



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2010-2011
(i.e. 2006-2007)

NEXT REVIEW: 2015-2016
(i.e. 2011-2012)

STATUS: A
(A, I, D)

COURSE TITLE: Survey of Western Civilization I

COMMON COURSE NUMBER: EUH 1000

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab:
Clinic: Other:

PREREQUISITE(S): ELIGIBILITY FOR ENC 1101

COREQUISITE(S): NONE

PRE/COREQUISITE(S): NONE

COURSE DESCRIPTION *(750 characters, maximum)*: **Historical survey of Western culture from its roots in the ancient Near East to the beginning of the early modern period. Provides students with broad foundation of knowledge to understand socio-economic, intellectual, political and other cultural forces which have shaped (and continue to shape) Western civilization. Students will explore and apply general principles of historical methodology, and will develop their critical reading, thinking, and writing skills throughout the course. Geographic range: Near East, Mediterranean basin, Western Europe. Course themes comprise: development, expansion, and cultural influence of Greco-Roman civilization; encounters between diverse cultures over the several millennia which comprise Western Civilization, and the transformations which result from such encounters; the rise and fall of governmental, economic, and social systems; and the intersection of cultural institutions and historic events. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule.**

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 3A, 8
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 3
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 3

UNIT TITLES

- 1. INTRODUCTION TO HISTORY**
- 2. WRITING ABOUT WESTERN CIVILIZATION**
- 3. NEAR EASTERN AND MEDITERRANEAN ROOTS OF WESTERN CIVILIZATION**
- 4. CULTURES OF THE AEGEAN SEA AND GREECE**
- 5. ROMAN CIVILIZATION AND THE RISE OF CHRISTIANITY**
- 6. EARLY EUROPEAN MEDIEVAL CIVILIZATION**
- 7. THE CENTRAL MIDDLE AGES IN EUROPE**
- 8. LATE MIDDLE AGES AND THE ITALIAN RENAISSANCE**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

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| Course must include <u>all</u> of the following: | |
| 1. Read with critical comprehension** | 1.0, 2.1, 2.3, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 2. Write clearly and coherently** | 2.2, 2.5, 2.6 |
| 3. Demonstrate literacy as appropriate within a given discipline** | Information: 2.1, 2.3, 2.4 Cultural: 1.4, 3.2, 3.3, 3.4, 4.2, 4.5, 4.7, 4.8, 4.9, 5.3, 5.8, 5.9, 5.10, 6.2, 6.4, 6.5, 6.7, 7.2, 7.6, 8.1, 8.2, 8.4, 8.8 |
| 4. Apply problem solving skills or methods to make informed decisions in a variety of contexts** | 1.1, 1.2, 1.3, 2.1, 2.2, 2.6, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 4.6, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 6.2, 6.5, 6.7, 7.1, 7.4, 8.1, 8.2, 8.4, 8.5, 8.6 |
| Course must include at least <u>one</u> of the following: | |
| 5. Differentiate between ethical and unethical behavior | |
| 6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system. | 3.3, 8.1, 8.2 |
| 7. Demonstrate an understanding of and appreciation for human diversities and commonalities. | 1.4, 3.3, 4.2, 4.5, 4.8, 6.2, 6.4, 6.5, |
| 8. Speak and listen effectively. | |

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

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| 1. Portfolio | 1.0, 2.0 |
| 2. Short essays | 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 3. Research Papers | 1.0, 2.0 |
| 4. Group projects | |
| 5. Discussions (In class and online) | 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 6. Multiple Choice tests | 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 7. Presentations | 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 8. Service Learning Projects | |
| 9. Quizzes (pop, announced, etc.) | 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 10. Take-home tests | 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 11. Summaries, critiques, and analyses | 1.0, 2.0 |
| 12. Reaction papers | 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 13. Surveys | |
| 14. Performance | |
| 15. Short answer tests | 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 16. Classroom debates and colloquia | 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 |
| 17. Blogs, wikis, web pages | |
| 18. Other (Please explain) | |

Common Course Number: **EUH 1000**

UNITS

Unit 1: INTRODUCTION TO HISTORY

General Outcome:

