

In support of the CCBC Definition of General Education
HIST 101: Western Civilization I: Ancient and Medieval History

History, as a discipline, is a synthesis of many fields within the humanities and social sciences applied to the understanding of human societies, both past and present. History looks at the role of economics, philosophy, political theory, religion, art and literature in the development and function of society. Students trained in historical techniques learn how to analyze the effects of such social institutions on their creators, and consider how the successes and failures of past peoples shape our current cultural discourse. History also considers the effects of the natural world on human societies. Drought and flood, global temperature change, environmental depredation, and epidemic diseases have all effected the human community throughout time, and history students learn to assess both their past and future impacts

Western Civilization I, in particular, provides students with a unique opportunity to examine the formation and expansion of complex, urban societies under various conditions throughout Europe and the Near East. Through analysis of these early societies, students come to understand how institutions still central in our own society B religious and political hierarchies, the family, economy and manufacturing, and more B have come to play such a central role in human society. As the course progresses to study of the late classical and medieval world, students are also exposed to the effects of new technologies, cross-cultural contact, and military expansion on the diverse communities of the Mediterranean and Western Europe.

History 101 students are provided with numerous opportunities for evaluation. The format of these opportunities includes, but is not limited to, class discussions, group projects, formal written work, informal “reaction papers,” traditional and take-home exams, research utilizing the Internet or computerized library resources, and on-line self-quizzes. These assignments give both the students and instructors many opportunities to assess student learning and skill progression. The intentional variety of formats is designed to reflect both the diversity of learning styles found among our students and the those skills traditionally associated with the discipline of history. These skills include the ability to organize empirical information, the ability to demonstrate critical thinking through synthesis of this information and consideration of causal principles throughout history, as well as the ability to adeptly communicate this information through both written and oral/signed venues. All of these skills will be immensely valuable to our students throughout their academic careers and in their personal and work lives beyond the College.

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)

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.

In support of the CCBC Definition of General Education
HIST 102: Western Civilization II: Modern History

History, as a discipline, is a synthesis of many fields within the humanities and social sciences applied to the understanding of human societies, both past and present. History looks at the role of economics, philosophy, political theory, religion, art and literature in the development and function of society. Students trained in historical techniques learn how to analyze the effects of such social institutions on their creators, and consider how the successes and failures of past peoples shape our current cultural discourse. History also considers the effects of the natural world on human societies. Drought and flood, global temperature change, environmental depredation, and epidemic diseases have all effected the human community throughout time, and history students learn to assess both their past and future impacts

Western Civilization II, in particular, provides students with a unique opportunity to examine the creation of the modern world out of the roots of the Western past. This course covers periods of crucial transition within the European world and the Atlantic community. It is a time that witnesses the birth of capitalism, the formation of a culture of literacy, and the industrial revolution without which modern material culture would not exist. It also witnesses the development of the modern state, discussing the evolution of the European Balance of Power as well as its historic and continued vulnerability to expansionist powers and internal ethnic strife. History 102 enables students to discover the birth of the Modern in intellectual and artistic terms as well, discussing topics as diverse as suffrage, enfranchisement, socialism, romanticism, modern art and urban anomie in their historical contexts.

History 102 students are provided with numerous opportunities for evaluation. The format of these opportunities includes, but is not limited to, class discussions, group projects, formal written work, informal “reaction papers,” traditional and take-home exams, research utilizing the Internet or computerized library resources, and on-line self-quizzes. These assignments give both the students and instructors many opportunities to assess student learning and skill progression. The intentional variety of formats is designed to reflect both the diversity of learning styles found among our students and the those skills traditionally associated with the discipline of history. These skills include the ability to organize empirical information, the ability to demonstrate critical thinking through synthesis of this information and consideration of causal principles throughout history, as well as the ability to adeptly communicate this information through both written and oral/signed venues. All of these skills will be immensely valuable to our students throughout their academic careers and in their personal and work lives beyond the College.

Common Course Outline
HIST 102
Western Civilization I: Modern History
3 Semester Hours

The Community College of Baltimore County

Description

Western Civilization I: Modern History

Surveys the major literary, religious, scientific, artistic, political, social, and economic developments that constitute Western civilization in the modern era (since about CE 1500); examines the development of the modern state system, the Scientific Revolution, the Enlightenment, and the Age of Revolution.

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

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 periods of the early modern and modern west 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 culture and society as it relates to the past, and be able to identify the relevant antecedent events and ideologies that have shaped the present (V, VI, 2).
5. demonstrate the ability to analyze and think critically about modern domestic and international political institutions and ideologies as they relate to the past, and be able to identify the relevant antecedent events and ideologies that have shaped these present situation (V, VI, 2).
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. demonstrate an understanding of 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 underclasses, and ethnic and religious minorities) within Europe and the cultures impacted by European expansion (V, 4).
12. identify and apply a variety of significant historical methods, sources, and interpretations (I).
13. identify the value and role of electronic media in historical research and analysis (I, IV).
14. demonstrate their understanding of the historical concepts above through identification of objective facts (II).
15. demonstrate 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: The Reformation and the Age of Discovery

Week 3: Wars of Religion

Week 4: Absolutism

Week 5: The Enlightenment

Week 6: The American and French Revolutions

Week 7: First Industrial Revolution

Week 8: Revolutions of 1848/Romanticism, Socialism

Week 9: Nationalism, National Unifications

Week 10: Second Industrial Revolution, Modernism, Imperialism

Week 11: World War I, Revolutions in Mexico and Russia

Week 12: The Great Depression and Political Reactions in Europe and America

Week 13: World War II and the Cold War

Week 14: The Radical Sixties and the Post-Cold War World

Course Requirements

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2. Attendance and active participation in every class is expected.
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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.