Curriculum Details

Course Record ID

652

1. Entry Type

Active

Notes and Special Changes

HIST 230 was developed in conjunction with the History faculty at UHM, and they approve of this course being developed at WCC. Furthermore, HIST 230 is in Banner, and will be taught at UHM during Spring 2012.

2. Justification

HIST 230 would help to fulfill several goals of the division and college. First, the course would help to promote an understanding & appreciation of other cultures, thereby supporting Windward's core value of providing its students with a global perspective to learning. Secondly, the course would increase the number of 200-level courses that Windward currently offers, therefore providing our students with more educational opportunities. Furthermore, many students have expressed interest in developing their knowledge of the western world in further detail. HIST 230 is a logical addition to the 2-semester sequence (HIST 231 & HIST 232) that WCC already offers in Modern European Civilization, and would thus provide a foundation for students who are interested in the development of Europe prior to the Renaissance. Lastly, HIST 230 supports the enriching of our students' appreciation for the arts and cultures of the international community.

3. Course Alpha

HIST

4. Course Number

230

5. Course Title (long)

Pre-Modern European Civilization

6. Course Title Short

Pre-Modern European Civ

7. Course Credits
8. Course Credit Upper Range
0

Repeatable
Will default to 98

9. Course Description
A survey of Pre-Modern Europe to 1500 CE. Focus is given to the political evolution and the major economic, social, and cultural development of European states.

10. Course Pre-Requisites

11. Course Co-Requisites

12. Course Recommended Preparation
HIST 151

13. Contact Hours (lecture, lab, lecture/lab)
3

14. Maximum Credits Towards an AA Degree
3

Grading Options
Will be set to Banner default

15. Department
Humanities

16. Cross-Listing
17. Course Content

Welcome to the wonderful world of Pre-Modern European history! In this class, we will make the past come to life as we discover how a distinct European civilization came to be! The class will be focused on the foundation of European civilization to 1500 CE. In order to explore and analyze these foundations, you will be asked to continually perform the job of historian. You will thus form your own interpretations about this development and be asked to support these interpretations with evidence as you complete formal and informal writing assignments. In other words, by studying history, you will learn how to form an opinion, express it in writing, and support it with evidence (the facts that you gather from primary sources) in valuable skills that are essential for both career success and for your development into a culturally aware & contributing citizen of our global world.

18. Course Competencies

19. Assessments, Tasks, and Grading

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs. Write 4 5-7 page typed synthesis papers. These papers will require you to perform the job of a historian by researching your topic, forming an argument, and supporting it with evidence from your research. You will also be required to cite evidence from at least 7 primary sources and 2 secondary sources and to both footnote these sources and include an annotated bibliography in your paper (MLA style). Each paper is worth a total of 50 points. Please keep in mind that all papers generally require research; however, not all papers are synthesis papers. For this class, you are required to write synthesis papers in which you add up the facts from primary sources and draw your own conclusion(s). For the first paper, it is mandatory that you complete a first draft and that you schedule an individual conference with me in order to go over this draft. Failure to attend this conference will result in automatic failure from the class. For papers 2, 3, & 4, it is not mandatory that you complete a first draft; however, it is highly suggested that you do so. If completing a first draft, you must turn it in by the date specified in the class schedule. Plagiarism will also result in automatic failure from the class. Late papers will be penalized 5 points per class period that it is late. Complete 7 primary source interpretation paragraphs (PSIPs). These small writing assignments will help prepare you for writing your synthesis papers and requires you to write a paragraph (7-10 sentences with appropriate use of transitions) in which you interpret what the primary source reveals. All PSIPs must be typed and are due on specific days according to the class schedule. Each PSIP is worth 5 points. Late PSIPs will be penalized 1 point per class period that it is late. Take 7 quizzes. The purpose of these quizzes is assess how well you processed the assigned textbook and supplemental reader readings. Each quiz is worth 10 points. Your lowest 2 quiz grades will be dropped. If you miss class on the day of a quiz, you may make-up the quiz only if you have a legitimate reason (sickness, family reasons) for missing class. Participate in class discussions and complete a variety of in-class activities. This includes focused free-writes, group assignments, and learning logs. These assignments will rely heavily on you being prepared for class (i.e., having both read the assigned readings and completed the corresponding homework assignments). Group assignments, free-writes, and other in-class activities will be graded with a + (good) or - (needs work). Groups will typically consist of 3-4 members, and will be randomly assigned. Since group assignments require being present for class, you will not be able to make-up these assignments, regardless of reason, if class is missed. On the other hand, if you have a legitimate reason for missing class, you will be allowed to make-up any free-writes and/or learning logs, but they must be turned in at the next class meeting. It is also your responsibility to see me to get any make-up assignments. Complete a knowledge
survey at the beginning of the term, and again at the end of the term. You get 2.5 points for participating in each survey. This task is not graded and is completed anonymously. The purpose of this survey is to measure the amount of learning that took place for the entire class within the term in order to improve the class for the future. ASSESSMENT TASKS AND GRADING