- 1.0 The students shall identify and employ the components of historical research and analysis.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Identify the way historians frame questions in order to study the past.**
- 1.2 Identify the arguments of historical interpretations.**
- 1.3 Identify and evaluate differences in historical interpretation.**
- 1.4 Recognize patterns of continuity and change over the course of time.**
- 1.5 Distinguish between primary and secondary sources and explain how each are used to make historical claims.**
- 1.6 Interpret multiple forms of evidence (textual, visual, statistical, archaeological/material culture).**

Common Course Number: **EUH 1000**

Unit 2: WRITING ABOUT WESTERN CIVILIZATION

General Outcome:

- 2.0 The students shall produce clearly organized, thoroughly developed writing assignments, including but not limited to short essays, research assignments, or research papers, which express defensible conclusions based on historical analysis.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 Locate and identify evidence to research a problem or question about Western Civilization from an online research database or course resource lab.**
- 2.2 Construct a clear, concise thesis statement in response to a problem or question about Western Civilization.**
- 2.3 Evaluate and interpret primary and secondary evidence from a course text, an online research database, and/or an online course resource lab to support a thesis statement.**
- 2.4 Employ proper citation of both primary and secondary sources using reference guides provided in class or found online.**
- 2.5 Employ formal styles of argumentation and presentation used by professional historians.**
- 2.6 Compose written conclusions drawn from historical research.**

Common Course Number: EUH 1000

Unit 3: NEAR EASTERN AND MEDITERRANEAN ROOTS OF WESTERN CIVILIZATION

General Outcome:

- 3.0 The students shall identify, examine, and evaluate major historical themes pertaining to the early civilizations of the Near East and Mediterranean (ca. 3500-500 BCE), and shall interpret and assess their cultural contributions to the birth and early development of Western Civilization.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1 Identify and diagram (map) the physical environment of the major areas of civilization in the Near East and Mediterranean, from 3500-500 BCE.**
- 3.2 Describe and analyze the general development of civilization in Mesopotamia, Egypt, Palestine Syria, and Asia Minor, from 3500-500 BCE.**
- 3.3 Examine and assess the intersections and connections between the Near East and the Mediterranean from the Sumerian period through the International Bronze Age.**
- 3.4 Evaluate the major intellectual, social, economic, political, and cultural contributions of the ancient Near Eastern and Mediterranean areas to Western Civilization.**

Common Course Number: **EUH 1000**

Unit 4: CULTURES OF THE AEGEAN SEA AND GREECE

General Outcome:

- 4.0 The students shall identify, examine, and evaluate significant components of ancient Greek civilization (ca. 1800-300 BCE), and shall interpret and assess Greek contributions to the subsequent development of Western Civilization.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Identify and diagram (map) the physical geography of ancient Aegean and Greek civilizations and points of contact with ancient Near Eastern civilizations.**
- 4.2 Compare and contrast Minoan and Mycenaean cultures, and assess their roles in the development of Greek culture.**
- 4.3 Examine the development of the polis in the Archaic period, and analyze its most salient components.**
- 4.4 Evaluate the causes and consequences of the Persian Wars.**
- 4.5 Examine the development of democracy in Ancient Greece and compare and contrast it with other contemporary systems of government.**
- 4.6 Evaluate the causes and consequences of the Peloponnesian Wars.**
- 4.7 Examine and discuss the major schools of philosophy in the Classical and Hellenistic periods.**
- 4.8 Describe the major campaigns and policies of Alexander the Great, and assess his impact on the Near East and Western Europe.**
- 4.9 Analyze the central components of Hellenistic culture.**

Common Course Number: **EUH 1000**

Unit 5: ROMAN CIVILIZATION AND THE RISE OF CHRISTIANITY

General Outcome:

- 5.0 The students shall identify, examine, and evaluate the central features of Roman Civilization (ca. 8th century BCE-3rd century CE), and shall interpret and assess Roman and Early Christian contributions to Western Civilization.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Identify and diagram (map) the physical environment of the Italian Peninsula and the points of contact throughout the Mediterranean world.**
- 5.2 Examine the history of Rome in the regal period, and evaluate the most important components of its political, military, and social structure.**
- 5.3 Describe the central components and structure of the Roman Republic, and analyze the changes which distinguish the early, middle, and late Republic periods.**
- 5.4 Identify the milestones of the Struggle of the Orders (509-287 BCE), and interpret the significance of these events in the context of an expanding Roman domain.**
- 5.5 Evaluate the causes and consequences of the Punic Wars.**
- 5.6 Assess the crises which lead to the Roman Civil Wars and the demise of the Republic.**
- 5.7 Evaluate the transition from Roman Republic to Roman Empire, and assess the reign of Octavian/Augustus Caesar with respect to the formative elements of imperial rule.**
- 5.8 Evaluate and interpret the central elements of the Pax Romana.**
- 5.9 Analyze and evaluate the political, demographic, economic, social, and cultural factors which ultimately led to the fall of the Roman Empire.**
- 5.10 Examine the development of the Early Christian Church, and assess its cultural contributions.**

