**GROSSMONT COLLEGE**

 **COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 06/15/2021

# **HISTORY 105 – EARLY WESTERN CIVILIZATION**

 1. **Course Number Course Title Semester Units**

 HIST 105 Early Western Civilization 3

 **Semester Hours**

 3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

 2. **Prerequisites**

 None

 **Corequisite**

 None

 **Recommended Preparation**

None

 3. **Catalog Description**

 A historical survey tracing the political, social, economic, cultural, and intellectual events that have shaped and defined Western Civilization from ancient times to 1650. Emphasis is placed upon ancient Mesopotamia, ancient Egypt, eastern Mediterranean civilizations, pre and classical Greece, Hellenistic era, Roman civilization and empire, rise of Christianity and Islam, Byzantine Empire, medieval Europe, Renaissance and Reformation.

 4. **Course Objectives**

 The student will:

1. Understand the meaning of the term “Western” within its appropriate world historical context.
2. Describe the process of how human civilization emerged in the West.
3. Compare and contrast the political, social and cultural characteristics of various ancient and medieval civilizations throughout the Near East, Mediterranean basin, and Europe.
4. Distinguish features among Western Civilization’s major religions, ideas and institutions.
5. Evaluate the literature, art, and cultural traditions found throughout the Western world.
6. Interpret the role of technology, war, and significant inventions in shaping the Western world.
7. Describe the features of the Western world’s architecture, urbanization and engineering.
8. Analyze the foundational importance of Greek and Roman civilizations to the Western world.
9. Describe the origins and features of Early Western Civilization’s most famous empires.
10. Discuss contemporary world issues, problems, and cultural traditions and legacies within a historically western context.
11. Read primary documents with a critical and inquiring mind.
12. Analyze and interpret maps, historical data and charts.
13. Compose written assignments reflecting insightful understanding of historical forces, people and events.
14. Analyze historical sources to formulate a purposeful historical thesis and support the thesis with evidence.

 5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

 None

 7. **Course Content**

 Within the broad historical sweep of Early Western Civilization, analysis of the following topics and geographic regions may include but are not limited to the following:

1. Paleolithic to Neolithic Ages
	1. Hunting and Gathering Lifestyles
	2. Transition to the Agricultural Age
	3. Origin and Development of Civilization
	4. The “West” as an Idea and Geographic Location
2. First Civilizations of the Ancient Near East
	1. Mesopotamia – Sumerians, Akkadians, Babylonians
	2. Ancient Egypt
	3. Palestine – Hebrews, Phoenicians, Hittites
	4. Assyrians
	5. Neo-Babylonians
	6. Persian Empire

