

## Course Information

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### **European History to 1300 (HU)**

HIST 1100-501

Fall 2025

## Course Description

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Survey of the development of Western Civilization since 1300. Special emphasis is placed on the cultural, economic, social and political contributions of modern and contemporary cultures in the Western civilization. Special emphasis is placed on the reading and analysis of primary historical sources.

Recommended Prerequisite: ENGL 0990 w/ C or better, or appropriate placement score.

Semester: All

## Textbooks, Readings, and Course Materials

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### **Title: The West**

**Edition:** The book is included in Canvas and accessible in the Modules section

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Student Learning Outcomes

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- Identify the key factors that influenced the development of Western civilization up to 1300 C.E.
- Analyze and interpret historical documents within their historical contexts.
- Demonstrate knowledge of the geography of The West by identifying and describing its shifting boundaries of it as well as the web of societies up to 1300 C.E..
- Identify key social, political, economic, cultural, and religious events, themes, issues, and processes in early Western societies, and explain how they are interconnected.
- Develop and effectively communicate an analytical argument grounded in historical evidence.

## Course Content Advisory

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Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

# European History to 1300 (HU)

HIST - 1100 501

## General Education Information

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HU; SS

This course fulfills the above 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.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Introduce Yourself</a>	Discussion	0

Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Module Five Discussion Question</a>	Discussion	0
	<a href="#">Module Four Discussion Question</a>	Discussion	0
	<a href="#">Module One Discussion Question</a>	Discussion	0
	<a href="#">Module Three Discussion Question</a>	Discussion	0
	<a href="#">Module Two Discussion Question</a>	Discussion	0
9/9/25	<a href="#">Discussion Essay 1 Check Off</a>	Quiz	70
9/11/25	<a href="#">Discussion 1 Reply Check Off</a>	Quiz	20
9/11/25	<a href="#">Quiz #1</a>	Quiz	10
9/16/25	<a href="#">Discussion 2 Essay Check Off</a>	Quiz	70
9/18/25	<a href="#">Discussion 2 Reply Check Off</a>	Quiz	20
9/18/25	<a href="#">Quiz #2</a>	Quiz	10
9/23/25	<a href="#">Discussion 3 Essay Check Off</a>	Quiz	70
9/25/25	<a href="#">Discussion 3 Reply Check Off</a>	Quiz	20
9/25/25	<a href="#">Quiz #3</a>	Quiz	10

Due Date	Assignment Name	Assignment Type	Points
9/30/25	<a href="#">Discussion 4 Essay Check Off</a>	Quiz	70
10/2/25	<a href="#">Discussion 4 Reply Check Off</a>	Quiz	20
10/2/25	<a href="#">Quiz #4</a>	Quiz	10
10/30/25	<a href="#">GE - Signature Assignment Research Essay</a>	Assignment	200
11/4/25	<a href="#">Discussion 5 Essay Check off</a>	Quiz	70
11/6/25	<a href="#">Discussion 5 Reply Check Off</a>	Quiz	20
11/6/25	<a href="#">Quiz #5</a>	Quiz	10
11/20/25	<a href="#">GE - Reflection Essay</a>	Assignment	100

## Coursework & Assignment Descriptions

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### 1. Quizzes

The assignment

- Answer the online quizzes based on the readings in The West.
- Format: 20 multiple choice questions, to be answered in less than 35 minutes.
- Frequency: one quiz per module. No late quizzes will be allowed. (See due dates on the Module page)
- There is a total of 10 points available per quiz.

The purpose of this exercise is to:

- encourage students to attentively read the assigned chapters.
- evaluate the learning outcome of the reading.
- help you practice your basic essay skills.

The following criteria will be used to evaluate:

- 1) Critical thinking: the ability to translate information into knowledge.
- 2) Communication: the ability to use data in a quiz format.
- 3) Substantive knowledge: the quality of the learning through reading.

## 2. Discussion questions

The assignment

- Discuss the question found in the Discussion link on the course menu.
- Format: 700+ word essay.
- Frequency: Within each module is a discussion question. (See due dates on Module page)
- There are up to 70 points allotted for each discussion essay and 20 points for responding to at least 2 other student's posts. I will expect to see a minimum of 3 posts per student per module. Your discussion essay is to be posted on the discussion board on due time so that the entire class can read them and reply to other students' posts.

The purpose of this assignment is to engage the class in dialogue about the skills mentioned below. It is also a training exercise for the research essay.

It is therefore important to post your responses within the module time frame; late discussion posts will not be given credit. (See due dates on Module page)

The following criteria will be used to evaluate the discussion responses:

1) Critical thinking: I will be looking for a logical, reasoned and thoughtful answer to each question. Demonstrate you use your knowledge to serve the object of the topic: explicitly link each fact you bring to the object of the topic in each paragraph.

2) Communication: Follow carefully the methodology for essays shown below the syllabus as you would with a cookbook recipe. Students are to support their reflection using sources that need to be cited either parenthetically within the text of your answer or in end notes.

3) Substantive knowledge: minimum length requirement: In order to demonstrate an appropriate level of engagement and research, students should respond in no less than 700 words. But please understand, the objective isn't to count words, but rather to answer the question fully and develop a persuasive argument. It may take many more words to accomplish that.

