SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Western Civilization I
COURSE NUMBER: HIST-0204
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Students read, think about, discuss, and write about original sources that provide insights into the development of Western Civilization from its Middle Eastern origins to the changes of the late Middle Ages.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, learning experiences and performances outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:

I. Introduction: benefits, purposes, and organization of Western Civilization
II. Overview from Origins of Western Civilization to the changes of the late Middle Ages
III. Middle Eastern Origins of Western Civilization
IV. The Hebrews and the Development of Western Civilization
V. Early Greek Civilization and the Development of Western Civilization
VI. Classical Greek Civilization and the Development of Western Civilization
VII. Roman Civilization and the Development of Western Civilization
VIII. Christianity and the Development of Western Civilization
IX. Islam and the Development of Western Civilization
X. The Formation of European Society and the Development of Western Civilization
XI. The Late Middle Ages and the Development of Western Civilization
EXPECTED LEARNER OUTCOMES:
A. The student will be able to identify values important in the intellectual traditions of Western Civilization.
B. The student will be able to identify important topics in a series of readings that trace the development of Western Civilization from its origins until the beginning of the modern era.
C. The student will be able to demonstrate skills of Historical Literacy.
D. The student will be able to identify significant changes in the history of Western ideas and thinking.
E. The student will identify important developments in the history of Western Civilization courses like HIST 204.
F. The student will be able to describe benefits they have acquired from their work in *Western Civilization One*.

COURSE COMPETENCIES:

*The student will be able to identify values important to the intellectual traditions of Western Civilization.*

1. The student will be able to explain the concepts of civilization, values, traditions, and legacies.
2. The student will be able to identify and contrast the values of various civilizations.
3. The student will be able to trace the development of individualism in the history of Western Civilization through readings from the ancient world to the era of the new sciences.
4. The student will be able to trace the development of rationalism in the history of Western Civilization through readings from the ancient world to the era of the new sciences.
5. The student will be able to trace the development of human dignity in the history of Western Civilization from the ancient world to the era of the new sciences.

*The student will be able to identify important topics in a series of readings that trace the development of Western Civilization from its origins until the beginning of the modern era.*

6. The student will explain the metaphor of the journey in *Gilgamesh*.
7. The student will explore three implications of the Hebrews’ idea of ethical monotheism.
8. The student will describe the Greek ideal of the hero in *The Iliad*.
9. The student will describe the provocative nature of the Socratic search for truth.
10. The student will examine the interplay between emotions and reason in *Medea*.
11. The student will identify two examples of Stoic thought in *Meditations*.
12. The student will describe three implications of the Christian belief in a Savior-God.
13. The student will explain St. Augustine’s argument for the necessity of God to personal salvation.
14. The student will describe two implications of Islamic monotheism.
15. The student will be able to identify two aspects of late Medieval Christianity in Dante’s *Inferno*.
16. The student will be able to examine two examples of the emphasis on secular values in Machiavelli’s *The Prince*.
17. The student will describe the Protestant belief of justification by faith.
18. The student will describe two challenges to traditional Western thought in the assumptions underlying the new sciences.

*The student will be able to demonstrate skills of Historical Literacy.*

19. The student will demonstrate effective reading skills.
20. The student will be able to interpret information.
21. The student will be able to write clearly (for meaning and neatness).
22. The student will be able to explain the assumption that writing is a form of thinking.
23. The student will be able to examine primary sources as evidence of historical contexts and will be able to demonstrate the ability to think contextually.
24. The student will be able to explore the complexity of changes, issues, and questions in their readings and in their discussions.
The student will be able to identify significant changes in the history of Western ideas and thinking.

25. The student will be able to describe the change from polytheistic myth to ethical monotheism.
26. The student will be able to describe two features of classical humanism.
27. The student will be able to explain Christian ideas as a synthesis of ethical monotheism and classical humanism.
28. The student will be able to explain Islam as a reformation of Judaic and Christian monotheism.
29. The student will be able offer two examples of the change to secular analyses of politics and the use of power.
30. The student will describe two implications of the new scientific thinking.

The student will identify important developments in the history of Western Civilization courses like HIST 204.

31. The student will be able to describe two important assumptions behind the development of Western Civilization and Great Ideas courses during the early twentieth century.
32. The student will be able to describe two reasons for the introduction of Western Civilization courses at the University of Kansas during the late 1940s.
33. The student will be able to offer two reasons for the decline of Western Civilization courses during the last quarter century.
34. The student will be able to describe opposing points of view of the “Canon Wars.”

The student will be able to describe benefits they have realized from their work in Western Civilization One.

35. The student will be able to explain how each reading has increased their knowledge and improved their thinking skills.
36. The student will be able to identify features of active listening.
37. The student will be able to demonstrate behaviors of effective discussion.
38. The student will be able to show how their reading-skills have improved as a result of their work in HIST 204.
39. The student will be able to provide evidence of how their work in HIST 204 has improved their understanding of the world of 2011.

ASSESSMENT OF LEARNER OUTCOMES:
Outcomes will be measured by:
Homework Assignments
Tests
Attendance/Participation

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving
as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and Interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.