INSTRUCTOR:
EMAIL:
CLASSROOM:
TEXT: ***The Making of the West: Peoples and Cultures,* Vol. I To 1750**, Fifth Edition,
         Hunt, Martin, Rosenwein, Smith, Bedford/St. Martin's Boston New York 2016
          ISBN 978-1-45576-8152-3
         ***Sources of The Making of the West: Peoples and Cultures,* Vol. 1 To 1750**, Fourth
         Edition, Katharine J. Lualdi, Bedford/St. Martin's   Boston New York 2012
         ISBN-13:978-0-312-57611-0

OFFICE HOURS: By Appointment

COURSE DESCRIPTION: History 1100 is a survey of the development of European History To
1300.   Special emphasis is placed on the cultural, economic, social, and political contributions of
ancient and medieval cultures in European History. HIST 1100 will meet Mondays and Wednesdays
from 10:00am – 11:20am in AAB 118, Taylorsville-Redwood Campus

LEARNING OUTCOMES: the goal of History 1100 is to help students understand the western
world from an objective historical viewpoint. This goal includes the following learning outcomes:

Substantive Knowledge – At the end of this course, students should be able to:
       demonstrate that they understand key concepts, events, and personalities relating to the
       economic, social, and political history of ancient and medieval European History

Effective Communication Skill – at the end of this course, students should be ale to:
       effectively communicate, orally and in writing, about the key concepts noted above, and about
       other significant topics is early European History

       have contributed to their e Portfolio.

       speak and write analytically, comparatively, and persuasively about what it meant (and means)
       to be part of European History and to what extent the extraordinary and transformative ideals of
       Antiquity and the Middle Ages were realities or myths in European History

Critical Thinking – at the end of this course, students should be able to:
       demonstrate, in writing, that they understand key aspects of critical thinking such as claims and
       evidence analysis, identify fallacious argumentation, and make their own argument within the
       context of the history of European History

       demonstrate that they can gather, extrapolate, and analyze information from primary sources
       such as inscriptions, codes of law, letters, government documents, etc., and they can use and/or
       apply their findings to connect to previous knowledge, answer questions, solve problems,
       support or critique arguments, explain ideas, and illuminate themes.

demonstrate that they can reason sequentially, find causal relationships, and identify historical meaning and significance in the events, issues, and human experiences found in the history of early European History.

demonstrate that they can synthesize information from a variety of sources – lectures, discussions, primary and secondary source readings, and experiences – to construct historical arguments that reflect a reliance upon the data.

Computer and Information Literacies – At the end of this course students should:

contribute to an electronic portfolio at SLCC.
use computer hardware and software to complete course assignments.
use credible sources in their work.
properly cite the sources they use in their work.

GENERAL EDUCATION STATEMENT

This course fulfills the History requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life. While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

DESCRIPTION OF ASSIGNMENTS & TESTS: Unit Tests will use the essay format. Study guides and essay questions will be posted on the course web page. The Document Essay assignment will allow for the choice of a document to analyze and submit in essay form. The format will be posted on the course web page. The Critical Thinking Journal format will be posted on the course web page. The study guide for the Final Exam will also be posted on the course web page. Attendance and Participation are important and are included in the points accumulated for a grade.

GRADE RANGE/SCALE

Two Unit Tests / 50 points each	= 100 points
Document Analysis Essay /75 points	= 75 points
Gen Ed e Portfolio /50 points	= 50 points
Attendance / 50 points	= 50 points
Participation / 50 points	= 50 points
Critical Thinking Journal / 3 @ 25 points each	= 75 points
Final Exam @ 100 points	= 100 points
	500 points

Make-Up Exam Policy: no make-up exams will be given except in cases of emergency.
Grade Range:
97-100%=A+   87-89%=B+   77-79%=C+   67-69%=D+

93-96%=A	83-86%=B	73-76%=C	63-66%=D
90-92%=A-	80-82%=B-	70-72%=C-	60-62%=D-
			59%=E

CLASS THEMES
Unit I: **Origins of the West: the Early Era through the history of Greece**
Unit II: **Rome: Monarchy to Republic to Empire**
Unit III: **The Heirs of Rome: Islam, Byzantium, and Western Europe**
Unit IV: **Late Antiquity: The Emergence of Medieval Europe**

Wee 1: Introduction to the Course / Review of Syllabus / Class Requirements / Internet Assignment
     The Study of History – The Case of the Alpine Iceman

Week 2: Martin Luther King birthday – No Classes
     Cradles of Civilization:
     Mesopotamia: Textbook, p. 8-13
     Egypt: Text, p. 15-26
     Hittites, Minoans, and Mycenaeans: Text, p. 26-34

Week 3: The Near East and Greece: Text, p. 42-46 / **Critical Thinking Journal #1 – *Inscription Honoring Cyrus the Great***
     The Greek Dark Age: Text, p. 50-54
     The Greek City-State: Text, p. 54-56
     Sparta, Corinth, and Athens: Text, p. 64-70
     The Greek Golden Age
     The Persian Wars: Text, p. 78-81
     Athens: Text, p. 81-85, p. 93-104
     Athens Defeated: Text, p. 104-109 / 114-118

