

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

HIST 1003

Course Title

Western Civilization to 1700

Course Description

This course is a general survey of the history of the western civilization up to 1700. Prerequisite: BSTD 0113 or placement test.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking

Responsibility

Communication

ACTS Course: HIST 2113

ACTS/Course Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Describe the developments in the Middle East and Europe to the end of the Roman Republic in 27 BC.	I. 1-6.	CT 1	CT 1	CT 1		CT 1	Embedded Questions in Unit Exam.
CLO 2	Analyze the developments of the culture, economics, and politics of the Roman Empire and of Europe in the Middle Ages	II. 1-5.	CT 1	CT 1	CT 1		CT 1	Embedded Questions in Unit Exam.
CLO 3	Analyze and evaluate the causes and consequences of the Renaissance and Scientific Revolution.	III. 1-4.	CT 1	CT 1	CT 1	C1	CT 1	Research paper graded with rubric.

Unit Outcomes/ Competencies

I. The Beginnings of Civilization (to 3000 BC)

The Rise and Fall of the River Valley Civilizations (3000 BC to 334 BC)

The Middle East (1600 BC to 486 BC)

Ancient Greece (2800 BC to 334 BC)

Alexander and the Hellenistic Kingdoms (334 BC to 133 BC)

The Rise of Rome (753 BC to 31 BC)

Learning Objectives:

Understand and analyze the causes of the beginnings of civilization and outline the religious, social, and political customs of various nations.

Understand archaeological techniques

Analyze how each major civilization interacted and what each society contributed to the development of western society.

Evaluate the achievements of Classical Greece.

Readings from selected articles and Spielvogel, pp. 1-145.

II. The Roman Empire and Its Inheritors

Caesar Augustus and the Roman Empire (31 BC to AD 14)

Pax Romana (AD 14 to AD 180)

The Decline and Fall of the Roman Empire (AD 180 to AD 476)

The Rise and Spread of Christianity (AD 29 to AD 805)

The Byzantine Empire Emerges (AD 476 to AD 814)

The Expansion of Islam (AD 622 to AD 750)

Civilization in the Early Middle Ages (AD 750 to AD 1000)

The Crusades (AD 1095 to AD 1291)

Europe Reorganizes (AD 1000 to AD 1347)

Learning Objectives:

Understand and analyze the influence of Roman society on Europe.

Analyze the causes and effects of the emergence and conflicts between Christianity and Islam.

Analyze how Roman society functioned, why it grew to such an extent and disintegrated.

Identify the shape of the societies that emerged in the wake of Rome's collapse.

Readings from selected articles and Spielvogel, pp. 147-304.

III. Europe Turns Outward: The Renaissance and Exploration

The Black Death (AD 1347 to AD 1350)

The Renaissance (AD 1350 to AD 1550)

Age of Reformation and Counter-Reformation (AD 1417 to AD 1700)

Age of Discovery and Colonization (AD 1419 to AD 1700)

The Scientific Revolution (AD 1543 to AD 1700)

Learning Objectives:

Understand the causes and the significance of the social and religious upheaval in Europe from the Black Death.

Analyze the breakdown of religious cohesion with the Great Schism, the Reformation, the Counter-Reformation.

Analyze and evaluate the achievements of the Renaissance and the Scientific Revolution.

Understand the cultural issues of the period, how they relate, and how they parallel concerns in modern society.

Readings from selected articles and Spielvogel, pp. 306-512.

Assessment Description(s)

Assessments will be evaluated using the department rubric.

Materials and Technological Requirements:

Spielvogel, Jackson J. *Western Civilization*, 8th ed. Stamford, CT: Wadsworth, 2012.

E-mail and the Blackboard system will be used extensively.

Evaluation

College grading policies are described in the current college catalog.

A = 90 and above

B = 80-89

C = 70-79

D = 60-69

F = Below 60

Instructional Methodology

This course will consist of online lectures, discussions, and readings. Grades will be determined as follows:

Examinations: Three essay examinations will be given, each worth 20% of the student's final grade. Each examination will be non-cumulative. Any student absences must be excused to the professor's satisfaction, or the student will receive a grade of zero for the test.

Research Paper: A research paper will be required, worth 20% of the final grade. The paper will be 3 to 5 pages long, typed, and double-spaced. Papers will be graded on quality of research, writing style, and grammar. Topics will require instructor approval.

Participation: Online participation in the discussion boards will be required. Students must participate in discussion boards, leaving at least two posted comments THREE days per week (for a minimum of SIX posts). The times these posts are to be left is up to the student, but the posts must be completed by the time each section exam is due. Participation will be asynchronous, that is, no formal class times will be required, but students must participate a set amount of time each week. Discussion board comments will be based on questions posted by the professor and the class readings. Participation will count 15% of the student's final grade.

Human Rights Project: As part of the initiative to instill critical thinking through research and communication, a further understanding of historical patterns in societies, and good citizenship, students will engage in a human rights initiative that will encompass 5% of their final grade.

There will be three components to this grade:

For the first two components, students will vote on a project for the semester, in conjunction with other classes. Students will submit to the professor a letter to the appropriate government seeking the action the classes agreed upon (release of a political prisoner, support of a particular cause, etc.). As the class will be working together, there can be no late work here.

For the final component to the assignment, students will register to vote or write a two-page essay on the importance of civic involvement. A copy of this essay or a copy of the voter registration card (scanned or photocopied – students will keep their original voter registration card for themselves) must be submitted to the professor.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students

have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week.....2 absences
- Courses that meet twice per week3 absences
- Courses that meet four times per week.....5 absences

Summer Session

- Courses that meet four times per week in a five week session3 absences
- Courses which meet two evenings per week in a 10 week session.....3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate

academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and

offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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