectures: all linked essays, articles and videos
Lecture 1: Ancient Origins
Lecture 2: Ancient Cultures
Module Exploration
Discussions: Initial post by Thursday
Discussions: Responses to peers by Sunday
Library Research Assignment
*Students must participate in a graded assessment in Module 1 by XXX, or they will be dropped for non participation.

MODULE 2
Reading/Assignments/Projects
Module Lectures: all linked essays, articles and videos
Lecture 1: Ancient Greece
Lecture 2: Ancient Rome
Module Exploration
Discussions: Initial post by Thursday
Discussions: Peer responses by Sunday
Scavenger Hunt

MODULE 3
Reading/Assignments/Projects
Module Lecture: all linked essays, articles and videos
Lecture: Roman Empire and Fall
Module Exploration
Discussions: Initial Post by Thursday
Discussions: Peer responses by Sunday
Webliography
**Reading/Assignments/Exams**
Module Lectures: all linked essays, articles and videos
Lecture 1: Byzantium and Islam
Lecture 2: Early Middle Ages
Module Exploration
Discussions: Initial Response by Thursday
Discussions: Peer responses by Sunday
Primary/Secondary Source Comparison

**Due Dates**

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**MODULE 5**

**Reading/Assignments/Projects**
Module Lecture: all linked essays, articles and videos
Lecture: High & Late Middle Ages
Module Exploration
Discussions: Initial Response by Thursday
Discussions: Peer responses by Sunday
Timeline Assignment

**Due Dates**

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**MODULE 6**

**Reading/Assignments/Projects**
Module Lectures: all linked essays, articles and videos
Lecture 1: The Renaissance
Lecture 2: Exploration and Empire
Module Exploration
Discussions: Initial Post by Thursday
Discussions: Peer responses by Sunday
History Detective Rough Draft

**Due Dates**

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**MODULE 7**

**Reading/Assignments/Projects**
Module Lecture: all linked essays, articles and videos
Lecture: Reformation & Civil War
Module Exploration
Discussions: Initial Post by Thursday
Discussions: Peer responses by Sunday
Personal Historical Narrative

**Due Dates**

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**MODULE 8**

**Reading/Assignments/Projects**
Module Lecture: all linked essays, articles and videos
Lecture: Life in Early Modern Europe
Module Exploration
Discussions: Initial Response by Thursday
Discussions: Peer responses by Sunday
History Detective Final Draft

**Due Dates**

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Last modified 8/24/2019 tlt