Week 4: Rise of Macedonia / Alexander the Great: Text, p. 119-122
     The Hellenistic Kingdoms and Culture: Text, p. 122-128. 131-135
     Last Day to drop classes with a full refund
     The Rise of Rome / Traditions: p. 144-150
     From Monarchy to Republic: Text, p.150-156 / **Critical Thinking Journal #2 – *The Twelve Tables***
Week 5: Imperialism / Consequences
     Expansion, the Punic Wars, Social Influences, Stresses: Text, p. 156-163
     Imperialism – continued

Week 6: The Republic Destroyed / Civil War: Text, p. 163-171
     Test I

Week 7: Creation of the Roman Empire/ From Republic to Empire
     The Age of Augustus: Text, p. 176-183

Week 8: The Age of Augustus continued, p. 183-193
     The Emergence of Christianity: Text, p. 193-202
     Emergence of Christianity continued / **Document Analysis Essay due**

Week 9: Stability to Crisis: Text, p. 202-206 / Mapping the West, p. 207
      The Roman Empire Transformed
      From Principate to Dominate: Text, p. 211-218

Week 10: Christianity – the State Religion: Text, p. 218-228
      Non-Roman Kingdoms in the West: Text, p. 229-236
      The Roman Empire in the East: Text, p. 236-245
      Justinian, the Hagia Sophia, the Law Code

Week 11: **Test II**
      The Heirs of Rome
      Islam: Text, p. 250-257

Week 12: Islam - continued /**Critical Thinking Journal #3 – The *Qur'an***
      Byzantium Besieged: Text, p. 257-262
      Byzantium – continued / Western Europe:
      The Frankish Kingdoms, the Merovingians: Text, p. 263-270
      The British Isles: Text, p. 270-272

Week 13: Moving Toward the Middle Ages
      The Carolingian Empire: Text, p. 290-295
      Charlemagne
      After the Carolingians: Text, p. 299-306
      Schools and Churches / the Investiture Conflict, Text p. 321-329
      The Crusades: Text, p. 331-337
      e Portfolio Signature Assignment due

Week 14: Revival of the Monarchies / William the Conqueror, Henry II: Text, p. 338-341
      Schools and Churches / the Investiture Conflict
      Rise of Universities: Text, p. 348-351
      Gothic Architecture: Text, p. 351-353 / Case Study: *Cathedral* documentary

Week 15: Gothic Cathedrals / *Is Paris Burning?*

Week 16: Final Exam

E PORTFOLIO STATEMENT:
Each student in General Education courses at SLCC maintains a General Education e Portfolio.
Instructors in every Gen Ed course will ask you to put a least one assignment from the course into your
e Portfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to
your e Portfolio and add a reflection on your submission. This syllabus details the assignment(s) and
reflection(s) you are to include. Your e Portfolio will allow you to include your educational goals,
describe your extra curricular activities, and post your resume. When you finish your studies at SLCC,
you e Portfolio will then be a multimedia showcase of your educational experience. For detailed
information, visit http://www.slcc.edu/gened/eportfolio or http://eportresource.weebly.com

 After you have picked an e Portfolio platform, go to the corresponding help site to watch the tutorials
and look at examples so you can get started on your own:

If you would like to start your e Portfolio in a computer lab with a person there to help you, please visit an e Portfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business house, and staff will help you without an appointment. For lab hours and locations, please see the following site: http://eportresource.weebly.com/lab-information.html.

Finally, questions regarding the e Portfolio can be directed to Emily.Thompson@slcc.edu

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES:

SLCC values inclusive learning environments and strives to make all aspects of the College available to our students. If you have a disability or believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: (phone)

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PLAGIARISM STATEMENT:

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else, you must give that person credit through proper citations.

The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in a failure on that assignment. A second offense may result in course failure. For more information, see http://slcc.edu/policies/doc/StudentCodeofConduct.pdf.

RESPONSIBILITIES:
Students are expected to arrive for class on time, respect the instructor and fellow class members and, in general, demonstrate the highest degree of collegiality.
Students should plan to submit the online student evaluation of faculty at the end of the semester.

TITLE IX INFORMATION: 20 U.S.C.A. Section 1681 (a): TITLE IX
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving federal funds."
Examples of violations (but not limited to):

Sexual advances, requests for sexual favors and sexually motivated physical conduct

Overt or subtle pressure for sexual activity

Sexually offensive verbalization including remarks, "teasing", slurs, and innuendo

Repeated inappropriate jokes or comments about sex or gender specific traits

Conduct that is demeaning or derisive and occurs substantially because of one's gender

Sexual assault

Sexual Violence

Gender-based disparate treatment

Violations can occur in any college environment, such as (but not limited to):

Field Trips	**Classrooms**
Student Clubs	**Athletics**
Transportation	**On Campus Events**

If you have any questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

Students-

Online Reporting Form-
http://www.slcc.edu/eeo-title-ix/complaint.aspx

Salt Lake Community College has a strong prohibition against RETALIATION! The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.