Class Hours: 3.0       Credit Hours: 3.0
Laboratory Hours: 0.0   Date Revised: Spring
                       01

Catalog Course Description:

A survey of the ancient Western world to 1715 that through the use of primary and secondary
sources and extensive class discussion seeks to develop a conceptual understanding of the roots of
the understanding in which we live.

Entry Level Standards:

Students must be able to read with a questioning mind and write essay answers to examinations in
order to perform well in the course. They must be “active learners” in the sense that they should
seek to do more than memorize and passively absorb reading and lecture material.

Prerequisites:

Consent of the instructor and ACT composite score of at least 24.

Textbook(s) and Other Reference Materials Basic to the Course:

Speilvogel, Jackson, Western Civilization, Fourth Edition.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course; Ancient Near East</td>
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<tr>
<td>2</td>
<td>Ancient Greece</td>
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<tr>
<td>3</td>
<td>Ancient Greece</td>
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<td>4</td>
<td>Ancient Rome</td>
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<td>5</td>
<td>Rome and Christianity</td>
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<tr>
<td>6</td>
<td>Exam I</td>
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<td>7</td>
<td>Heirs of Rome/Early Middle Ages</td>
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<tr>
<td>8</td>
<td>High Middle Ages</td>
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<tr>
<td>9</td>
<td>Late Middle Ages</td>
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II. Course Objectives*:

A. Survey the political, cultural, and social-economic developments in the Western world from the Ancient through the Early Modern periods. IV.1, IV.3

B. Establish major political, cultural, social-economic themes and trace their continuity and change from the ancient world to 1715. IV.1, IV.3

C. Analyze how past societies differed from our contemporary world. IV.1, IV.3

D. Analyze what past societies have contributed to our contemporary world. IV.1, IV.3

E. Become familiar with basic research methods and their application to historical writing. I.3, VII

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Read the text and use critical thinking skills to relate factual material to the themes of the course. Communication Outcome, Problem Solving and Decision Making Outcome

2. Listen effectively to lectures, take notes, and use critical thinking skills to organize their lecture notes in preparation for exams. Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy

3. Write analytical essays about the past. Communication Outcome, Problem Solving and Decision making Outcome, Active Learning Strategy, Information Literacy Outcome

4. Through participation in class discussions and/or group projects, engage in an exchange of ideas with their peers. Communication Outcome, Personal Development Outcome, Transitional Strategy

5. Conduct basic library and internet research. Communication Outcome, Information Literacy Outcome, Technological Literacy Outcome

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:


Upon successful completion of this course, the student should be able to:

1. Understand the significant stages of the development of Western religion. A, B
2. Understand the significant stages of the development of rational thought. A, B
3. Understand the significant stages of the development of statecraft. A, B
4. Understand the significant stages of the development of social classes. A, B
5. Understand the significant stages of the development of economics. A, B
6. Understand how different cultures – and even our own culture in an earlier era – hold values different from their own. A, B, C
7. Develop a greater appreciation of cultures and beliefs different from their own. A, B, C, D
8. Understand how present assumptions, values, and practices emerged from previous ideas and institutions (i.e., the realization that we are products of our past). A, B, D
9. Be more of aware of political, social, economic, and environmental issues in contemporary society. D
10. Possess a fuller capacity for analytical and conceptual thought. B, C, D
11. Demonstrate the ability to research and write analytical essays about historical issues. B, E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

   The percentage each testing method contributes to the final grade may vary from instructor to instructor. In general, exams will count 50%; quizzes will count 25%, and participation 25%.

B. Laboratory Expectations:

   N/A

C. Field Work:

   Honors Western Civilization I is a writing-emphasis course. Students will be asked to write a series of essays that require them to create a factually based interpretation of past societies. The majority of the final grade will come from this form of evaluation. Students will also be given quizzes that evaluate their comprehension of assigned reading materials.
   Since Honors Western Civilization I emphasizes discussion of primary and secondary historical sources, students’ participation in class will be evaluated as to reading comprehension and ability to communicate ideas orally.

D. Other Evaluation Methods:

   N/A

VI. Policies:
Attendance Policy:

Pelissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Attendance policies for Western Civilization courses are in compliance with the college policy. Modifications made to that basic policy are as follows:

1. Students in MWF classes will be allowed 6 absences. Students in TR classes will be allowed 4 absences. Night classes permit only 2 absences. Any absences over the limit will result in a five-point deduction from the student’s grade.
2. Three late arrivals to class count as one absence.