

## Course Description

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Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class. Please make note of any major restrictions in your course description.

### Core Qualities:

**1. Effective Communication:** This course requires effective communication in both written and verbal form. All recitation sections ask that students evaluate an historical event or development from different perspectives and then clearly present particular points of view verbally. The following criteria form the basis for evaluation for all written work:

- Clarity of expression
- Clarity of the argument being made and/or clarity of topical discussion
- Correct spelling and grammar

**2. Thinking and Problem Solving:** This course requires that students critically evaluate historical evidence that present a variety of different (often opposing) points of view, and then present a critical analysis that:

- Demonstrates thoughtful evaluation of the data
- Provides a suggested interpretation based on the data

**3. Local and Global Citizen:** all assignments in this course require that students assess how these historical events, developments and actions of the past have influenced and affected contemporary views perspective in the present.

Specifically, students will address:

- The significance of particular views for the development of “western civilization”
- How “western civilization” has influenced modern global perspectives and interactions

### Core Perspectives:

**Inquiry Humanities:** Western Civilization I focuses on the ethical, artistic, cultures, and historical developments of human societies of the ancient Near Eastern, classical, medieval and early European worlds. In so doing, the course examines different worldviews, expressed in through writing and imagery, and historical interactions between cultures, with focus on:

- critical analyses of different types of historical data (e.g., primary text, artifact/art, secondary historical analyses) to formulate analytical historical interpretations of these data,
- examination of the different cultural, artistic, and social trends that led to the historical formation of the “western world”,
- formulation of interpretations of these data and historical trends to assess the significance held for modern “western” society

Most, if not all, of the assignments in HSTR 101IH are designed to meet the Core learning outcomes as described above. Short analytical response papers on specific topics require students to evaluate primary and secondary historical evidence and come to a conclusion ("Thinker and Problem Solver"). This conclusion needs to be clearly written and explained ("Effective Communicator"). In addition, midterm and final exams all have at least one essay question that requires that students demonstrate understanding of a problem or development in historical context and explain their answer clearly ("Thinker and Problem Solver" and "Effective Communicator"). The recitation sections also have weekly assignments that teach students to think about problem and then express their conclusions to the class orally, sometimes debating different perspectives ("Thinker and Problem Solver" and "Effective Communicator"). Further, this is a class on the history of the ancient and classical worlds and early Europe. As such, the topical and factual information necessary to these assignments and learned in the class throughout require that students think about these problem historically as they developed across the globe in other regions of the world , and understand them on a broad scale global context of human history ("Local or Global Citizen").

Catalog

Description:

Survey of the ancient Near East, Greece, Rome, and the European world through 1600. Emphasis on social, economic, and cultural history.

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