CENTRAL TEXAS COLLEGE  
SYLLABUS FOR HIST 2311  
WESTERN CIVILIZATION I  

Semester Hours Credit:  3  

INSTRUCTOR: ________________________  
OFFICE HOURS: _____________________________  

I. INTRODUCTION  

A. A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 17th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations  

B. In support of the objectives of the Texas core curriculum, the course provides significant exercise of a student’s critical thinking skills, communication skills, empirical and quantitative skills, and social responsibility. These objectives form a foundation of intellectual and practical skills that are essential for all learning.  

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
- **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.  
- **Empirical & Quantitative Skills:** to manipulate and analyze numerical data or observable facts to reach informed conclusions.  
- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.  

C. Prerequisite: None.
II LEARNING OUTCOMES

Upon successful completion of this course, students will:

A. Create an argument through the use of historical evidence.
B. Analyze and interpret primary and secondary sources.
C. Analyze the effects of historical, social, political, economic, and cultural forces on this period of western history.
D. Explain thoughts and ideas in writing.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignments

Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Your instructor will assign one of these items for you to complete as a part of the requirements for this course. He/she will provide specific instructions regarding content, format, timelines, etc.

C. Class Performance: Your instructor will summarize and discuss CTC’s academic policies. You may refer to the CTC catalog for details. Your instructor will provide his/her policies on absences, make up work, etc.

D. Class Participation

Each instructor will discuss the level and type of class participation expected of students. If class participation is an element in computing a student’s course grade, the instructor will provide the details.
V. EXAMINATIONS

Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-up exams will be handled according to the policy of the individual instructor.

Examinations are individual efforts. Any form of academic dishonesty will result in sanctions. Full details on college policies relating to scholastic honesty can be found in the current college catalog.

VI. SEMESTER GRADE COMPUTATION.

A. Grade Formula:

The instructor will outline the specific grade formula for the class. It will show how each course requirement (exams, papers, projects, participation, etc.) factors into the student’s final course grade.

B. Grade Computation:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
0 – 59 = F

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR.

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. Please refer to the current CTC catalog for specific withdrawal requirements and processes.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. Incomplete Grade: An “IP” grade may be assigned by an instructor if a student has made satisfactory progress in a course but encounters extenuating circumstances beyond his/her control. The instructor makes the final decision concerning the granting of the incomplete grade.
D. Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

E. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

F. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Unit One:

1. **Unit Objectives:** Upon successful completion of unit the student will be able to: (*)

   a. Identify the characteristics and importance of the period commonly known as the Greek “Dark Ages.”
   b. Explain why people in subsequent historical eras have considered the Greek classical model like theirs.
   c. Identify the characteristics of the Hellenistic culture.
   d. Describe the Hebrew social structure, as well as its legal, and religious system.

   (*) Meet other objectives as determined by instructor.

2. **Learning Objectives:**

   a. Classroom lectures/discussions.
   b. Read Chapters 3-4 in *Western Civilization*

3. **Unit Outline:**

   a. Chapter 3: The Civilization of the Greeks
   b. Chapter 4: The Hellenistic World
B. Unit Two:

1. **Unit Objectives:** Upon successful completion of unit the student will be able to: (*)
   
   a. Identify the characteristics of Roman society which enabled Romans to evolve from a small city to an empire.
   b. Identify the causes and results of the Punic Wars between Rome and Carthage.

   (*) Meet other objectives as determined by instructor

2. **Learning Objectives:**
   
   a. Classroom lectures/discussions.
   b. Read Chapter 5 in *Western Civilization*

3. **Unit Outline:**
   
   a. Chapter 5: The Roman Republic

C. Unit Three:

1. **Unit Objectives:** Upon successful completion of unit the student will be able to: (*)
   
   a. Describe how Augustus Caesar ruled the empire. Describe the organization of the government and the army.
   b. Explain the contributions of the “five good emperors” to the development of the Roman Empire.
   c. Explain the contributions of Saint Paul to the development of the Christian faith.
   d. Explain how the society of the Germanic tribes combined with Roman culture to create the medieval world.
   e. Identify the particular contributions the Christian faith made to the development of Western Civilization.