Common Course Number: **EUH 1000**

Unit 6: EARLY EUROPEAN MEDIEVAL CIVILIZATION

General Outcome:

- 6.0** The students shall examine, evaluate, and assess the major political, social, economic, and cultural components of Western Civilization from the 4th through the 9th centuries, and appraise encounters between eastern and western cultures during this period.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 6.1** Identify the ways in which Christianity helped transform communities, religious experience, and intellectual traditions inside and outside the former Roman Empire.
- 6.2** Differentiate between the two halves of the Roman Empire, explain how Justinian reorganized the eastern half, and discuss the creation of a Christian-Roman civilization.
- 6.3** Discuss how the Roman Empire's eastern provinces evolved into the Byzantine Empire.
- 6.4** Describe the development of Islam in Arabia, and explain how the followers of Islam created a vast empire very quickly.
- 6.5** Identify the ways in which the new kingdoms of western Europe built on Rome's legal and governmental legacies, and analyze how these were combined with Germanic customs and practices.
- 6.6** Discuss how Christianity spread in these new kingdoms, including the new Christian institutions of bishoprics and monasteries.
- 6.7** Identify the ways in which the Carolingian Empire contributed to establishing a distinctive western European culture, and assess the central components of the Carolingian Renaissance.

Common Course Number: **EUH 1000**

Unit 7: THE CENTRAL MIDDLE AGES IN EUROPE

General Outcome:

- 7.0 The students shall describe and assess the factors which transformed Europe, as new influences flowed in, older institutions changed, and new institutions developed; these include the effects of the Crusades, the revival of trade and expansion of trade networks, the formation of major nation-states, the growth and pre-eminence of Christianity in Europe, new social hierarchies, new political authorities, reinvigorated Christian institutions and the major cultural and intellectual efforts of the period.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 7.1 Identify and evaluate the origins and history of the Crusades and their impact on Europe.**
- 7.2 Explain how medieval western European economy and society was organized in both rural and urban sectors, and analyze the revival of trade in Western Europe and the rise of cities.**
- 7.3 Describe how the Christian Church consolidated its hold over the Latin West, including appraisal of both the secular and regular churches.**
- 7.4 Discuss how western European monarchies strengthened themselves, and analyze the formative components of the nascent nation-states.**
- 7.5 Compare and contrast Romanesque and Gothic art and architecture.**
- 7.6 Identify what made European culture distinctive.**

Common Course Number: **EUH 1000**

Unit 8: LATE MIDDLE AGES AND THE ITALIAN RENAISSANCE

General Outcome:

- 8.0 The students shall examine and evaluate the events of the late medieval period, and analyze the transitions to the Renaissance. Students will discuss and assess this movement which sought to understand and imitate the culture of ancient Greece and Rome, but which came to be marked by innovation in the arts.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 8.1 Identify the crises that beset Europe in the fourteenth century, and explain how forces outside of Europe (such as the Mongol and Ottoman Empires) affected conditions in the West.**
- 8.2 Explain how disturbances in the global economy of the Middle Ages caused financial collapse and widespread social discontent in Europe.**
- 8.3 Explain how incessant warfare transformed the most powerful medieval states.**
- 8.4 Analyze how European culture offered explanations and solace for the calamities of the times.**
- 8.5 Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture.**
- 8.6 Describe and illustrate how Renaissance thinkers created historical perspective and devised methods of criticism for interpreting texts.**
- 8.7 Discuss how the monarchies of western Europe gathered the strength to become more assertive and effective, and explain how they reorganized European politics.**
- 8.8 Evaluate the contributions of Renaissance culture to the development of Western Civilization.**