

# History 2311

Houston Community College  
NW College History and Geography Department  
Christopher Patke  
(Updated August 2017)



Contact Information		Class Information
Faculty Offices Alief Campus	Office Hours M-W 1-2 Tutoring Tuesday 1-2	This Syllabus pertains to the following courses:  <u>In Class Instruction</u> CRN#36209 – T-TH 11:00 – 12:30  16 Weeks Total Contact Hours = 48
Email Christopher.patke@hccs.edu Phone N/A		
External Website www.thehistoryprofessor.com		

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### *Hurricane Harvey Statements*

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Essential Needs Statement: Any Student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

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### *Contacting your Instructor*

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Knowing how to contact your professor in an online course is essential. The first rule that I have is "DO NOT PANIC". There are numerous ways to contact me:

- In Person: If you are in the area, you may try knocking on my door on the Alief Campus, office 417C.
- By Phone: This is my least preferred method, we just update the phone system and it is pretty confusing. If I do not answer, please leave a message and I will return your call.
- By Email: My preferred method of communication is via email. You can email me at

[Christopher.patke@hccs.edu](mailto:Christopher.patke@hccs.edu). I check my email twice a day (on weekdays), once at 7:30 a.m. and again at 1 p.m. **I do try to respond promptly, however in some cases I will not respond immediately, if I am investigating your problem, or the information you require is located in the syllabus.**

- By Appointment – If you need to consult with me, outside of office hours, contact me and make arrangements to meet.

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### *Teaching Philosophy*

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My goal as your professor is to inspire my students to learn and to challenge them to reach their potential. To achieve these goals, I hold the following philosophy toward instruction:

- I believe the purpose of a professor goes beyond the teaching of history. I view it as equally important to help students develop intellectually and professionally, to challenge their assumptions, make them think critically and expand their world view.
- I believe in challenging my students to reach high standards of performance and in providing them with the necessary tools to do so.
- I take my role in the learning process very seriously. I want my students to know that I am personally invested in their success. I care about their education and our collective future as a society
- I believe in structure. This is a very important element to success in education. Strict adherence to rules, leads to fairness, professional behavior and accurate evaluation
- I believe that good instructors continuously improve their skills and content. This includes keeping material up-to-date with current findings in academic literature, and finding new ways to deliver information to students.

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### *Course Description*

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This course will survey of some of the major topics, issues, and problems that have shaped the history of Western Civilization (or really Europe lets be honest!) from the Ancient World to the middle of the seventeenth century. While some have suggested that the Western Civilization course should be abandoned in favor of “World History” – it’s too “eurocentric” and “exclusive,” they argue, and perpetuates a sense of Western superiority – others, including your current instructor (me!), think studying the history, culture, and traditions of this thing we still call “Western Civilization” remains a worthwhile endeavor. Indeed, it’s not hard to argue that Western Civilization – or at least Western culture and Western power – continues to influence the course of world history more than any other civilization, sometimes for better, sometimes worse, and thus remains something we should understand. But these academic debates aside, the history of Western Civilization

remains a fascinating laboratory for historical investigation, a place where we can practice thinking historically together. Thinking historically means many things. For our purposes, it means recognizing changes and continuities over time; understanding the complex relationship between historical events, historical context, and human culture; interrogating and critically interpreting both primary and secondary sources; constructing interpretations of one's own based on analysis of historical evidence; and using historical knowledge and insight to gain a better understanding of the present. In this course, we will think historically by entering into a dialogue with the past and some of its more interesting personalities while at the same time reflecting on what the past can teach us about our world today.

From the Course Catalog: HIST 2311– Western Civilization before 1648. Credit:3 (3 Lecture Hours)

**Prerequisites: Must be placed into college-level reading and college-level writing.**

#### Our Programs Learning Outcomes

- Create an argument with the use of historical evidence
- Analyze and interpret primary and secondary sources
- Analyze the effects of historical, social, political, economic, cultural and global forces of Western Civilization

#### Student Learning Outcomes

1. Discuss the Origins of Civilization in the Fertile Crescent
2. Explain the Foundations of Hellenistic Society
3. Discuss the Expansion of Greek Civilization
4. Explain the origins of and eventual fall of the Roman Republic
5. Discuss Rome's shift from Republic to Empire
6. Explain the Collapse of the Roman Empire and the formation of Early Medieval Kingdoms
7. Discuss the role of the Early Christian Church and its effects.
8. Examine the Byzantine State and its society
9. Discuss the High Middle Ages and the Crusades
10. Examine the formation of Early Modern Europe

#### **Course (Student) Learning Outcomes for Western Civilization 2312:**

Among the topics this course will examine are:

- ☐ Political systems and conflicts in Ancient Greece and Rome, medieval and renaissance Europe, and early modern Europe.
- ☐ The role of religion and religious institutions, especially Catholicism, the Catholic Church, and Protestantism, and their relationship to political systems and intellectual trends.
- ☐ Major intellectual trends including classical Greek and Hellenistic philosophy, medieval theology, renaissance humanism, and early modern scientific thinking.

- 2 Changing social and economic contexts, social relations, and their influence on politics, culture, and intellectual life

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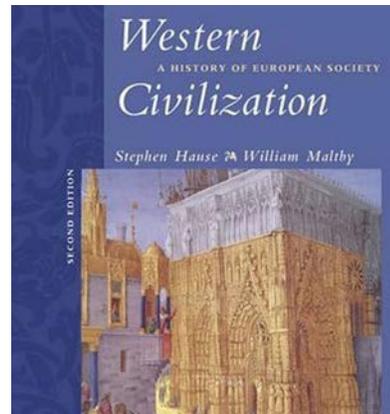
### Books and Readings

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*Textbook:* Western Civilization: A History of European Society

Author: Steven Hause and William Maltby

ISBN-13: 978-0534621186



*Primary Source Journal:* I will give you access to the other reading material for the course. It will be located on [thehistoryprofessor.com](http://thehistoryprofessor.com)

*Additional Resources:* There are other resources available to you to assist in the successful completion of your course.

