

Common Course Outline

HIST 101

Western Civilization I: Ancient and Medieval History

3 Semester Hours

The Community College of Baltimore County

Description

Western Civilization I: Ancient and Medieval History

Highlights significant periods in Mediterranean and European history from the earliest civilizations through the Reformation; surveys the major literary, religious, artistic, scientific, political, social, and economic developments that constitute Western civilization up to about C.E. 1550

Prerequisite: (RDNG 052 or LVR 2) and (ENGL 052 or LVE 2) or (ESOL 052 or LVE 2), MATH 081

Course Objectives

Upon successful completion this course, students will be able to:

1. analyze and discuss the role of social institutions, individuals, ideas and inventions, power, economy, and social structure in the regions and times covered by the course (I, 1).
2. demonstrate the capacity to characterize the various stages of western civilization according to what is distinctive about each era (VI, 1, 2).
3. compare and contrast the characteristics of these historical cultures and define their relationship to preceding and succeeding eras (VI, 1, 2).
4. demonstrate the ability to analyze and think critically about modern society as it relates to the past, and be able to identify the relevant antecedent events that have shaped the present (V, VI, 2).
5. analyze the relationship between ideas and the social institutions and forces which they shape and are shaped by (I, V, 3).
6. analyze the relationship between ideas and the social structures and forces which they shape and by which they are shaped (I, V, 3).
7. identify and analyze the way individual and cultural values infuse inquiry (I, 2, 4).
8. analyze the evolution of human ideas about nature, man, the state, and the role of religion in society (I, V, 1, 2, 4).
9. describe and analyze the cultural diversity that exists within the traditions that constitute western civilization (V, 4).
10. identify and describe the place and significance of western art, thought, and technology in their contemporary social, political, and economic contexts (III, IV, 3).
11. describe and analyze the role and condition of marginalized peoples (women, the under-classes, and ethnic and religious minorities) within pre-modern Europe and the Mediterranean (V, 4).
12. identify and apply a variety of historical methods, sources, and interpretations (I).
13. identify the value and role of electronic media in historical research and analysis (I, IV).
14. express their understanding of the historical concepts above through identification of objective facts (II).
15. express their understanding of the historical concepts above through analysis of both primary and secondary sources (I, II, III, 2)

Content Outline:

Course topics are arranged chronologically and geographically, with certain themes (cross-cultural contacts, gender relations, artistic expression) being emphasized within each section.

Week 1: Introduction to the scope of the course, methods of historical analysis, types of history

Week 2: Ancient Mesopotamia

Week 3: Ancient Egypt, The Hebrews

Week 4: Homeric and Classical Greece

Week 5: Hellenistic Greece, Etruscans

Week 6: Roman Republic, Early Empire

Week 8: Late Imperial/Early Christian West

Week 9: Byzantium, Islam

Week 10: The Early Middle Ages

Week 11: The High Middle Ages

Week 12: The Late Middle Ages/Black Death

Week 13: The Renaissance

Week 14: The Reformation

Course Requirements

Grading procedures will be determined by the individual faculty member and specific assignments and procedures for evaluating student performance will be described in the individual class syllabus, but will include the following:

1. Significant required reading assignments, normally consisting of 450 pages or more of reading generally considered to be of college level.
2. Attendance and active participation in every class is expected.
3. Exams (minimum of 3) and quizzes consisting of a combination of objective and critical thinking/analysis components.
4. Written assignment(s) that allow for analysis of primary and/or secondary sources. Sources may include books, articles, on-line or electronic media, and art work/cultural performances. Written assignments will total a minimum of 600 words written in class, 2000 words written out of class, or a combination thereof.
5. Individual or group oral presentations of relevant materials.

Individual faculty members may include additional course objectives, topics, and course requirements beyond the minimum expectations stated in the Common Course Outline.

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in a growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career, and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending class, completing all homework and other assignments, participating in class activities, and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes, and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups, or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.

3 May, 2000