

**Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006**



College/University Lorain County Community College

Course(s) Submitted(Title & Course #) Civilization I, HSTR 151 E for  
Ohio Articulation Number OAH 041

Date May 5, 2006 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Rosemary Schestag Title Project Manager

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Credit Hours 3 qtr \_\_\_\_\_ sem X

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

none

Placement Score (if applicable)

(Name of test) none

(Domain) \_\_\_\_\_ (Score) \_\_\_\_\_

Catalog/Course Description (Includes Course Title and Course #)

The development of the historical, political, economic, cultural, religious, and institutional patterns of society from ancient civilization through 1500.

Texts/Outside Readings/Ancillary Materials

*The Heritage of World Civilizations, Volume One: to 1700*, ed. Albert M. Craig, William A. Graham, Donald Kagan, et al. 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006

Course Objectives and/or Plan of Work

Outcomes	Assessment Method(s)	
<b>Knowledge:</b> 1. Describe the origins and development of foundational civilizations in the Middle East, Asia, Africa and the Americas	Item analysis examination; essays; class discussion	
2. Discuss the dominant cultural and political role played by China in the development of Asian civilizations through 1500	Item analysis examination; essays; class discussion	
3. Assess the dominant cultural and political roles played by ancient Greece and Rome in the development of western civilizations	Item analysis examination; essays; class discussion	
4. Explain the major political and cultural developments of Europe from the fall of the Roman Empire to the Renaissance	Item analysis examination; essays; class discussion	
5. Analyze the origins, rise, spread, and impact of Islamic empires	Item analysis examination; essays; class discussion	
<b>Skills:</b> 1. Assess primary source documents critically	Item analysis examination; essays; class discussion	
2. Evaluate historical concepts and patterns in writing	Essays	
<b>Values:</b> Describe global cultural and political developments from an objective perspective	Essays; class discussion	

Description of Assessment and/or Evaluation of Student Learning

General Education Outcomes	Assessment Method(s)	
Develop the professional competencies to function effectively within their chosen academic disciplines and careers. (1)	Item analysis examination; essays; class discussion	
Develop an appreciation for and an understanding of the arts and humanities (4)	Item analysis examination; essays; class discussion	
Develop an understanding of the history of the diverse social, economic, and political models of society (5)	Item analysis examination; essays; class discussion	
Develop precision, clarity, and fluency in writing (6)	Essays	
Develop critical thinking and reasoning skills for problem solving. (9)	Item analysis examination; essays	
Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues (10)	Item analysis examination; essays; class discussion	

**SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):**

Lecture/discussion supplemented by maps, visual images, primary source readings, research/writing assignments.

**GRADING PROCEDURES:**

Grades are based on a standard grading scale (90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; 59% or below, F). Evaluation is conducted by in-class examination and writing projects (essays and research papers).

Master Syllabi and Working Syllabi (if both are used)

**History 151 – D1603. Civilizations I  
LCCC. Fall 2005.  
MWF 11:00-11:50 a.m. 111**

Valerie McGowan-Doyle, PhD  
Social Sciences Division, PS 106f  
vmcgowan@lorainccc.edu  
Division Phone: 366-4021  
Office Phone: 366-4738  
Office Hours: MWF 10:00-11:00  
TR 1:00-2:00 p.m.  
and by appointment

This course will cover the development of the historical, political, economic, cultural, religious and institutional patterns of society from ancient civilizations to 1500 by addressing the topics and objectives below.

Students who complete the course successfully will:

- Describe the origins and development of ancient civilizations in Mesopotamia, Egypt, India, and China
- Discuss the dominant cultural and political role played by China in the development of Asian civilizations through 1500
- Assess the dominant cultural and political roles played by ancient Greece and Rome in the development of western civilizations
- Explain the major political and cultural developments of Europe from the fall of the Roman Empire to the Renaissance
- Discuss the origins and development of civilizations in North and South America
- Describe the origins and development of African civilizations
- Analyze the origins, rise, spread, and impact of Islamic empires
- Assess primary source documents and secondary texts critically
- Evaluate historical concepts and patterns in writing
- Describe global cultural and political developments from an objective perspective

Required Texts.