To avoid any loss of points, make sure you post your work and then check-off your discussion essay, and both replies.

3. GE – Signature Assignment Research essay – analysis of an assigned topic requiring historical research.

The assignment :

- Write an essay, following the required methodology, addressing specifically the topic assigned, using information and knowledge acquired through your own extensive research.

- Format: 4000-word essay.

- Frequency: once during the semester. (See due date on Module page)

- There is a total of 200 points available for this research essay. Because students have about 6 weeks to return each assignment, no late paper will be given credit.

The objective behind this assignment is to :

- familiarize students with historical research.
- get students to critically process their researched material in order to serve specifically the topic assigned.
- train students to follow the instructions given in the methodology.

The following criteria will be used to evaluate the document analysis essays:

1) Critical thinking: the essay must address specifically the topic assigned. All information researched ought to be linked explicitly to the object of the topic.

2) Communication: Follow carefully the methodology for essays shown below the syllabus.

3) Substantive knowledge:

- The demonstration of research, beyond the textbook, showing that you are able to integrate historical data and historiography in your essay.
- The essay ought to be 4000 words long, which should be enough to bring the amount of information required at college level.

4. GE - Reflection essay



- Using the skills you have learnt this semester, write an essay on the following topic:

“How did this modern World history course contribute to your general education”.

- Format: 1200 words.

- There is a total of 100 points available for this essay.

The objective behind this assignment is to:

- allow student to further practice and evaluate their skills within the constraints of limited time.

- allow students to further practice and evaluate their critical thinking ability as they use their knowledge to serve specifically the object of the topics assigned.

- allow students to further practice and evaluate the skills they learnt during the semester and consider how they relate to their professional and life objectives.

- implement the writing skills practiced in the series of discussion essays.

- This GE - Reflection essay is an integral part of your “General Education” at SLCC. They are a way for you to demonstrate the application of General Education learning outcomes and allow you to be expressive, creative, and engaged while demonstrating mastery of the course content. As a real-world application of knowledge, this significant and meaningful assignment will help you synthesize and apply knowledge. Reflection is an important

component of learning and is an opportunity for you to think critically about your learning and the connection you make among your experiences.

The following criteria will be used to evaluate the two essays:

- Critical thinking: the two essays must address specifically the assigned topics. All researched information/documents/data ought to be linked specifically to the object of the topic.
- Communication: the methodology must be rigorously followed, step by step.
- Substantive knowledge: the demonstration of research ought to show that you have been able to integrate data, primary sources and/or historiography in your essay. It shall demonstrate information and civic literacy.

## Grading Scale

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The due dates are deadlines – No point for late work.

Quizzes 50 pts Discussions 450 pts GE - Signature Assignment Research Essay 200 pts  
GE - Reflection essay 100 pts Total 800 pts

Grade scale: 200-186 A+, 171-185 A, 156-170 A-, 141-155 B+, 126-140 B, 111-125 B-, 96-110 C+, 81-95 C, 66-80 C-, 51-65 D+, 36-50 D, 21-35 D- (Here for the research essay, and applied proportionally for the other essays).

(Note that the percentage appearing in the Canvas grades page is irrelevant. It does not reflect your progress in the course. Do not take it into account.)

Grade Scale (800 total points)

93%-100%= A+ (744-800)

85%- 92%= A (680-743)

78%-84%=A- (624-679)

70.5%-77% =B+ (564-623)

63%-70%= B (504-563)

55%-62% =B- (440-503)

48%-54% =C+ (384-439)

40%-47% =C (320-383)

33%-39% =C- (264-319)

25.5%-32% =D+ (204-263)

18%-25% =D (144-203)

10.5%-17% =D- (84-143)

## How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document

contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to [elarningsupport@slcc.edu](mailto:elarningsupport@slcc.edu).

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To

learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Methodology for essays and oral presentations

**Introduction (1 paragraph) :** (solid paragraph, do not skip lines within the introduction)

- 1) Reformulate the topic in one sentence.
- 2) To grasp the extent of the topic: define the actual words of the topic with simple definitions.
- 3) Formulate a thesis: what question, issue or unique aspect does the topic suggest?  
Reflect: how are the words of the topic relating to each other?

- 4) Announce an outline of the 2, 3 or 4 parts of your essay validating the thesis.

"First, I will present ...; then, I will address ...; finally, I will consider ..."

Skip 4 lines after the introduction

## **Body of the essay or presentation**

1) The body of the text consists of 2, 3 or 4 parts

- They ought to be consistent with the ones announced in the introduction.
- Skip 4 lines between parts

2) Each part consists of 2 or more paragraphs.

- Each paragraph ought to present:
  - . one idea formulated in an introductory sentence.
  - . a few sentences specifying or explaining the idea.
  - . one or two examples illustrating this idea.
- Skip 1 lines between paragraphs

3) The last sentence of the last paragraph of a part ought to be a transition.

- It consists in a sentence concluding one part and introducing the following.
- No transition between the introduction and the first part, or between the last part and the conclusion.

Skip 4 lines before conclusion

## **Conclusion**

Summary of the most important idea typically supporting the thesis.

If you wish, you may state your opinion at this point.

End with one sentence enlarging the topic beyond the thesis.

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