- **4 Synthesis Papers**: 200 points (67% of final grade)
- **5 PSIPs**: 25 points (8% of final grade)
- **5 Quizzes**: 50 points (17% of final grade)
- **In-Class Act.**: 20 points (7% of final grade)
- **2 Knowledge Surveys**: 5 points (1% of final grade)
- **Total 300 points**

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**20. Auxiliary Materials and Content**

The class will make use of the audio-visual technology (overhead project, DVD, computer, ELMO) that exists in the Palanakila classrooms.

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**21. Additional Activities outside of class and class time**

None.

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**22. Special Costs connected to the course**

There would be no additional costs in order to offer this course, and a current History faculty member would teach the course. The course would be rotated with HIST 231 & HIST 232 so that only one European history course is taught per semester.

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**23. What are the Student Learning Outcomes?**

At completion of this course, the student should be able to: 1. Analyze the individuals' roles, events, ideas, and processes (i.e., human migrations, ecological forces, cross-cultural encounters, spread of world religions) that gave rise to a distinct European civilization. 2. Synthesize primary sources in order to evidence an argument dealing with a significant issue in Pre-Modern European history. 3. Evaluate contemporary issues and events in terms of Pre-Modern European events (i.e., historical roots).

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**24. How does the proposal connect to the college's strategic plan?**

2.8 Increase the diversity and number of programs offered to or in underserved regions by increasing the number and types of programs offered by at least one per two-year period. This course would increase the diversity and number of 200-level courses that WCC offers in a two-year period.

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**25. Describe the staff that will be needed**

A current History faculty member will teach the course.

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**26. Describe the facilities that will be needed, including special rooms**

A basic lecture room is all that is needed.

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**27. Describe any other resources that will be needed**
n/a

28. How will the staff, facilities, and other resources for the course be secured?
n/a

29. Certificates

30. Connection to the AA degree
AADH

31. Connection between the Course SLOs and the College’s General Education Outcomes

Draw on knowledge from the liberal arts to succeed in upper division courses.

Use research and technology skills to access information from multiple sources; use critical thinking and problem-solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions.

Express ideas clearly and creatively in diverse ways through the fine and performing arts, speech and writing.

Recognize one’s role in community and global issues with a respect for diverse cultures and differing views while embracing one’s own cultural values and heritage.

32. List any similar classes taught at outside of the UH system

33. List any similar classes taught at campuses in the UH System.

HIST 230 at UHM.

34. How, if at all, is the course intended to count in lieu of a course taught at a four-year campus.

35. How, if at all, is the course similar to upper-division courses in the UH System.

The course would not be similar to any upper-division courses in the UH system.

36. How does the course articulate with four-year programs (Gen Ed)?

The course is appropriate for articulation. The SLOs of HIST 230 meet the DH Hallmarks in the following manner: SLO #1 meets the DH.1 Hallmark (uses the terminology of historical,
philosophical, language or religious studies); SLO #2 and SLO #3 meet both the DH.2 Hallmark (involves texts, artifacts, concepts, processes, theories or issues of concern in these studies) and the DH.3 Hallmark (demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies).