*The Heritage of World Civilizations*. Volume One: to 1700. 7<sup>th</sup> ed.

Albert M. Craig et al, eds. Upper Saddle River, NJ: Prentice Hall, 2006.

Grades. Grades are based on a standard grading scale of A (90-100%), B (80-89%), C (70-79%), D (60-69%), and F (59% or below). When final grades are borderline, additional items will be taken into consideration such as attendance, class participation, and improvement.

There are 300 points possible distributed as follows.

Exams (4 @ 40 points each) ----- 160 points  
Essays (2 @ 50 points) ----- 100 points  
In-class writing exercises (4 @ 10 points each) -- 40 points

*Exams:* Each exam will consist of 40 multiple choice questions and must be completed in pencil. The final exam is really a last exam, i.e., it is not comprehensive. If you would like a study guide, you should create your own by compiling each day's term list. No other study guides will be provided.

*Essays:* There are two formal essays due for this course. For each essay you will choose one from a list of questions (see below) as the essay prompt. Each essay should be approximately 1,000 words long (roughly 3-4 pages, no less) and must adhere to the standards of essay format, i.e., it must include an introduction, clear thesis statement, supporting paragraphs, and a conclusion. Accuracy, sophistication of analysis, clarity, organization, grammar and spelling will all be taken into account in grading. *Absolutely no internet sites will be accepted as research tools; use of them for your essay may lead to a reduced grade.* See "Class Policies" for more information. Essays that contain any element of plagiarism will receive 0 points.

--You will also complete four shorter, in-class essays to assist with the development of your skills in 1) articulating and applying historical analysis and argument, and 2) primary source analysis. Some of these may be announced; others will not. As with exams, essays cannot be "made up" in the case of an unexcused absence.

Class Policies

--If you are unable to take an exam at the assigned time please let me know before it begins either via e-mail or phone message. I permit make-up exams to be taken only 1) in emergency situations or 2) if I have been notified in advance that a make-up exam is necessary. All missed work ineligible for make-up will receive "0" points. The same policy is in force for essays. I will only accept a late essay if arrangements have been made in advance. You are not eligible for make-up work in cases of unexcused absence.

--Please check the academic calendar for this term's withdrawal information. It is

your responsibility to be aware of dates and complete the appropriate paperwork on time if you wish to withdraw from the course.

--Cheating and plagiarism are serious academic offenses and treated as such. It is presumed that all submitted work is the independent work of the student. Any incidents of plagiarism and/or cheating will result in a grade of "0" for that assignment and a report to the appropriate college division in accordance with its policy. (LCCC catalog p. 200)

--All written work is expected to conform to college-level standards regarding organization, punctuation, grammar, sophistication and presentation of ideas, etc. Consult a style manual if you are unsure about punctuation, grammar, correct forms for citation, etc. You are also encouraged to take advantage of my office hours and/or any of the writing/tutoring services provided by Lorain County Community College in the Individual Learning Support Center. *All written work must be typed, double-spaced, in 12-point font, utilize appropriate margins, and pages must be stapled together!* Essays must be submitted in paper format.

--Students with Disabilities. In accordance with college policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Special Needs Services located in the Learning Resources Center, Room 115, x4058. These privileges are not retroactive. (LCCC catalog p. 198)

--Please see pp. 68-69 in the LCCC catalog for information regarding the Family Education Rights and Privacy Act.

--Students are bound by the Code of Student Conduct (LCCC catalog 199-206).

--The nature of college level instruction means that we will invariably deviate from the syllabus as discussion develops, etc. Should we begin to get too far from the course outline, a revised syllabus will be distributed.

### **Course Outline.**

M Aug 22      Course overview and syllabus review.  
                    Introduction to the study of history; the origin of human societies.

#### Section One: Ancient Societies: Mesopotamia to Greece.

W Aug 24      Ancient Mesopotamia and Egypt. Read pp. 7-19.

F Aug 26      Ancient Mesopotamia and Ancient Near Eastern Empires, cont.;  
                    Primary source analysis: *The Epic of Gilgamesh*  
                    Read pp. 26-28 and 62-67.

