Course Name: Western Civilization: Ancient to Early Modern
Course Number: HIS-112
Course Department: Social Science
Course Term: Fall 2018
Last Revised by Department: 2017
Total Semester Hour(s) Credit: 4
Total Contact Hours per Semester:
   Lecture: 60   Lab:       Clinical:   Internship/Practicum:

Catalog Description: This course is a comprehensive study of the major political, social, economic, cultural and philosophical movements in Western Civilization from the Stone Age to the Age of Enlightenment.

Pre-requisites and/or Co-requisites: None


Access Code: None

Institutional Outcomes:

   Critical Thinking: The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defendable conclusion.

   Effective Communication: Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.

   Personal Responsibility: Initiative to consistently meet or exceed stated expectations over time.

Department/Program Outcomes:
After successfully completing selected core courses in the Social Science department, the student will be able to:

1. Analyze the strengths and weaknesses of major theories of social science.
2. Apply concepts of social sciences to individual, group, and cultural behaviors and ideologies.
3. Demonstrate basic understanding of research methods of social science disciplines.
4. Demonstrate proficiency in critical thinking, problem analysis, and the syntheses of data regarding social science theories.
5. Evaluate the positive and negative impact of technology on individual, social and cultural change.
6. Interpret major social problems from the perspectives of individuals, groups, and cultures.
7. Demonstrate an understanding of the roles of individuals and groups, and communication, in maintaining relationships and functioning.
8. Explain sociocultural/historical contexts and their influence on individual and collective behavior.

Student Learning Outcomes:
1. Students will analyze factors for the development of ancient civilizations in the Middle East and Mediterranean.
2. Students will compare the rise of major religions in the west and the impact they had on the development of civilization.
3. Students will examine the changes in European society as impacted by economics and politics in the era from 1000-1500 AD.

Course Objectives:
Ch 1
1. Be able to describe the nature and historical significance of the agricultural revolution in the Neolithic period.
2. Analyze what the city-states of Mesopotamia contributed to the development of Western civilization.
3. Describe the most important characteristics of Mesopotamian culture, explain how these characteristics developed, and how they influenced later historical eras.
4. Explore the importance of the Nile River to the historical, social, and historical development of ancient Egypt.
5. Discuss the major characteristics of the religion of ancient Egypt, show how religious practices there developed, and how they reflect the larger Egyptian culture.

CH 2
1. Explain how the Hebrews created their “united kingdom” and why it later became the “divided kingdom.”
2. Outline the major religious ideas that made the Hebrews a specific people and the ritual practices that supported these ideas.
3. Evaluate reasons for the great military conquests of the Assyrian Empire.
4. Explain the organization and leadership that made the Persian Empire so successful for such a long period of time.
5. List the main tenets of Zoroastrianism and how they influenced other religions, including Judaism and Christianity.

CH 3
1. Discuss how the geography of Greece molded Greek history and the culture it produced.
2. Explain the coming of the Greek “Dark Age” and how it produced the works of Homer.
3. Describe the centerpiece of Greek culture, the polis, and show how and why it took such
different forms in Sparta and Athens.
4. Evaluate the major themes of classical Greek philosophy, the achievements of the great
philosophers, and the ways in which their thought is still alive today.
5. Discuss the Greek ideal of beauty and demonstrate how it found expression in Greek art
and architecture.

CH 4
1. Assess and evaluate the significance of Alexander’s conquests.
2. Explain how the Hellenistic system worked, its debts to classical Greece, and its legacy
for later history.
3. Describe Hellenistic cities and their role in preserving and extending the Greek ideal.
4. Discuss the economic and social structures of the Hellenistic world, their successes and
their shortcomings.
5. Analyze the cultural achievements of the Hellenistic Age, particularly its scientific and
philosophical contributions to history.

CH 5
1. Assess the early development of the Roman people prior to the creation of the Roman
Republic.
2. Analyze the social and political institutions of early Rome and the consequences of the
struggle of the orders.
3. Summarize how Rome came to dominate the Italian peninsula and then the entire
Mediterranean world.
4. Discuss the major characteristics of Roman Republican culture and explain how they
were both borrowed from and expanded to meet the needs of conquered peoples.
5. Evaluate why the Roman Republic declined and was eventually replaced by the Roman
Empire.

CH 6
1. Explain how the empire established by Augustus Caesar worked and why it survived for
so long after his reign.
2. Discuss the writers of the Golden Age of Latin Literature and what Virgil, Horace, Ovid,
and Livy contributed to Roman culture.
3. Summarize the kind of emperors who succeeded Augustus, how they were chosen, and
how they changed the nature of the empire.
4. Describe the various crises that faced the Roman Empire in the third century and show
how Roman leaders did and did not solve the problems they posed.
5. Examine the rise and growth of the Christian religion and explain how it succeeded
against such opposition and persecution.

CH 7
1. Examine the reforms of Diocletian and Constantine and explain how they both extended
the life of the empire and made its demise all the more likely.
2. Describe both the role the Germanic tribes had in bringing down the Roman Empire and
how they became its successors.
3. Outline the major features of Germanic social and economic life, and show these
features were used to erect a new socioeconomic system after the fall of Rome.
4. Discuss the nature and scope of Byzantine culture and how it was able, against great
odds, to perpetuate the Roman Empire in East for a thousand years after it fell in the West.
5. Analyze the major teachings of Muhammad, and show how they captured the
imagination of a people who changed the Roman world.

