COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1612: Rome and the Medieval World

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): None
4. Co-requisites (Course discipline/number): None

With 509BCE as the starting point, this course will trace the rise and fall of the Roman state, and the coming of the Middle Ages to 1300 CE. Considerable emphasis will be placed upon the various institutions, policies, and cultural patterns at various times that explain the growth and decline of that powerful state. We will also observe how the Age of Faith supplanted the Roman state and established values and attitudes that were to exert an enormous influence on the Western world for many centuries. The rise of Islam and the decline of the Byzantine Empire will also be addressed as well as their interaction with Europeans during the middle ages. RECOMMENDED ENTRY SKILLS/KNOWLEDGE: College level reading/writing and analytical skills.

B. DATE LAST REVISED (Month, year): April, 2005

C. OUTLINE OF MAJOR CONTENT AREAS:
1. The Growth and Decline of the Roman Republic
2. Augustus and the Principate
3. Roman Culture and Society
4. Domitian and Constantine
5. The Papacy and The Growth of Christianity
6. The Decline and Fall of the Empire in the West
7. Charlemagne and the Franks
8. The Holy Roman Empire
9. Muhammad and the Rise of Islam
10. Anglo-Saxon and Anglo-Norman England
11. The Viking Impact on Christian Europe
12. The Crusades
13. Culture and Society in Medieval Europe

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
Develop and awareness of how the ideas, beliefs, values and institutions of the Mediterranean basin wielded an enormous influence on the development of medieval society and will see how each society is built on the foundations of all that precede it.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: Students will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.
E. LEARNING OUTCOMES (MNTC): Continued...
Goal 8/Global Perspective: Students will be able to:
1. Describe and analyze political, economic, and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizen's share for their common global future.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Term paper
2. Objective and essay examinations

G. SPECIAL INFORMATION (if any): None