M Aug 29      Ancient Egypt. Read pp. 18-26

- W Aug 31 Ancient India: Harappan and Aryan civilizations, Vedic religion, Buddhism.  
Read pp. 28-35 and 56-62.
- F Sept 2 Ancient India, continued. No reading.
- M Sept 5 Labor Day. No Class.
- W Sept 7 Ancient China: the Shang to Zhou dynasties, Confucianism, Legalism.  
Read pp. 35-40 and 50-56.
- F Sept 9 China, concluded. Primary source analysis: Han Feizi and Legalism.
- M Sept 12 Introduction to Ancient Greece; the Bronze and Archaic ages.  
Read pp. 85-98.
- W Sept 14 Greece, cont.: The Late Archaic and Classical periods.  
Read pp. 98-114 and 67-75
- F Sept 16 Classical Greece, cont. No Reading.  
Primary source analysis: selection from *The Iliad*.
- M Sept 19 Hellenistic Greece. Read pp. 114-122.
- W Sept 21 Hellenistic Greece, cont. No reading.  
Concept analysis application: we will track the evolution of *arête* from the Bronze Age to the Classical period and consider what it reflects of philosophical and political developments.
- F Sept 23 Exam #1.

Section Two. The Greater Mediterranean World and Its Impact: Rome, Byzantine, Islam, Africa

- M Sept 26 Ancient Rome: the Roman Republic.  
Read 171-181.
- W Sept 28 The Late Roman Republic. Read pp. 181-185.  
Assess various interpretations of the cause and impact of Roman territorial expansion.

F Sept 30	The Late Roman Republic, cont. No reading.
M Oct 3	Caesar Augustus and the Roman Empire. Read pp. 186-204. Critique of textbook's presentation of Rome's transformation from republic to empire.
W Oct 5	The Roman Empire, concluded. No reading.
F Oct 7	The Byzantine Empire. Read pp. 323-333.
M Oct 10	The Origins and Spread of Islam. Read pp. 301-313. Assessment competing arguments used to explain the rapid spread of Islam.
W Oct 12	The High Caliphate at Baghdad. Read pp. 313-320.
F Oct 14	Later Islamic Empires; the Mongols. Read pp. 349-364
M Oct 17	West Africa: early civilizations, the empires of Ghana, Mali, and Songhai. Particular attention will be given to the impact of Islam on developing kingdoms in the region. Read pp. 147-166 and 477-488 <i>Essay #1 due.</i> Chapter 1, p. 45, #3 (Ancient Mesopotamia and Egypt) Chapter 2, p. 77, #4 (comparative ancient philosophy and religion) Chapter 11, p. 320, #5 (Islamic expansion and decline)
W Oct 19	Central, East and South Africa. Read pp. 166-169 and 490-498. Comparative assessment of impact of Islam on cultural and political developments in the Sudan relative to east African coastal cities.
F Oct 21	Africa, concluded, particular emphasis will be given to the impact of early European contact with sub-Saharan Africa.
M Oct 24	Exam #2.
<u>Section Three: Asia and the Americas.</u>	
W Oct 26	North American societies; Mesoamerica--the Maya and Aztec. Read pp. 41-43 and 373-391.
F Oct 28	Mesoamerica, cont.
M Oct 31	South America: the Inca empire. Read pp. 391-398.

- W Nov 2 European conquest and colonization in the Americas  
Discussion of cultural imperialism and primary source analysis.  
Read Chapter 18.
- F Nov 4 China: the Qin and Han Dynasties. Read Chapter 7.  
Class discussion: analysis of Legalism and Qin unification.
- M Nov 7 China, cont.: the Tang and Song Dynasties. Confucianism, Buddhism,  
And Neo-Confucianism. Read Chapter 8.
- W Nov 9 China, concluded.  
Writing exercise: assess textbook's presentation of impact of  
Buddhism on Tang economy and structures of governance and social  
control.
- F Nov 11 Japan. Chapter 9.
- M Nov 14 "Classical" India: the Gupta Age and development of Hinduism.  
Read Chapter 10 (includes reading on Iran).
- W Nov 16 India: from the arrival to Islam to the Mughal Dynasty.  
Read pp. 364-370.
- F Nov 18 Exam #3

