PeLlissiPpI sTECHnICAL cOMMUNITY cOLLEgE
MAStEr sYLLABUS

WeStErn cIvIlIZAtION I
HIST1010

ClAss hOuRS: 3.0            CrediT hOuRS: 3.0
lABorATORY hOuRS: 0.0        rEvised: FaLL 08

CaTALog CoURSE DesCRIPTIOn:
A survey of the ancient Western world to 1715.

EnTRy LeVEl sTAndARDS:
The ability to read with a questioning mind and to write essay answers to exams is essential to performing well in this course. Students are also expected to be "active learners" in the sense that they should seek to accomplish more than memorization and passive absorption of reading material. Students should be prepared to spend at least two hours preparation time outside class for each class hour. No previous knowledge of the history of western civilization is required.

PrEREQUSITES:
None

Textbook(s) and other Course Materials:


I. Week/unit/topic Basis:
NOTE: The exact organization of material per week and time allotted to a particular topic may vary slightly from instructor to instructor. * The inclusion of the Scientific Revolution in Western Civilization I is at the discretion of the individual instructor.

<table>
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<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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<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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<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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<td>High 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. 2

B. Establish major political, cultural, social-economic themes and trace their continuity and change from the ancient world to 1715. IV. 1, IV. 2

C. Analyze how past societies differed from our contemporary world. IV. 3, IV. 4

D. Analyze what past societies have contributed to our contemporary world. IV. 5

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

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

2. Take notes and use critical thinking skills to organize their notes in preparation for quizzes and exams. History Outcome, Communication Outcome, Active Learning Strategy

3. Write analytical essays about the past. History Outcome, Communication Outcome, Social Science Outcome, Active Learning Strategy

4. Engage in classroom discussions with their peers about historical issues. History Outcome, Communication Outcome, Social Science Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting course work 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, rational thought, statecraft, social classes, and economics. A, B

2. Understand how different cultures - and even one’s own culture in an earlier era - hold values different from the student’s own. A, B, C
3. Develop a greater appreciation of cultures and beliefs different from the student’s own. A, B, C, D

4. 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

5. Be more aware of political, social, economic, and environmental issues in contemporary society. D

6. Possess a fuller capacity for analytical and conceptual thought. B, C, D

7. Demonstrate the ability to write analytical essays about historical issues. B

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

V. Evaluation:

A. Testing Procedures:

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. Instructors may also make use of reading quizzes, require their students to interpret and evaluate original historical sources, and/or ask them to participate in extracurricular cultural events as part of their graded work for the course.

B. Laboratory Expectations:

Not applicable.

C. Field Work:

Not applicable.

D. Other Evaluation Methods:

Not applicable.

E. Grading Scale:

The precise grading scale will be determined by individual instructors.

VI. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Learning, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Learning.
B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

C. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

D. Other Policies:

Students are expected to demonstrate respectful behavior towards their instructor and their classmates. Conduct that disrupts the learning environment could result in a student’s expulsion from the class. For more information, please refer to the “Student Disciplinary Rules” section of the college catalogue.