



HIST-101: WESTERN CIVILIZATION TO 1650

Also listed as: HIST-101H

Effective Term

Fall 2026

BOT Approval Date

11/13/2025

Discipline

HIST - History

Course Number

101

Course Title

Western Civilization to 1650

Short Title

Western Civ to 1650

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No



Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-101H

C-ID (Admin Only)

C-ID HIST 170

CB 00

CCC000600209

Course Title

Honors Western Civilization to 1650

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID HIST 170

Catalog Description

This course is a survey course of ancient, classical, medieval, and early modern Western Civilization. Using a comparative approach, students will study the West's major civilizations by examining social structures, daily life, political systems, economic development, and cultural values.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0101 - History, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Examine the basic factual content of the pre-modern history of Western Civilization through the lenses of politics, economy, gender identities/roles and the roles of traditionally under-represented peoples in early western civilization.
2. Access the major events and figures of the ancient, classical, medieval and early modern periods of Western Civilization.
3. Analyze the relationships between economic, social, and political change, including examining the effects of marginalized peoples in early Western Civilization.
4. Construct interpretations of cultural transmissions that profoundly affected the development of Western Civilization.
5. Explain change over time as new institutions and cultural trends emerged beginning in the ancient Middle East and continuing through the Reformation.
6. Evaluate the importance of diet and disease, environmental change, and technological change on pre-modern Western Civilization.
7. Assess the impacts of migration, trade, and invasion during the ancient, classical, medieval, and early modern periods.
8. Analyze and explain the concept of the West in regards to politics, economy, gender identities/roles and the roles of traditionally under-represented peoples in early western civilization.
9. Analyze primary and secondary source documents sources and compose an argument which uses them appropriately to support an idea or thesis.

Honors Objectives

- Develop advanced research and writing techniques using both primary and secondary sources.
- Produce an original piece of research that will be an integrated and, in some cases, multi-disciplinary examination of the topic.
- Examine challenging primary and secondary source readings, research and writing problems in small group discussions.
- Cover major issues and important interpretations in Western history with the instructor and other honors students.
- Compose an extensive essay using analytical research and reading skills to produce an original critique of an important aspect of western civilizations.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of early western history.
2. Students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to early western history to demonstrate historical understanding and cultivate social awareness.
3. Students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to early western history.

Content

Course Lecture Content

1. Define and explain the concept of Western Civilization in relation to world history by examining the politics, economy, gender identities/roles and the roles of traditionally under-represented peoples in early western civilization.
2. Mesopotamia
 - a. Geography and Setting (the rivers and desert)
 - b. Sumer and the Babylonian Kingdom
 - c. Mesopotamian culture and religion
 - i. Ziggurats, architecture, and the urban landscape.
3. Egypt
 - a. Setting and geography (the Nile)
 - b. Pharaoh and the state Pyramids, tombs, and art and architecture
 - c. Egyptian religion and the afterlife
 - d. Women and society.
4. Palestine
 - a. Canaanites and Phoenicians
 - b. Hebrew society and the Bible
 - c. Jewish values and legacy
 - d. The Near Eastern States
 - e. The Assyrian State
 - f. Neo-Babylonian Kingdom and the Medes
5. The Persian Empire
 - a. Cyrus founds the Achaemenid Dynasty
 - b. Darius structures the empire
 - c. Innovations and influence of Zoroastrianism
6. Early Greek Civilization
 - a. Geography setting: mountains and the sea
 - b. Minoan Civilization
 - c. Mycenaean Civilization
 - d. The Archaic Age
 - e. Greek religion, trade and colonization.
 - f. The Polis and government.
 - g. Athens and Sparta
 - h. The rivalry with Persia