Section Four: Europe from the Fall of Rome to the Renaissance

- M Nov 21 Early Medieval Europe: The "Fall" of Rome and early culture.  
Read pp. 323-326 and 333-335.
- W Nov 23 Merovingian and Carolingian Europe. Read pp. 335-346.
- F Nov 25 Thanksgiving Holiday. No Class.
- M Nov 28 The High Middle Ages. Read pp. 401-418.
- W Nov 30 The Later Middle Ages: the Black Death, Hundred Years War,  
Great Schism.  
Read pp. 418-422.
- F Dec 2 Medieval Europe, concluded. No reading.
- M Dec 5 Renaissance Humanism; Neo-Platonism and Civic Humanism.  
Read pp. 422-430.  
Primary source analysis: Pico della Mirandola's *Oration on the  
Dignity of Man*.

W Dec 7	Reading Day. No Class.
F Dec 9	Last Class. The Italian Renaissance. No Reading. Essay #2 Due. Choose one of the following chapter review questions. Chapter 8, p. 254, #1 (transition between Chinese dynasties) Chapter 15, p. 431, #5 (medieval Europe) Chapter 17, p. 498, #1 (Islamic expansion in sub-Saharan Africa)
Final Exam:	

Additional Documentation

OAN	LCCC	BGSU	KSU	U, Akron	U. Toledo
OSS 041	HSTR 151	HIST 151	HIST 11050	3400:210	HIST 1010

This information is from the Equivalency Guide in CAS.

It shows how our indicated courses are accepted by BGSU, KSU, U of Akron, and U of Toledo.

Blue font indicates that the school submitted that course as indicated OAN.

Additional Documentation

**COURSE DESCRIPTION WITH STUDENT OUTCOMES**

**LORAIN COUNTY COMMUNITY COLLEGE**

**DIVISION:** Social Sciences and Human Services

**COURSE TITLE:** Civilization I

**COURSE NUMBER:** HSTR 151

		Contact Hours/Week		Weight		ILU's				
LECTURE/ RECITATION	=	3	X	LECTURE/ RECITATION	(1.0)	=	3			
LAB	=	0	X	LAB	(0.85)	=	0			
CLINICAL	=	0	X	CLINICAL	(1.0)	=	0			
*	=			*		=				
*	=			*		=				
<b>TOTAL CONTACT HOURS:</b>	=	3		<b>TOTAL COURSE ILU's</b>		=	3	<b>CREDIT HOURS:</b>	=	3

\* Please refer to the "Quality Point Checklist for New and Revised Courses" and/or Pages 500.01 through 500.05 of the *Ohio Board of Regents Operating Manual for Two-Year Campus Programs* for Instructional Arrangements that are not identified as Lecture/Recitation, Lab or Clinical. (<http://www.regents.state.oh.us/progs/2yrmanual.pdf>)

**LECTURE SEATS:** 40      **LAB SEATS:** 0      **CLINICAL SEATS:** 0

**IS THERE A SEPARATELY SCHEDULED LAB:**                      Yes or No    No

**IS THERE A SEPARATELY SCHEDULED CLINICAL:**                      Yes or No    No

**FEES:** \$0.00      **SPECIAL FACILITIES:** None      **FAS ACCOUNT NO.:** 1-02-02-400-501

**START YEAR/SEMESTER:** Fall 2004

**PREREQUISITE:** None

(Please indicate course/s that must be taken before this course.)

**COREQUISITE:** None

(Please indicate course/s that must be taken with this course.)

**CONCURRENT:** None

(Please indicate course/s that must be taken before or with this course.)

**CATALOG DESCRIPTION:** The development of the historical, political, economic, cultural, religious, and institutional patterns of society from ancient civilization through 1500.

**REQUIRED TEXTBOOK(S)/MATERIAL(S):**

Albert M. Craig, William A. Graham, Donald Kagan, *et al*, editors. *The Heritage of World Civilizations, Volume One: to 1700.* 7<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2006.

