

Western Civilization I History 151

Name:
Email:
Phone:
Office:
Office Hours:
Department:
Class meeting time and place:

Course Description:

Political, social, economic, and cultural history of the West from prehistoric times to the Reformation.

Texts and Materials:

The following list is representative of the types of textbooks that will be used in this course.

Jackson Spielvogel, *Western Civilization*

Donald Kagan, Steven Ozment, Frank M. Turner, and Alison Frank, *The Western Heritage*

Mark Kishlansky, Patrick Geary, and Patricia O'Brien, *Civilization in the West*

John McKay, Bennett D. Hill, John Buckler, and Clare Haru Crowston, *History of Western Society*

Marvin Perry, Myrna Chase, James Jacob, Margaret Jacob, and Theodore H. Von Laue, *Western Civilization: Ideas, Politics, and Society*

Margaret L. King, *Western Civilization: A Social and Cultural History*

Dennis Sherman and Joyce Salisbury, *The West in the World*

Other representative readings may be used at the discretion of instructors.

Course Requirements:

Students in this course will be expected to complete a variety of readings and one or more exams to demonstrate their understanding of course content. The designated core competencies detailed below will be addressed in an essay assignment that allows students to demonstrate their ability to think critically, communicate effectively in writing, and understand social and personal responsibility. This essay will ask students to analyze an historical event from the period. Each student will be provided five sources to interpret and evaluate, place in historical context, and utilize to construct an

essay.

Each of these assignments will promote student competence in the following objectives:

1. **Critical Thinking.** The assignment will promote critical thinking skills by asking students to inquire, analyze, and evaluate specific sources relative to the development of western societies from prehistoric times to the era of the Reformation. Students will be required to synthesize their knowledge in the assigned essay.
2. **Communication Skills.** The assignment will promote communication skills by asking students to develop and express their ideas in written form about the development of western societies from prehistoric times to the era of the Reformation.
3. **Personal Responsibility.** The assignment will specifically ask students to articulate their understanding of how the impact of individual choices and decisions have effected ethical decision-making in western societies from prehistoric times to the era of the Reformation.
4. **Social Responsibility.** The assignment will specifically ask students to demonstrate their understanding of how different cultures interacted and citizens have participated in various communities from western societies from prehistoric times to the era of the Reformation.

*Note: individual faculty members determine the number of exams and structure of exams used in specific sections of the course.

Course Calendar:

The following topics will be covered in each section of HIS 151:

1. Ancient Near East and Egypt (2-3 weeks)
This unit will include instruction in critical thinking, communication, social responsibility, and personal responsibility (also to be reinforced throughout the course where appropriate).
2. Greece (2-4 weeks)
3. Rome (2-4 weeks)
4. The Middle Ages (2-4 weeks)
5. The Renaissance (1-2 weeks)

Grading Policy:

Grades for the course will be determined as follows:

Exams	80 points
Writing Assignment (essay)	20 points

Scale:

90-100 points	A
80-89	B

70-79	C
60-69	D
below 60	F

*Note: individual faculty determine the types, number, content, and specific weights of course assignments used in specific sections of the course. Above is an example of how a faculty member might allocate course grades.

Attendance Policy:

Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Regardless of attendance, the student is responsible for course content and assignments.

*Note: Individual faculty members determine the attendance policy for their sections of this course. The above section is for illustration purposes only.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:

HIS 151 is part of the university's Core Curriculum and as such strives toward both the general goals of the core and the specific objectives for classes designated for inclusion in the Language, Philosophy, and Culture Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area of the Core focus on the ideas, values, beliefs, and other aspects of culture that express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

In addition to learning the above, as well as achieving competence in the assignment-specific objectives detailed earlier, students in HIS 151 will through a variety of exercises and assignments demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written communication.
- Gain intercultural competence, a knowledge of civic responsibility, and an awareness of past human engagements in regional, national, and global communities.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to the making of ethical decisions.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at

http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (*Semester Grades Policy, A-54*)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to

<http://www.sfasu.edu/disabilityservices/>

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to

leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.