



Course Syllabus

Hist 2311—Western Civilization I

Catalog Description: 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.

Lecture hours = 3 Lab hours = 0

Prerequisites: None

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Contact Hours per Semester: 48

State Approval Code: 54.0101.54 25

Class section meeting time:

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Artificial Intelligence (AI) Course Policy:

AI is a helpful tool for research; therefore, it may be used by students when it enhances the academic experience of the course. However, the goal of this course is for students to gain a particular set of skills and knowledge, as stated in the instructional goals, learning outcomes, and course content of this syllabi. Students who use AI for an easy grade rather than the acquisition of knowledge and skills are invalidating the academic experience. Consequently, the instructor, whose expertise is the basis for assessing student academic development, reserves the right to assign a grade to a student's AI driven work that is consistent with the acquisition of skill and knowledge. In cases of disputed grades, an instructor may require students to repeat their performance on a course assignment under a controlled environment and without the use of AI to demonstrate their true acquisition of course skills and knowledge. The refusal or failure to repeat the performance shall be considered the acceptance of the originally assessed grade.

Core Components and Related College Student Learning Outcomes

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. Yes No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course**:

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
 - CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
 - CT2: Gather and assess information relevant to a question
 - CT3: Analyze, evaluate, and synthesize information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
 - CS1: Develop, interpret, and express ideas through written communication
 - CS2: Develop, interpret, and express ideas through oral communication
 - CS3: Develop, interpret, and express ideas through visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
 - EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
 - EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
 - TW1: Integrate different viewpoints as a member of a team
 - TW2: Work with others to support and accomplish a shared goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
 - PR1: Evaluate choices and actions and relate consequences to decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
 - SR1: Demonstrate intercultural competence
 - SR2: Identify civic responsibility
 - SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:

The purpose of this course is to... teach students how to use primary and secondary sources to analyze historical evidence from human origins to the 17th century in the Western World.

Learning Outcomes: *[from the ACGM catalog]*

After studying all materials and resources presented in the course, the student will be able to:

1. Create an argument through the use of historical evidence.

2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, and cultural forces on this period of western history.

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

1. Social, political, economic, cultural, religious, and intellectual history of Mesopotamia
2. Social, political, economic, cultural, religious, and intellectual history of Egypt
3. Social, political, economic, cultural, religious, and intellectual history of Greece
4. Social, political, economic, cultural, religious, and intellectual history of Rome
5. Social, political, economic, cultural, religious, and intellectual history of the Byzantium civilization
6. Social, political, economic, cultural, religious, and intellectual history of the Islamic civilization
7. Social, political, economic, cultural, religious, and intellectual history of Europe through the Middle Ages, Renaissance, and Reformation.

Methods of Instruction/Course Format/Delivery: Instruction Methods vary among instructors, although most instruction generally will consist of lectures, reading assignments, class discussions, handouts, audio-visual and other historically-related presentations. Distance learning and online instructors will use current technology to facilitate these specific class environments. Your instructor will notify you in advance of any alterations to this format, or the integration of any other mediums of delivery to the class. The periodic daily grade exercises and unit exams are also integral parts of the instructional delivery process, and are discussed in greater detail under Assessment. Please see classroom policies description in Canvas for more details about grade determination, instructor expectations, and course assignments.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

1. A research paper will constitute a portion of the class grade. The paper will require students to research and write of a historical figure within the time period. The paper requirements, such as length and style, may vary depending upon the length of the course and the individual instructor. The paper will measure the ability of the students to critically analyze history.

2. Unit exams will be administered over textbook chapters, assigned readings, and power point material. The number and style of the exams may vary based upon the instructor and the length of the course. The exams will measure the students' comprehension of the course material.

Assessment(s):

1. Students must demonstrate their ability to think critically about history by writing a research paper on a historical figure within the time period. Students will write a paper analyzing and contributions of one historical figure who contributed to the early success of Western Civilization. Students will write a paper analyzing and contributions of one historical figure who contributed to the early success of Western Civilization. Students will be given a list of historical figures and events impacted the Western Civilization
2. Unit exams will be administered over textbook chapters, assigned readings, and power point material. The number and style of the exams may vary based upon the instructor and the length of the course. The exams will measure the students' comprehension of the course material.
3. Unit quizzes will be administered over textbook chapters, assigned readings, and power point material. The number and style of the quizzes may vary based upon the instructor and the length of the course. The quizzes will measure the students' comprehension of the course material.

Assessment and Assignment Rules:

1. **Academic Freedom Instructor Discretion:** The history department recognizes the necessity of academic freedom. As such, each instructor maintains the right to stipulate rules in addition to this syllabus concerning assignments, make-up work, grading rubrics, classroom recordings, excused absences, extra credit, and any other matters within the individual course offerings. All of the supplemental rules must be made available to the students at the start of the semester or in advance of the completion of individual assignments.
2. **Academic Freedom and Code of Etiquette:** The history department recognizes the right of the instructor and the students to address controversial subjects. This right to academic freedom is recognized as the principle by which truth may be pursued. Consequently, the department firmly upholds the right of instructors to appropriately express in writing, speaking or action their understanding, opinions, and knowledge on controversial subjects. Moreover, no student's grade shall be diminished because of an appropriately expressed political opinion. However, the freedom of speech does not act as an excuse for inappropriate language or behavior as it is possible to freely discuss controversial issues without being obscene. Obscenity consists of language and behavior that lacks academic value, is repugnant to the standards of the community, and/or contains libel or slander. Moreover, the freedom of speech does not act as an excuse for violating standards of

academic honesty or poor performance on assignments. The instructor and the college reserve the right to remove students from the class and hold disciplinary actions in accord with college policy for obscene language or behavior.

4. **Academic Honesty:** The central theme of education is the enlightenment of the mind. This can only be achieved by hard, honest work. Consequently, cheating and plagiarism are strictly prohibited in the course. A student must not receive from or give to any other student information, answers, or help during an exam. A student must not "steal" the answers from an unsuspecting student during an exam. A student must not use any sources for answers during an exam (including, but not limited to notes, books, or electronic devices) without prior authorization from the professor. A student must not obtain exam questions illegally, tamper with the exam questions, nor change the results of an exam after it has been graded. Moreover, students are prohibited from plagiarizing any assignments. Plagiarism consists in the taking of another person's ideas, words, or information and claiming those properties as one's own. Properly quoting and citing borrowed information is NOT plagiarism. However, since academic integrity is based on the originality of a student's work, no student may submit an assignment that contains an excessive amount of properly cited material. The standards and violations of academic honesty shall be further defined by the individual instructor (in accord with college policy). Individual instructors reserve the right to employ any ample means for proving academic dishonesty. Students have the right to contest a plagiarism or cheating claim through the college appeals process.

Texts, Course Grade:

The grading scale for this course is as follows:

Exams - 75 %

Research Paper 30%

Grade Distribution

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or below

Materials, and Supplies:

- **Texts, Materials, and Supplies:**
- Open educational resources (OER) as posted on Canvas at the Instructors discretion.

Other:

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in *The Pathfinder* or may request the form from the course instructor.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <https://www.panola.edu/> (located at the bottom under students)