**TOPICAL OUTLINE: (COMMON CORE TOPICS)**

- Origins of ancient Middle Eastern civilizations: Egypt, Mesopotamia, Phoenicia, Hebrews, and Persians
- The Origins of Western Civilization: Ancient Greece and Rome
- Ancient Asian civilizations: India and China
- The Origins of Contemporary Religions: Judaism, Confucianism, Buddhism, Hinduism, Greek Philosophy
- The Byzantine and Islamic Empires
- The development of civilizations and kingdoms in Sub-saharan Africa
- Europe from the fall of the Roman Empire through the Italian Renaissance
- Civilizations and Kingdoms in Pre-Columbian South America: Mayan, Aztec, and Incan culture
- Imperial Asia: China, Japan, and India

**COURSE OUTCOMES AND ASSESSMENT: (Tools, Methods, and Expected Results)**

Outcomes	Assessment Method(s)
<b>Knowledge:</b> 1. Describe the origins and development of foundational civilizations in the Middle East, Asia, Africa and the Americas	Exams, essays, class discussion
2. Discuss the dominant cultural and political role played by China in the development of Asian civilizations through 1500	Exams, essays, class discussion
3. Assess the dominant cultural and political roles played by ancient Greece and Rome in the development of western civilizations	Exams, essays, class discussion
4. Explain the major political and cultural developments of Europe from the fall of the Roman Empire to the Renaissance	Exams, essays, class discussion
5. Analyze the origins, rise, spread, and impact of Islamic empires	Exams, essays, class discussion

<b>Skills:</b> 1. Critique primary source documents critically	Essays, class discussion
2. Evaluate historical concepts and patterns in writing	Essays
<b>Values:</b> Describe global cultural and political developments from an objective perspective	Essays, class discussion

**GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT (Tools, Methods, and Expected Results)**

1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.
2. Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.
3. Understand and apply methods of scientific inquiry.
4. Develop an appreciation for and an understanding of the arts and humanities.
5. Develop an understanding of the history of the diverse social, economic, and political models of society.
6. Develop precision, clarity, and fluency in writing.
7. Develop accuracy, conciseness, and coherence in spoken communication.
8. Apply mathematical concepts to solve quantitative problems.
9. Develop critical thinking and reasoning skills for problem solving.
10. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.
11. Develop an appreciation for and an understanding of the benefits of a healthy, active and well balanced lifestyle.

<b>General Education Outcomes</b>	<b>Assessment Method(s)</b>
Develop the professional competencies to function effectively within their chosen academic disciplines and careers. (1)	Exams, essays
Develop an appreciation for and an understanding of the arts and humanities (4)	Exams, essays, class discussion
Develop an understanding of the history of the diverse social, economic, and political models of society (5)	Exams, essays
Develop precision, clarity, and fluency in writing (6)	Essays
Develop critical thinking and reasoning skills for problem solving. (9)	Exams, essays
Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues (10)	Exams, essays, class discussion

**SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):**

Lecture/discussion supplemented by maps, visual images, primary source readings, research/writing assignments.

**GRADING PROCEDURES:**

Grades are based on a standard grading scale (90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; 59% or below, F). Evaluation is conducted by in-class examination and writing projects (essays and research papers).

**TRANSFER MODULE REQUIREMENT CHANGES:**

- None  
 Add to English Composition area of Transfer Module  
 Add to Arts/Humanities area of Transfer Module  
 Add to Social and Behavioral Sciences area of Transfer Module

\_\_\_ Add to Mathematics area of Transfer Module

\_\_\_ Add to Natural and Physical Sciences area of Transfer Module

**OTHER RESOURCES INCLUDING EQUIPMENT AND SOFTWARE:**

Overhead projector, maps, and other supplementary materials. -

Use of library and associated resources including appropriate electronic databases and lending consortium.

**Date:** 4-05-04 (Division Approval)

**Approved:** 4-27-04 (Curriculum Council)

OBR Use

Action

Approved	
Additional Information Requested	
Rejected	
Date	