c. Mediterranean Basin

 (1) Aegean Civilizations – Minoan and Mycenaean

 (2) Classical Greece

 (3) Macedonia

 (4) Hellenistic Civilization

 (5) Ancient Rome

 (6) Carthage

 (7) Roman Republic

 (8) Rise and Fall of the Roman Empire

d. Early Middle Ages

 (1) Germanic Kingdoms in Europe

 (2) Carolingian Empire

 (3) Byzantine Empire

 (4) Papacy and the Catholic Church

 (5) Emergence of European Kingdoms

 (6) Crusades

 (7) Black Death

 (8) Hundred Years’ War

e. Early Modern West

 (1) Renaissance

 (2) Age of Exploration

 (3) Protestant Reformation

 (4) Counter-Reformation

 (5) Age of Religious Wars

f. Notable Western Religions and Philosophical Thought

 (1) Polytheistic Religions among the First Civilizations

 (2) Judaism

 (3) Zoroastrianism

 (4) Christianity

 (5) Islam and Islamic Civilization

 (6) Greek Philosophy

 (7) Hellenistic Philosophy

 (8) Medieval Scholasticism

 (9) Renaissance Humanism

g. Scientific/Technological Achievements

 (1) Astronomy/Calendar Systems

 (2) Development of Writing

 (3) Mathematics

 (4) Golden Ages’ of Science in Various Civilizations

 (5) Technological Changes in Warfare

 (6) Innovations in Medicine

h. Western Civilization’s Political/Social/Economic Systems

 (1) Monarchies/City-States/Autocracies

 (2) Famous Empires and their Rulers

 (3) Noted Ruling Dynasties

 (4) Democracy and Republicanism

 (5) Medieval Feudalism

 (6) Slavery

 (7) Sexual Division of Labor

 (8) Class Stratification

i. Artistic/Cultural Achievements

 (1) Literature – poetry, drama, tales, oral traditions, myths

 (2) Visual Arts – paintings, sculptures, crafts

 (3) Architecture and Noted Monuments

 (4) Music

 8. **Method of Instruction**

#  a. Lecture

#  b. Discussion and interpretation of primary documentsand/or historical topics.

#  c. Study guides or examination reviews

#  d. Multi-media presentations

#  e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc

#  f. Internet websites

#  g. Guest speakers

 h. Collaborative projects

 i. Library resources: books, periodicals, databases, reference works, and internet resources pertaining to Early Western Civilization.

9. **Methods of Evaluating Student Performance**

a. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.

b. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.

c. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.

d. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.

e. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.

f. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.

g. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.

10. **Outside Class Assignments**

a. Prepare for an in-class essay of minimum 600 words about ancient Babylon by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

 b. Prepare an essay outside of class, comparing and contrasting aristocratic women in ancient Greek and Roman civilizations, utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on a medieval England history topic of the student’s individual choice. The paper must demonstrate how their subjects relate to larger questions or events in Early Western Civilization.

d. Prepare for group discussions about the Egyptian and Persian empires with each group focusing on different perspectives and experiences, such as economics, building projects, political structures, etc., utilizing evidence from course materials and independent research.

 e. Library and internet research with multiple sources and websites.

 f. Take-home exams.

11. **Representative Texts**

 a. Representative Text(s):

1. Spielvogel, Jackson J. *Western Civilization, Vol. 1: To 1715*. 11th edition. Boston, MA: Cengage, 2021.
2. Kagan, Donald, et al. *The Western Heritage. Vol. 1 to 1740*. 12th edition, Upper Saddle River, NJ: Pearson, 2020.
3. Cole, Joshua and Carol Symes. *Western Civilizations: Their History and their Culture, Vol. 1: Pre-history to 1750*. 20th edition. New York: W.W. Norton & Company, 2020.
4. Perry, Marvin, et.al. *Western Civilization: A Brief History, Vol. 1: To 1789.* 11th edition, Belmont, CA: Wadsworth, 2016.
5. Levack, Brian, et.al. *The West: Encounters and Transformations, Vol. A.* 5th edition. New York: Longman, 2018.
6. McKay, John P., et. al. *Understanding Western Society: A History, Vol. 1: From Antiquity to the Enlightenment.* 2nd edition. Boston, MA: Bedford St. Martins, 2015.
7. *Merriam- Webster Advanced Learner’s English Dictionary*. 9th Ed. 2016.

 b. Supplementary texts and Workbooks:

1. Perry, Marvin, et. al. *Sources of the Western Tradition: From Ancient Times to the Enlightenment, Vol. I*. 10th edition. Belmont, CA: Wadsworth, 2019.
2. Brophy, James M. et al., eds. *Perspectives from the Past: Primary Sources from Western Civilizations, Vol. 1: From the Ancient Near East to the Age of Absolutism.* 7th edition. New York: W.W. Norton, 2020.
3. Plato. *The Republic*. Hollywood, FL: Simon and Brown, 2011.
4. St. Augustine. *The Confessions of St. Augustine*. Grand Rapids, MI: Baker Publishing Group, 2008.
5. Machiavelli, Niccolo. *The Prince*. Hollywood, FL: Simon and Brown, 2012.

 **Addendum: Student Learning Outcomes**

 Upon completion of this course, our students will be able to do the following:

* 1. Analyze primary and secondary source**s** and explain how they support a thesis statement.
	2. Explain relationships between the causes of historical events and their effects.
	3. Describe a relevant individual involved in an historical event and explain his/her significance in this event.