

July 18, 2013

1. College: **Liberal and Applied Arts**
2. Department: **History**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **HIS 151**
5. Course title: **Western Civilization I**
6. Course catalog description: **Political, social, economic, and cultural history of the West from prehistoric times to the Reformation.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **150**
9. Course prerequisites and/or required qualifications for enrolling in the class: **None**
10. Course **is/will be** available online.
11. Foundational Component Area: **Language, Philosophy, and Culture**
12. Explain why this course fits into this foundation component area: **This course meets the Coordinating Board's description of language, philosophy, and culture courses because it focuses on the ways that ideas, values, beliefs, and other aspects of culture express and affect human experience. It studies how Mesopotamia and Egypt first developed the new value of living as civilized human beings. It examines how the Hebrews first understood the religious value of monotheism and how Christianity and Islam modified human understanding of this value. It considers the beginning of democratic values in ancient Greece. It studies the idea of empire in its different manifestations in Persia, Macedonia, Rome, and medieval Europe with the concomitant changes in those societies' understanding of law, culture, and political development. It considers the developments of the values of learning and education among ancient Greek philosophers, medieval universities, and the European Renaissance in the fourteenth through sixteenth century.**
13. Core Objectives
 - Critical Thinking - Students will be instructed in elements of critical thinking such as innovation, inquiry, analysis, evaluation, and synthesis of information. This instruction will take place by means of lectures and assigned readings. Each student's mastery of critical thinking will be demonstrated by means of an essay in which students will be asked to analyze an historical event from the period. Each student will be asked to interpret five sources, evaluate the sources in historical context, and construct an essay that synthesizes their knowledge.
 - Communication Skills - Students will be instructed in elements of communication including effective development, interpretation, and expression of ideas in writing. The instruction will take place by means of assigned readings and lectures. Each student's mastery of written communication will be demonstrated by means of an essay in which students will be asked to analyze an historical event from the period. Each student will be asked to interpret five sources, develop a thesis based upon source analysis, and express their ideas effectively in an essay that synthesizes their knowledge.
 - Social Responsibility - Instructors will teach students how men and women over time have interacted with other groups of human beings. From the study of early western civilization students will learn how human beings have developed ideas

of governments, empires, and laws. As a result of this knowledge of past successes and failures of other human beings, they will demonstrate through written assignments that they are preparing themselves to engage effectively as responsible citizens in communities both on the local and global level.

- Personal Responsibility - Instructors will teach students how human beings, both as individuals and as aggregates, have developed concepts of human rights, how philosophers and religious leaders have developed ethical concepts, and how sometimes during the course of history certain individuals and groups have trampled on human rights and ethical values. Students will demonstrate their understanding of each individual's role in maintaining ethical standards and explore their own beliefs and values when compared to other people in the past.

Contact person for questions about this submission:

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