



## INSTRUCTIONAL PACKAGE

HIS 101

Western Civilization to 1689

Fall 2018, Spring 2019, Summer 2019

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2018, Spring 2019, Summer 2019

COURSE PREFIX: HIS 101

COURSE TITLE: Western Civilization I

CONTACT HOURS: 3

CREDIT HOURS: 3

### **RATIONALE FOR THE COURSE:**

This course is designed to introduce students to the origins of western culture from the early roots through the Reformation of the 16th century. Through this introduction, students will gain a greater appreciation and understanding of today's society. Students will learn to read for comprehension and demonstrate the ability to fashion individual interpretations of historical data.

### **COURSE DESCRIPTION:**

This course is a survey of western civilization from ancient times to 1689, including the major political, social, economic, and intellectual factors shaping western cultural tradition.

### **PREREQUISITES:**

(COMPASS Reading 85 and COMPASS Writing 78) or ( ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or ( New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or ( COMPANION Reading 075 and COMPANION Sentence Skills 081) or SAT Critical Reading 480 or ( ACT English 19 and ACT Reading 19) or (Credit level [ENG 100](#) Minimum Grade of C\* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC) or ( Multiple Measures English 1)

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

## **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## **CLASSROOM ETIQUETTE:**

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain sociology and our society. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

## **Online/Hybrid courses:**

**Netiquette** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

## **POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)**

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

**Classroom conduct:** It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public

Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

**Academic Misconduct: Cheating, plagiarism, collusion, et al.**

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
- If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
  - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
  - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
  - Require the student to withdraw from the course
- Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

**\*Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.**

1. **Synthesize** historical events, individuals, societies, issues, and theories in Western Civilization from Ancient times to 1689.
2. **Analyze** historical events, individuals, societies, issues, and theories in Western Civilization from Ancient times to 1689.
3. **Participate** in group discussions on historical issues, individuals, and/or events in Western Civilization from Ancient times to 1689.
4. **Write** research-based position papers, inquiries, and written assignments using library resources including computer data bases and search engines.
5. **Integrate** important and relevant current events into the context of Western Civilization from Ancient times to 1689.
6. **Use** a variety of historical maps in synthesizing and analyzing American history from Western Civilization from Ancient times to 1689.
7. **State** factually based opinions about individuals, issues and events in Western Civilization from Ancient times to 1689.
8. **Define** and use historical terms relative to Western Civilization from Ancient times to 1689.
9. **Identify** major political, religious, and social figures in Western Civilization from Ancient times to 1689.

10. **Explain** causes, results, and implications of major events in Western Civilization from Ancient times to 1689.
11. **Question** the past, the present, and the future of Western civilization and state an opinion about the reasons WHY the forces of events and individuals make history.
12. **Foster** character growth by listening, reading, following instructional guidelines and by team sharing.

### **UNIT ONE: THE EARLIEST CIVILIZATIONS.**

1. Define civilization and the types of historical sources that describe the development of human society; include data from early nomadic groups to the establishment of fixed settlements.
2. Explain the relationship of geography to the development of the Fertile River Valley Civilizations.
3. Describe the development of life, culture, and religion in early Mesopotamian, Egyptian, and Greek civilizations.
4. Compare and contrast the Fertile River Valley with the Aegean civilizations.
5. Explain the political, social, and economic differences between the Hellenic and Hellenistic Civilizations and their effects on the societies of the Near East.

### **UNIT TWO: THE DEVELOPMENT OF THE ROMAN REPUBLIC AND EMPIRE SYSTEMS.**

1. Using political, social, and economic data, identify the Western Mediterranean region.
2. Describe Etruscan society and its influence on the development of Rome.
3. Trace the evolution of Rome from a Republic to an Imperial Empire.
4. Describe the role and development of the Christian Church in the Western and Eastern Roman world.

### **UNIT THREE: THE EARLY, MIDDLE AND HIGH AGES.**

1. Describe the role of monasticism in European society after the fall of Rome.
2. Examine the rise and collapse of the Carolingian dynasty.
3. Using political, social, and economic data, examine the rise of feudalism in Europe.
4. Describe the emergence and influence of Islam on the Western civilized world.
5. Examine the role of secular and ecclesiastical forces in the period 800 – 1200CE.
6. Using political, social, and economic data, explain the relationship in the Crusades between the Papacy, the Islamic world, and the rise of secular forces in the West.

### **UNIT FOUR: THE RENAISSANCE AND THE RISE OF SECULARISM.**

1. Describe the development of new technologies and techniques in the High Middle Ages.
2. Examine the emergence of urban centers, the reemergence of trade and their effect on the Western civilized world.
3. Describe the Italian Renaissance and explain the importance of humanism and civic humanism to it.

4. Examine the art of the Renaissance; understand the political, social, and economic interrelationships of these items to the civilization which followed the Renaissance.
5. Explain the influences of Machiavelli and his writing on the changes in state politics and diplomacy.

**UNIT FIVE: THE RISE OF EUROPEAN NATION STATES AND IMPERIALISM.**

1. Explain the influence of early Christian scholars and reformers on western civilization.
2. Explain the growing conflict between secular and ecclesiastical powers 1200 – 1500 CE
3. Describe the life and beliefs of Martin Luther as they relate to the political, social, and economic conditions of the western world, 1450 - 1550 CE.
4. Examine the political, social, and economic effects of the Protestant Reformation.
5. Describe the efforts of the Roman Catholic Church during the Counter Reformation.
6. Describe the reasons for the European exploration into the rest of the world during the 15<sup>th</sup> and 16<sup>th</sup> centuries.
7. Examine the rise of Nation States and Imperialism in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

**Part III: Grading and Assessment**

**All tangible measurements used for assessment of student course learning outcomes are at the discretion of the instructor and should be specifically outlined by the instructor. Suggested methods appropriate for this course can include but are not limited to the following: discussion questions, assignments, portfolios, written comprehensive exams, papers and group projects.**

**EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS**

**Grade Evaluations**

Final grade averages include the following:

Exams:	40-60%
Quizzes, Papers, Projects:	20-60%
Participation:	0-10%
Discussion/Assignments:	<u>20-60%</u>
Total Must Add up to	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

## **GRADING SYSTEM:**

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor’s Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## **Part V: Student Resources**

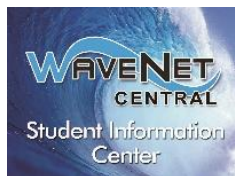


### **The Student Success and Tutoring Center (SSTC)**

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



## Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

## Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.



Note: It is the student’s responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

**Statement of Equal Opportunity/Non-Discrimination Statement**

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

**Title IX Requirements**

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a>	<b>Jacquelyne Synder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a>