- i. Peloponnesian War and the Rivalry of Athens and Sparta
 - j. Secondary Sources: Homer, The Iliad and the Odyssey
- 7. Classical Age Greece
 - a. Greek Philosophy, tragedy, comedy, and history.
 - b. Classical Greek sculpture and architecture.
 - c. Women, family, and society.
- 8. The Hellenistic Age
 - a. Philip II and the rise of Macedonia.
 - b. Alexander the Great and the conquests.
 - c. Division of empire after the death of Alexander.
 - d. Philosophy, learning, and science.
- 9. The Roman Republic
 - a. The geography of Italy and the Mediterranean
 - b. Etruscans and Roman neighbors
 - c. Patricians, Plebeians, and the emergence of the Republic
 - d. Roman values and institutions in the early Republic
 - e. Expansion of early Rome Carthage and the Punic Wars
 - f. Impact of the Punic Wars on Roman society and economy
 - g. Expansion into the Eastern Mediterranean
 - h. Nature and cause of Roman expansion
 - i. Crisis, social change, and disorder.
 - j. The rise of armies and warlords.
 - k. Julius Caesar.
- 10. The Roman Empire
 - a. Augustus and his reforms.
 - b. Literature, art, and the new Rome.
 - c. The empire at its height—successors to Augustus.
 - i. Primary Sources: Virgil, The Aeneid, Ovid, The Metamorphoses
 - d. The crisis of the second century and economic change
 - e. Diocletian, Constantine, and reform.
 - f. Christianity Eastern mystery religions
 - g. Jewish origins
 - i. Jesus and his setting
 - ii. Paul, the church fathers, and the spread of Christianity
 - iii. Early controversies and heresies.
- 11. Making of Western Europe
 - a. Germans, the borders, and the migrations
 - b. Germanic society, political structures, and culture
 - c. Agriculture and the economy.
 - d. Trade and manufacture
 - e. The Church. Bishops, Papacy, and bureaucracy.
 - i. Monasteries.
 - ii. Missionaries and popular religion.
 - iii. The church and classical learning.
- 12. Developments in the Early Middle Ages
 - a. The Eastern Empire and Byzantium
 - i. Byzantine government
 - ii. Byzantine trade and economy
 - iii. The Eastern Orthodox religion, the state, and comparison to Latin Christianity
 - iv. Decline of the Byzantine Empire
 - b. Islam Arabs and the setting
 - i. Muhammad and the religion of Islam
 - ii. Mosques and Islamic culture
 - iii. The spread of Islam
 - iv. Arab contributions to Western Civilization
 - c. Carolingian or Frankish Empire

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- i. The Kingdom of the Franks before Charlemagne, conquest and expansion, and government
 - 1. Charlemagne and the church
 - 2. The Carolingian Renaissance
 - ii. Vikings and Magyars
 - 1. Weather and geography on the European periphery
 - 2. Vikings as explorers, raiders, and traders
 - 3. Viking impact on northern Europe, the British Isles, and Russia
 - 13. Restoration and Recovery
 - a. Economic and social changes.
 - i. Feudalism and manorialism
 - ii. Common fields, agriculture, and peasant life
 - iii. Trade and expansion
 - iv. Revival of cities
 - b. Reform in the Western Church
 - i. The church in crisis
 - ii. Monastic reform
 - iii. Papal reform
 - iv. Investiture controversy
 - v. Expansion and the Crusades
 - 1. Motives and goals of the crusaders
 - 2. First Crusade
 - a. Kingdom of Jerusalem
 - 3. Later Crusades
 - 4. Legacy and impact of the Crusades
 - 14. The High Middle Ages
 - a. Learning and culture
 - i. Universities
 - ii. Scholasticism
 - iii. Romanesque architecture
 - iv. Gothic architecture
 - v. Court culture and literature, Dante
 - b. Emergence of European states
 - i. England
 - ii. France
 - iii. Iberian kingdoms
 - iv. Germany and the Holy Roman Empire
 - 1. The church
 - 2. The Friars
 - 3. Heresy Cities, trade, and commerce
 - 15. Crisis of the late Middle Ages
 - a. Weather, harvests, overpopulation, and disease
 - b. Revolts and protests
 - c. The Hundred Years' War
 - d. Depression and recovery, the golden age of the peasantry
 - e. The fall of Constantinople and the rise of the Ottoman Empire
 - 16. The Rise of the West
 - a. Printing and the Print Revolution
 - b. Humanism and the new learning
 - c. Italy and the city states
 - i. Neoplatonism
 - ii. Patronage, art, and architecture in the Renaissance.
 - d. The northern Renaissance.
 - e. The Protestant Reformation
 - f. The Catholic Counter Reformation.