- *Online Databases:* You have access to numerous databases through the college. You will need your Student ID to access these websites off campus.
- *The College offers the services of a Writing Center on most campuses.*
- *Librarians- Campus Librarians can also assist you in learning how to work with databases.*
- *Tutoring and Tutoring Groups:* I have scheduled tutoring hours. You are encouraged to seek out like-minded students to form your own study groups. If you need my assistance or an introduction to other students feel free to ask.

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### Course Calendar

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You will be provided with a calendar which contains the due dates for all tests and assignment. This will be the official calendar for the course. **Notice: Turnitin.com or Eagle Online may contain different dates for submission purposes. Please follow all dates on your calendar**

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### *Course Quizzes and Assignments*

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Three Exams 100 points each for a total of 300  
points Major Paper 100 points  
Primary Source Journal – Three Submissions 33 points each. (you get a free point)

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Total Points - 500  
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Grade  
Scale 500-  
450 =A  
450-400 = B  
400-350= C  
350 -300 = D  
300- 0 = F

If you do not attend class and submit no assignments you will receive an FX, which will affect your financial aid status. An FX will also be given if you complete less than 20% of the coursework, stop attending and do not withdraw.

There is no extra credit in this course.

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### *Policies and Expectations*

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#### 1.1 Attendance

- Attendance will be taken every class period
- You are allowed two absences without penalty. If you have more than two absences, I reserve the right to deduct 50 points from your final grade in the course.
- Please save your absences for legitimate emergencies. If you are absent, I assume that you have a good reason and you do not need to contact me or provide a doctor's note.
- If a major emergency arises, please contact me.

#### 1.2 Withdrawal

- You may withdraw from the course at any time before the "Last day of withdrawal"
- If you simply stop attending, this does not remove you from the course, you must officially withdraw yourself.
- No one can withdraw you from the course after the "last day of withdrawal"

- If you would like me to withdraw you from the course, you need to email me at least three days prior to the last day of withdrawal.

### 1.3 End of the Semester Information

- No work may be submitted after that last official day of instruction.
- To request an “I” or Incomplete in the course you must have completed 80% or more of the coursework and have a major life emergency.
- Students who stop attending and do not withdraw will receive an “F” in the course.
- Types of emails that will not be answered:
  - Can I do extra credit or do additional assignments to boost my grade? –NO
  - Submitting attached assignments after the last day of instruction.
  - What can I do to improve my grade? (I usually get a ton of these on the last week, I will answer it here.)
    - “Dear student, you can participate in the course from the beginning, be inquisitive, timely and diligent in your studies. Thanks. CP”

### 1.4 Expectations of Professional Behavior (This section is for on-campus classes)

- Students will treat their classroom obligations as they would treat any serious professional engagement. These obligations include:
  - Preparing for each class in accordance with the course calendar and instructors request
  - Adhere to deadlines and timetables established by the instructor
  - Participating fully and constructively in all course activities
  - Displaying appropriate courtesy to all involved in the class sessions
  - Performing constructive feedback to faculty members regarding their performances
- Unacceptable Behavior
  - Sleeping or daydreaming in the class.
  - Chronic tardiness.
  - Reading or working on materials that are not for this course
  - Chatting with classmates during the lecture
  - Checking your cell phones, cell phones should be turned off or on silent during the class.
  - Using technology in the class for reasons other than note-taking
  - Eating in the classroom

### 1.5 Late Assignment and Make-up Policy

- All written work is due on the proscribed day listed on the calendar.
- You may NOT resubmit your assignment after you see your similarity report from Turnitin.com
- Late submissions will be penalized.
- If you miss your exam, you have seven days to contact me and schedule a make-up exam. If you miss another exam, you will receive a zero.

### 1.6 Academic Integrity

- I will follow the general discipline provisions (see your Student Handbook). Scholastic dishonesty includes, but is not limited to: cheating on tests, plagiarism, and collusion. Do not copy from websites or try to purchase your essays online, YOU WILL BE

CAUGHT. Do your own work and research. Cite your sources. Your first offense for cheating or plagiarism, will result in a grade of 0 on the Test or Written Assignment. Your second offense will result in failing the course.

- All students are required to read and abide by
- **Academic Dishonesty is defined as:**
  - Claiming as your own work a paper written by another students
  - Turning in a paper that is largely as restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The Thesis and organization principles of a paper must be your own.
  - Turning in a paper that contains paraphrases of someone's ideas without giving proper credit through citations
  - Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in parenthetical citation, or that changes the words slightly and claims them to be authentic.
  - Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
- Beware that this course uses tools to detect plagiarism such as turnitin.com

For a full description of our school's policy on Academic Integrity please refer to the Student Handbook, <http://www.hccs.edu/continuing-education/students/student-handbook/>

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### *HCC and Federal Policies*

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- *Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:*

*David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
Houston, TX 77266-7517  
(713) 718-8271  
[Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)*

- HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>
- **“At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.”**

All students are responsible for reading and understanding the HCC Student Handbook, which contain policies, information about conduct, and other important information. Access Student Services Policies on the following website: <http://www.hccs.edu/district/students/student-handbook/>