   (*) Meet other objectives as determined by instructor

2. **Learning Objectives:**
   
   a. Classroom lectures/discussions
   b. Read Chapters 6-7 in *Western Civilization*
3. **Unit Outline:**
   
a. Chapter 6: The Roman Empire  
b. Chapter 7: Late Antiquity and the Emergence of the Medieval World

D. **Unit Four:**

1. **Unit Objectives:** Upon successful completion of unit the student will be able to: (*)
   
a. Describe the significance of Charlemagne’s coronation by the pope and the belief that he was a new Roman emperor.  
b. Discuss the system known as feudalism.  
c. Identify the major civilizations of central Europe during the early Middle Ages.  
d. Describe the emergence of the Islamic Civilization.

(*) Meet other objectives as determined by instructor

2. **Learning Objectives:**
   
a. Classroom lectures/discussions  
b. Read Chapters 8 in *Western Civilization*

3. **Unit Outline:**
   
a. Chapter 8: European Civilization in the Early Middle Ages

E. **Unit Five:**

1. **Unit Objectives:** Upon successful completion of unit the student will be able to: (*)
   
a. Describe the manorial system; compare the lifestyles of nobility and peasants on the medieval manor.  
b. Identify the causes and effects, short and long term, of the Crusades on *Western Civilization*.  
c. Explain how a typical medieval city was governed.  
d. Discuss the impact of medieval guilds on the development of cities.

(*) Meet other objectives as determined by instructor
2. **Learning Objectives:**
   
a. Classroom lectures/discussions  
b. Read Chapters 9-10  

3. **Unit Outline:**
   
a. Chapter 9: The Recovery and Growth of European Society in the High Middle Ages  
b. Chapter 10: The Rise of Kingdoms and the Growth of Church Power

F. **Unit Six:**

1. **Unit Objectives:** Upon successful completion of unit the student will be able to: (*)
   
a. Describe the underlying causes of the “Renaissance of the Twelfth Century,” and its accomplishments.  
b. Describe the short and long term effects of the Christian conquest of Iberian peninsula on Western Civilization.  
c. Identify the causes of the Black Death and describe its effects on late medieval society.  
d. Describe the actions of French peasants during the *Jacquerie*.

   (*) Meet other objectives as determined by instructor

2. **Learning Objectives:**
   
a. Classroom lectures/discussions  
b. Read Chapter 11  

3. **Unit Outline:**
   
a. Chapter 11: The Later Middle Ages: Crisis and Disintegration in the Fourteenth Century

G. **Unit Seven:**

1. **Unit Objectives:** Upon successful completion of this unit the student will be able to: (*)
   
a. Identify the underlying causes and principles of the Italian Renaissance. Describe Renaissance humanism.
b. Describe the influence of the Renaissance on northern Europe and the Church.
c. Explain how Spain became a unified nation.
d. Identify Martin Luther’s role in the Protestant revolt and the impact of the Reformation on Western Civilization.
e. Describe the immediate and long-range effects of the Protestant Reformation on European life and public affairs.
f. Identify the characteristics of the Catholic Reformation.

(*) Meet other objectives as determined by instructor

2. Learning Objectives:
   a. Classroom lectures/discussions
   b. Read Chapters 12 - 13

3. Unit Outline:
   b. Chapter 13: Reformation and Religious Warfare in the Sixteenth Century

H. Unit Eight:

1. Unit Objectives: Upon successful completion of this unit the student will be able to: (*)
   a. Describe the Spanish empire in the Americas: its government, social and religious systems, and its economy.
   b. Explain the impact the age of discovery and expansion had on European society.
   c. Characterize the concept of absolutism in both theory and practice in key European nations.

(*) Meet other objectives as determined by instructor

2. Learning Objectives:
   a. Classroom lectures/discussions
   b. Read Chapters 14 - 15
3. **Unit Outline:**

   a. Chapter 14: Europe and the World: New Encounters, 1500-1800
   b. Chapter 15: State Building and the Search For Order in the Seventeenth Century