- g. The Wars of Religion.
- h. The Peace of Westphalia

Honors Content

The honors component of History 101 will encourage students to work above the survey level to explore issues in Western Civilization before 1650 with greater depth and complexity. The topics to be covered in History 101H are the same as those covered in History 1081. In addition, honors students will analyze current research and historical concerns in the history of Western Civilization before 1650 that focus on topics such as (but not limited to) the following:

- The role of religion in defining early western civilizations and cultures.
- The relationship between religion and social and political order in early western civilizations.
- The importance of agriculture and economic productivity in developing early western civilizations.
- The emergence of regional trading systems and the relationship between trade and cultural and technological transfer in early western civilizations.
- The relationship between settled, agricultural peoples and nomadic or aboriginal peoples. F) The analysis of an early western civilizations through multiple categories such as race, class, gender and ethnicity.

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions that engage students in the analysis and interpretation of primary and secondary source readings or films in order to gain a deeper understanding of the key concepts regarding politics, economy, gender identities/roles and the roles of traditionally under-represented peoples that have shaped the pre-modern development of Western Civilization.

DE Adaptations for MOI

The instructor will use the CMS to create weekly threaded discussions that engage students in the analysis and interpretation of primary and secondary source readings or films in order to gain a deeper understanding of the key concepts, people, and events that have shaped the pre-modern development of early Western Civilization. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Film/video Viewing and Discussion

Integration

Class lectures will be supplemented with films that recreate, comment on, and analyze significant events in early world history and enhance student appreciation of the accomplishments of early civilizations. Film could cover such topics as democracy in ancient Greece, the fall of the Roman Empire, the impact of the Scientific Revolution, etc. The instruction will also facilitate a discussion following the film which can review the content and aid in making connections between the film and the period of history under review.

DE Adaptations for MOI

Instructor will supplement lectures by using the CMS to post films and other visual materials for early western history and will meet all accessibility standards.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches that provide the students with an organizational scheme with which to analyze the development of Western Civilization from its ancient origins in Mesopotamia and Egypt, to the classical period of Greco-Roman civilization, leading to its peculiar development in medieval Europe. Lectures will also expand upon information provided in the assigned readings and visual materials which may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips.

DE Adaptations for MOI

Lecture materials will be made available through the Course Management System (CMS) in a variety of electronic formats that should include a text based lecture enhanced by digital formats. Multimedia components (photos, illustrations, maps, videotaped materials, websites, etc.) should also be utilized. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Reading

Integration

Instruction will be provided in how to analyze and interpret the chapters in the course text and the primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, such as politics, economy, gender identities/roles and the roles of traditionally under-represented peoples. in the pre-modern development of Western Civilization.

DE Adaptations for MOI

Instruction will be provided via the CMS in how to analyze and interpret the chapters in the course text and the assigned primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, people, and events in the pre-modern development of Western Civilization. All lecture materials and delivery methods must meet all accessibility guidelines.

Additional Methods of Instruction for Honors

In order to guide the honors students throughout the course of the semester the instructor will schedule a minimum of 3 meetings to discuss any and all aspects of the students' projects and establish due dates for evidence that their projects are progressing toward their goal within a reasonable timeframe. These stages should include a preliminary discussion to assist the students in understanding the purpose of their honors project, how to choose a topic, how to obtain sources, how to construct their paper/presentation/research etcetera, and clear grading criteria (such as a rubric) by which their project will be assessed and graded. Subsequent meetings may focus on establishing a thesis or guiding theme, instructor approval for the project and the sources to be used, and discussions of the progress of their research and the completion of their project. Meetings may also include discussions regarding assigned readings, planning for attending events to further the students' research, or any other items the instructor might need to cover to insure the students' best chance of succeeding.