CH 8
1. Trace the formation of the Carolingian Empire and explain the significance of
Charlemagne’s coronation by the Pope in 800.
2. Discuss the characteristics and achievements of the Carolingian intellectual renewal and its effect on the European Middle Ages.
3. Explain the reasons the manorial and vassalage systems developed, how they addressed medieval circumstances, and their long lasting effects on European society.
4. Describe the Byzantine Empire’s development between 750 and 1000, and show how it influenced the rising peoples of Central and Eastern Europe.
5. Follow the development of Islamic civilization between 750 and 1000, particularly accounting for its influence in the intellectual world.

CH 9
1. Examine the way of life and practical functions of the aristocracy in the High Middle Ages.
2. Discuss the impact of the revival of trade in the High Middle Ages, how it changed Europe and prepared for the modern age.
3. Trace the development of the medieval city, how it coped with its problems, what it gave to the overall society, including Scholastic Philosophy.
4. Describe why and how the medieval universities began and the impact they had on the various nations where they thrived.
5. Give the major themes of literature and the styles of architecture of the High Middle Ages and why this age is celebrated for their achievements.

CH 10
1. Compare the growth of the English and French monarchies during the High Middle Ages and show how each molded the character of the nation.
2. Trace the Christian re-conquest of the Iberian Peninsula and the kind of social and religious system that it produced.
3. Account for the decline and recovery of the Catholic Church in the High Middle Ages, and the part the papacy played in the recovery.
4. Describe popular religion in this period of time, how it affected monastic reform and everyday life, and its relationship to intolerance and persecution.
5. Explain the motivations, achievements, failures, and consequences for European society and world history of the Crusades.

CH 11
1. Assess the causes and both the short and long term effects on European religion and society of the Black Death.
2. Explain the causes of the Hundred Years' War, describe its turning points, and account for its outcome.
3. Describe how and why the governments of England, France, and the German lands changed in the late Middle Ages.
4. Account for the decline in the power of the Church in the fourteenth century and how religious leaders responded.
5. Show the effects that social upheaval and ecclesiastical decline had on culture, particularly popular religion and literature, in the fourteenth century.

CH 12
1. Describe the social changes that characterize Renaissance life, particularly alterations in the economic system, class structure, and family life.
2. Explain the historical events that led to Machiavelli’s theories of statecraft and how his theories differed from the published works of political theorists before him.
3. Define Renaissance humanism and show how it reached into all branches of edition, politics, learning, and into the arts.
4. Evaluate the new forms of art and architecture the Renaissance introduced and sustained, from the early works of Masaccio through those of Raphael.
5. Detail the character of the Renaissance Papacy and Church, how it developed skills of survival in a difficult era and how its practices made it vulnerable to attack by reformers.

CH 13
1. Evaluate the status and character of the Catholic Church just prior to the outbreak of the Reformation, and show how such things contributed to the breakup of Christianity.
2. Outline the major points of contention between Martin Luther and the Church, and show why they did not find a way to compromise and avoid schism.
3. Discuss the various forms Protestantism took and how these groups became dominant in various parts of Europe.
4. Examine the social and economic impact of the Reformation and Protestantism on the continent of Europe.
5. Describe the Catholic Reformation, show how it responded to Protestant criticism, and how it created the modern Catholic Church.

CH 14
1. Discuss the motives that fueled Europe’s early modern overseas exploration and expansion and the new technologies that made it possible.
2. Describe the way the Portuguese were able to establish an overseas empire and the way it functioned.
3. Assess the creation and characteristics of the Spanish Empire in the Americas.
4. Discuss the economic philosophies that dominated Europe and the way they affected the world economy Europeans established.
5. Explain the religious, social, and economic effects of European conquests around the globe on both the conquerors and those they conquered.

College Procedures: All college-wide procedures are located in the Iowa Central Community College Student Handbook

Assessments:
Each instructor has specific and unique assessments available for their course. Please refer to the instructor’s handout to the students for the specific course and section.

*Please note that assessments are subject to change.*

Non-discrimination statement:
It is the policy of Iowa Central Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29
U.S.C. § 794), Age Discrimination Act of 1975 (34 CFR Part 110), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy, please contact Kim Whitmore, Director of Human Resources, phone number 515-574-1138, whitmore@iowacentral.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

**Disability/Accommodation Services**

If you have a request for an accommodation based on the impact of a disability, it is Iowa Central’s policy that you contact the Academic Assistance & Accommodations Coordinator to discuss your specific needs and to provide supporting information and documentation, so we may determine appropriate accommodations. The office for accommodations is located in the Academic Resource Center, and it can be reached by calling 515-574-1045. For online information about accommodations, please go to [www.iowacentral.edu/accommodations](http://www.iowacentral.edu/accommodations).

**Bias-Free Classroom Statement**

The HIS-112 course maintains high standards of respect in regard to individual beliefs and values when selecting classroom materials including textbooks, project activities, power points, videos, presentations, and classroom discussions.

It is our belief that all people have the right to obtain an education within our department/program courses free of bias, with full respect demonstrated to all who enroll in the courses of this department/program.