37. List any articulations between this course and any four-year program.

End of Proposal
Signatures to New HIST230: Pre-Modern European Civilization

Requested by: Malia Lau Kong

Departmental Review by:
Member: James Neve
Member: Antonio Martini
Member: Sarah Hadmack
Member: Marek Hamek
Chair: Helinok

Was the proposal discussed in a department meeting? Yes

Division Dean:

IEC (for SLOs):

Approved by:
Curriculum Committee Chair: Kathleen French
Faculty Senate Chairperson: Ross Langston
Vice-Chancellor for Academic Affairs: Richard Fulton
Chancellor: Doug Dykstra

Date
Malia Lau Kong 9/2/11
James Neve 9/2/11
Antonio Martini 9/2/11
Sarah Hadmack 7/2/11
Marek Hamek 7/2/11
Helinok 9/2/11
Division Dean: 9/25/11
IEC (for SLOs): 9/23/11
Kathleen French 10/11/11
Ross Langston 10/18/11
Richard Fulton 10/25/11
Doug Dykstra 11/8/11
History 230: Pre-Modern European Civilization
3 credits

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

PROPOSED CATALOG DESCRIPTION

A survey of Pre-Modern Europe to 1500 CE. Focus is given to the political evolution and the major economic, social, and cultural development of European states. 3 credits.

Hist. 230 will fulfill 3 credits of the Diversification requirement in the Arts, Humanities, & Literature Group (DH).

PROPOSED STUDENT LEARNING OUTCOMES

At completion of this course, you should be able to:

1. Analyze the individuals, events, ideas, and processes (i.e., human migrations, ecological forces, cross-cultural encounters, spread of world religions) that gave rise to a distinct European civilization.

2. Synthesize primary sources in order to evidence an argument dealing with a significant issue in Pre-Modern European history.

3. Evaluate contemporary issues and events in terms of Pre-Modern European events (i.e., historical roots).

COURSE TASKS

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- 5 PSIPs 25 points (8% of final grade)
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- Participation & In-Class Activities 20 points (7% of final grade)
- 2 Knowledge Surveys 5 points (1% of final grade)
- Total 300 points

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**LEARNING RESOURCES**

1. Barry Cunliffe. Europe Between the Oceans 9000 BC—AD 1000. *(Available on Amazon.com for $19.80)*

2. C. Warren Hollister. Medieval Europe: A Short History. *(On reserve in the library)*

3. Course Reader of Primary & Secondary Source Selections, & Other Handouts. *(Only available for purchase at WCC Bookstore)*

4. On Laulima: List of primary sources to access & read on Internet.

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**TOPICS TO BE COVERED: THE FOUNDATIONS OF EUROPE**

1. The Indo-European Migrations
2. Megalithic Sites in Europe
3. The Celtic World
4. The Influence of the Ancient Near East
5. The World of the Greeks
6. The Roman Republic & Empire
7. The Rise of Christianity

8. The Germanic Kingdoms & Conversion to Christianity

9. The Carolingian Empire

10. The Emerging World of Lords & Vassals

11. The Manorial System

12. Society & Culture of the High Middle Ages

13. The Emergence and Growth of European Kingdoms in the High Middle Ages

14. Christianity in the Middle Ages

15. The Crusades

16. Crisis & Disintegration in the 14th Century: The Black Death, The Hundred Years' War, The Decline of the Church

17. Society & Culture of the Late Middle Ages

18. The Italian Renaissance

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**CLASS SCHEDULE***

*Note: Class schedule is subject to change. All changes will be announced in class.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENTS DUE ON THIS DAY</th>
<th>REQUIRED READINGS FOR THIS DAY</th>
<th>CORRESPONDING CLASSROOM TOPICS &amp; EVENTS ON THIS DAY</th>
</tr>
</thead>
</table>