It is recommended that these meetings occur on a regular basis at intervals that are appropriate for the timely completion of their projects. Beyond these required meetings, the students should be encouraged to meet with the instructor as needed to discuss any problems they may encounter in a timely manner, participate in all group discussions, and meet all deadlines set by the instructor for the completion of their project.

Instructors are also encouraged to instruct students in additional ways to explore the subject of their project via field trips (e.g. the Getty Villa in Malibu has an impressive collection of ancient Greek artifacts), seminars (e.g. possibly at a local UC many of whose history faculty specialize in a specific aspect of early Western Civilization), museum exhibitions (e.g. the Western Science Center in Hemet might be a valuable and close option), etcetera.

Methods of Evaluation**Method**

Exams/Tests

Integration

In-class midterm and final exams that require students to write essays in response to themes, questions, or problems in the history of Western Civilization covered in the course materials, such as politics, economy, gender identities/roles and the roles of traditionally under-represented peoples. Exams consisting of multiple-choice, true/false, fill-in, or short answer questions that require students to demonstrate competence with factual information may also be used but are not to replace essay questions.

DE Adaptations for MOE

The instructor will use the CMS to administer, grade, post the results, and provide feedback for midterm and final exams consisting of multiple-choice, true/false, fill-in, or short answer questions; that require students to demonstrate competence with factual information; or essay questions that require students to analyze, evaluate, and synthesize information in response to themes, questions, or problems in the pre-modern history of Western Civilization covered in the course materials. The instructor will outline timelines for feedback in the course syllabus and CMS.

Method

Other

Integration

Map work: students will identify important locations (cities, states, empires, battles, ecological zones, bodies of land and water) and trace patterns of migration, trade, exploration, and exchanges of knowledge between different parts of the world that demonstrate an understanding of the pre-modern history of Western Civilization.

DE Adaptations for MOE

Instructors may use the CMS to post map work assignments that require students to identify important locations (cities, states, empires, battles, ecological zones, bodies of land and water) and trace patterns of migration, trade, exploration, and exchanges of knowledge between different parts of the world that demonstrate an understanding of the pre-modern history of Western Civilization. Students will submit map assignment using the CMS and the instructor will use the CMS to provide feedback on student's work. The maps will be made available using the CMS and will meet accessibility standards.

Method

Papers

Integration

Short or extended essay assignments will require students to use primary and secondary source readings to investigate key themes in the development of pre-modern Western Civilization, such as politics, economy, gender identities/roles and the roles of traditionally under-represented peoples. They will be graded on the organization and quality of their evidence, and their ability to analyze, compare, and contrast the ideas, people, and events under consideration.

DE Adaptations for MOE

The instructor will use the CMS to provide detailed instructions for short or extended essay assignments that will require students to use primary and secondary source readings to investigate key themes in the development of pre-modern Western Civilization. The short essay assignment will be submitted electronically via the CMS and feedback of these essays will be provided by the instructor using the CMS rubric tool and/or comments field. They will be graded on the organization and quality of their evidence, and their ability to analyze, compare, and contrast the ideas, people, and events under consideration. The instructor will outline timelines for feedback in the course syllabus and CMS.

Method

Quizzes

Integration

Using multiple-choice, true/false, fill-in, or short answer questions; quizzes are a useful way to evaluate what students have learned about people, ideas, and events in the pre-modern history of Western Civilization as presented in assigned readings, films, or web-based resources.

DE Adaptations for MOE

The instructor may also use the CMS to administer, grade, post the results, and provide feedback for quizzes that may use multiple-choice, true/false, fill-in, or short answer questions to evaluate what students have learned about people, ideas, and events as presented in the course materials. The instructor will outline timelines for feedback in the course syllabus and CMS.

Method

Research Projects

Integration

A project to be completed outside of class which requires the use of outside sources to research a question, problem, person, or event in the pre-modern history of Western Civilization, resulting in the production of an organized written response, multimedia project, or class presentation. The assignment will be graded on the evidence used to support the thesis and the quality of analysis. For the written response proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated.

