COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1613: Foundations of Western Civilizations: from Ancient Greece to 1715

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

This course begins in Ancient Mesopotamia and focuses on European developments until the death of Louis XIV. It shall cover the Roman Empire and the origins of Christianity, the Middle Ages, the ideas formulated in the Renaissance, the various aspects of the Reformation, and the growth of absolutism and constitutional monarchies. 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. Ancient Mesopotamia and Egypt
   2. The Middle Ages
   3. The Roman Republic and Empire
   4. The Rise of Nation States
   5. The Commercial Revolution and the Rise of Capitalism
   6. The Renaissance
   7. The Reformation
   8. The Wars of Religion
   9. Absolutism and Constitutional Monarchy
   10. The Rise of Prussia and Russia
   11. Major Cultural and Intellectual Developments

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
The student will gain a better understanding of the historical development of ancient and early modern Europe. In this appraisal, students will develop an appreciation of the importance of various people, ideas, and institutions which have profoundly changed how we see our world intellectually, socially, politically, economically, and religiously.

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 (MNCT): 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. Objective and essay tests
2. Quizzes
3. Written assignments will be the primary mechanisms
4. Classroom discussion
5. Attendance

G. SPECIAL INFORMATION (if any): None