DE Adaptations for MOE

The instructor will use the CMS to provide detailed instructions for a project which requires the use of additional sources of information to research a question, problem, person, or event in the pre-modern history of Western Civilization, resulting in the production of an organized written response or multimedia project. The research project assignment will be submitted electronically via the CMS and feedback of these projects will be provided by the instructor using the CMS rubric tool and/or comments field. The assignment will be graded on the evidence used to support the thesis and the quality of analysis. For the written response proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated. The instructor will outline timelines for feedback in the course syllabus and CMS.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors supplemental assignments to receive honors credit. These assignments include but are not limited to research projects, oral presentations, participation in honors class discussions, journal writing, film viewings, and field trips.

Honors students will go beyond a mere summary of textbook readings by completing work such as a research project that demonstrates their ability to understand and evaluate prevailing historical interpretations and formulate their own original ideas. Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy.

Presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness and participation. Journal writings, film viewings, and field trips will be assessed based on student participation and completion of related written assignments.

Journal writing, film viewings, and field trips should be evaluated using clear grading criteria (such as a rubric) and tailored for the specific topics related to the assignment. Instructors should clearly communicate these criteria to ensure student success.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Historical Research Essay: Collect academic resources from accredited, peer reviewed sources and write a 6-8 page research paper on an approved topic relating to early western civilization including important concepts such as politics, economy, gender identities/roles and the roles of traditionally under-represented peoples. All sources will be cited and formatted using one of the major citation styles such as MLA, APA, or Chicago style.

Sample essay prompt: In as much detail as possible, compare the political, social and cultural institutions of the Roman Empire. Make sure to explain the roles of women and other historically under-represented populations and their contributions to their respective societies. This paper is to be cited and formatted using the Manual of Chicago Style Citations.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Video or website project: Research an approved topic and create a substantial and educational video or website regarding their research findings. Videos should be no shorter than 10 minutes long, and websites should have a minimum of 6 pages. Full citations for all research and images must be included in the video credits or on a "Resources" page on the website.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of posted a video of their presentation or recording the audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines. The instructor will outline timelines for feedback in the course syllabus and CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Immersive historical role-playing project: Engage in an immersive role-playing experience such as Barnard College's Reacting to the Past series of projects. These projects require students to take on roles of historical characters and debate important issues of the time period under study, such as women's rights, voting rights, religious tolerance and migration.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of providing a written response, posting a video of or recording audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines. The instructor will outline timelines for feedback in the course syllabus and CMS.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Discussion Posts via CMS: Using the CMS, post responses to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for in-class discussions on topics such as race, gender and ethnicity.

How assignment will be adapted in online format

Using the CMS, students post will respond to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for course discussions on topics such as race, gender and ethnicity. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines. The instructor will outline timelines for feedback in the course syllabus and CMS.



Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Small-group discussion exercises: Form small groups, either in-class or on-line, read assigned materials/watch videos and then complete activities such as think-pair-share. Then share out your discussion with the rest of the class. Readings might include Plutarch's Spartan Discipline, Jesus' Sermon on the Mount, or a short biography of Augustus

How assignment will be adapted in online format

Using the "Group" or "Break-out Room" function within the CMS, students will form small groups, read assigned materials or watch videos and then complete activities which will include dialoguing online with members of the same group and/or other groups. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines. The instructor will outline timelines for feedback in the course syllabus and CMS.

Honors Assignments**Assignment**

Students will complete all regular course requirements for the regular section of History 101 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A) and B) below. Assignments C), D), or E) below are optional and may be assigned if the instructor so chooses.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Assignment

A) A research paper 10-15 pages long in MLA, Chicago, or APA format, on a topic that the student selects in consultation with the instructor. The paper must include a minimum of 10 college-level sources. Research may be conducted in a college or university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. As part of this project, students may peer review one another's work. This paper should not replace the standard 5-7 page term paper essay assigned to the regular class but will instead require that the honors student produce an additional paper with a more advanced level of analysis to a discrete topic and express a deeper comprehension of it.

Possible honors research paper topics/questions include:

How and why did the ancient Hebrews (later known as Jews) affirm a distinction? What historical developments threatened this identity?

How did competition between Greek city-states (i.e. Athens and Sparta) undermine Greek society as a whole?

How did climate change and disease combine to devastate Europe's population during the High Middle Ages?

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

B) Assigned readings beyond the scope of the regular section of History 103. Additional primary sources or academic journal articles will be assigned for reading, summary, and review. Example primary source readings could include The Aeneid, The Three Kingdoms, The Mahabharata, or other works. In consultation with the instructor, students may also select an academic journal article, chapter of a book, or primary source excerpt related to their research project for the Honors class to read, analyze, and discuss. Example works such as "From Woman Warrior to Peripatetic Entertainer: The Multiple Histories of Tomoe" by Steven Brown can be found in JSTOR or similar online databases. Students will either lead an Honors class discussion or write a one to two-page analysis of their selected reading. The discussion or written analysis will include a summary, critical analysis, and if appropriate, examination of how the reading informs the student's own research project.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors supplemental readings will facilitate discussion, encourage reflection, and help students prepare to complete their major research project for the course.

Assignment

C) A short presentation of the final research project (approx. 15-20 minutes in length) or an outline of the research project to their fellow honors students or to the entire class.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Presentations give students an opportunity to discuss their research with peers to further their examination of the topic.

Assignment

D) A journal on assigned readings and writing assignments. Journal writing will help understanding and reflection on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Journal writing will help understanding and reflection on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Assignment

E) A project outside normal class time designed by the instructor. For example, instructors may lead a field trip to a museum exhibition and complete a project associated with the exhibition. Students could also see a film relevant to the course. Students could write a response paper based on reactions to the film and subsequent small group discussion. These kinds of activities will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

These kinds of activities will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

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Course Materials**Textbooks**

Cole, Joshua, and Carol Symes. Western Civilizations (Brief Edition) (Volume 1). (6th Edition). W. W. Norton, 2023.

Jackson J. Spielvogel. Western Civilization (2025) Edition 12th, ISBN 9780357987018

Other Resources

Instructors should always supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following: Saray B. Pomeroy, Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity (New York, 1975). Schocken Books. ISBN 0-8052-1030-X. Thomas Asbridge, The First Crusade: a New History: The Roots of Conflict Between Christianity and Islam (New York, 2004). Oxford. ISBN 0-19-517823-8.

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The ability to observe a mixture of diverse social groups through historical events has been a rare opportunity in the history of the world. The study of Western Civilizations has afforded student the opportunity to see how the elements of race, gender, ethnicity and culture have interacted. This class explores the development and impact of political, social, and cultural trends in western societies. A concerted effort has been made to include these elements of diversity into the course content and course assignments, where students are invited to study, research and present on these topics. Specifically, the course content was enhanced to highlight the role and impact of women and historically marginalized groups.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of reading materials and films will supplement this class. The projects are written to allow students to choose topics that are of interest to them. For face-to-face or online classes, the research project can be presented orally or through a written format. Formative assignments are present the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction through in-class or online discussions. Students will use collaborative learning exercises to discuss primary source documents and major questions in early western civilization among themselves enabling them to exchange ideas and to prepare for examinations. Students might also work in small groups online or in-class to peer-review or create presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model sound historical thinking and analysis while encouraging students to make similar connections between course content and student observations as it relates to early western civilization. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content through the watching of historically relevant films/documentaries to offer a visual impression of early western civilization. Lectures, utilizing supporting visual materials (computerized images, maps or white board) will allow the instructor to introduce key concepts in early western civilization. Research Projects will allow students to explore topics in early western civilization on their own using library materials (primary and secondary sources).

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will encourage students to reflect on how key events in early western civilization have had a major impact on today's society. Students will be given the opportunity to reflect on the relevance of course themes to their own lives and how critical thinking practiced and honed in this course can serve as transferable skills in other academic disciplines and aid in a student's career goals.

Key: 1818