

Course Syllabus

Course: Western Civilization I, 3 credits

Days and Times: Online, Distance Learning

Semester: Summer 2014

Department: Social Science

Instructor: Dr. Victor A. Triay

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WELCOME

I would like to welcome all of you to HIS 101. My name is Dr. Victor A. Triay, and it is my pleasure to be your professor for this course.

As I have always done in my courses, I will begin by giving you a brief glimpse into my background and experience. As some of you may know, I was born and raised in Miami, Florida. I graduated from Christopher Columbus High School in 1984, and subsequently attended Miami-Dade Community College. From there, I went on to the University of Florida, where I received my B.A. in history in 1988. During my undergraduate years I also spent a good amount of time abroad, studying in Italy and Spain, and backpacking across Europe on several occasions. Upon receiving my bachelor's degree I taught high school history with the Dade County Public Schools for one year. I then began working on my graduate degrees at Florida State University in Tallahassee, from where I eventually received both my M.A. (1991) and Ph.D. (1995) in history. During my time in Tallahassee I also taught (History and Spanish) and coached football at a local private academy.

I joined the faculty at MxCC in 1992, a few years before completing my Ph.D. Even though I was far from home, receiving a job at Middlesex was "a dream come true" for me, since it was my ambition to become a community college professor ever since I was a student at Miami-Dade. After completing my Ph.D. in 1995, in addition to teaching at Middlesex and starting a family, I devoted a great deal of time to research and writing. As a result, I have published several books and a handful of essays, all dealing with Cuban and Cuban exile history.

After twenty-two years at Middlesex, I am as happy and enthusiastic as I was on my first day. Every year, every semester, and every class, is a new and rewarding experience for

me. Therefore, I look forward to working with each and every one of you during the present semester. I know this is going to be a fantastic course.

I sincerely hope you come away from this course a better informed and more enlightened student. Whether you are a recent high school graduate or a returning student, I applaud your decision to enroll in college since the monumental shift we are experiencing in our economy has made a sound educational base an indispensable asset.

But in addition to the practical reasons for receiving an education, there are others. Allowing ourselves to become educated is one of the most exciting opportunities available, for it opens our minds and allows us to experience and enjoy much of the world that would otherwise be closed to us.

At one time, the chance to become educated was limited to very few people. Our society, however, has created mechanisms such as the community college system so that every person could have that opportunity. So, now that you have the chance, use it to the fullest.

COURSE STRUCTURE

As in all courses, it is imperative that the professor and the students are clear on the requirements and expectations. Please read the following carefully.

1) Readings

On the coverage schedule, you will see that the time is divided into five weeks. For each week, you will see the chapters that you are expected to read. You must read the assigned chapters thoroughly and understand them fully. Since this is a short course, the readings are more intensive than in the fall and spring semesters. You should schedule your reading time in an efficient manner.

2) Weekly discussion questions

On coverage schedule, you will see the dates and times that discussion questions are posted and due. These correspond with the readings. Weeks 1 and 2 have only one discussion question each; every subsequent week, you will complete two.

- a. It is expected that you will provide answers that are complete.
- b. Make sure any outside information is clearly cited.
- c. The discussion questions will be graded on scale of 0 (the lowest) to 10 (the highest).

d. If a response is late, the final score will be penalized one point per day. After two days, you will receive a zero. Please notify me immediately if you experience technological or other issues that prevent you from completing the assignment on time. These situations, which should be very rare, will be handled on a case-by-case basis.

e. And, please, use proper English spelling and grammar in your responses and not codes, abbreviations, or language used in instant messaging!

3) Tests

- a. The four tests will be posted on the dates indicated on the schedule. These will also correspond with the readings.
- b. You may sign on to take the test any time during the days it is posted, but once you open the test, you will have exactly five hours to complete it. When the time is up, or after you have submitted the test, you will not be able to go back to it.
- c. The tests will be made up of multiple choice questions.
- d. You may use class materials on the test, but you are strongly advised to study, read, and outline the chapters during the weeks assigned to ensure success, for the test questions are not easy despite the format. You will also notice that the chapters are quite intricate and require careful reading.
- d. Tests must be completed individually, i.e., no collaboration.
- e. If a test is late, the final grade will be penalized ten points each day it is late. After two days, the test will not be accepted and you will receive a zero. Please notify me immediately if you have technological or other issues that prevent you from completing the test on time. These situations, which should be rare, will be handled on a case-by-case basis.
- f. Please try to make arrangements to have a back-up computer in case you experience problems. Late test submissions are a great burden on me and the staff at the Distance Learning office. Although computer and internet problems happen, you can avoid causing the staff a great deal of extra work by having a back-up and by submitting ALL WORK ON TIME!
- g. You are required to save each answer as you take the test, as well as keep a written record of your answers. Doing so prevents the problems presented by “losing” answers either because of errors at submission or Blackboard failures

5) Final evaluation

Each of the four tests will count as one-fifth of your grade. The average of your discussions answers will account for the remaining one-fifth.

COURSE DESCRIPTION

A systematic study of the contributions of the ancient Middle East, Egypt, Greece, and Rome to Western Civilization. The above is followed by an of the first 1,200 years of Western History, with an emphasis on religious, political, economic, intellectual, and social evolution.

COURSE RATIONALE-WHY WE TAKE THIS COURSE

In general, we study history for many reasons. Most importantly, studying history satisfies our natural human desire to establish a link with our past. On a more pragmatic level, a sound understanding of how our institutions, beliefs, and society originated and grew gives us an accurate perspective on the present and helps our decision making for the future. Although history does not literally "repeat itself," there are certain patterns in every human society that, with our knowledge of them, makes the present more comprehensible.

COURSE GOALS

You shall be expected to demonstrate a working knowledge of the patterns, trends, individuals, and various facts concerning Western Civilization to 1715.

REQUIRED TEXT

Kagan, Ozment, Turner, *The Western Heritage*. Volume One, Brief Sixth Edition (no other editions are permitted).

DIVERSITY COMPONENT

Western Civilization I covers a great deal of topics covering numerous ethnic groups and their contribution to Western society. Some of these include the contributions of the ancient Middle East, Egypt, the Greeks, and the Romans. The course also looks at the different ethnic groups that encountered one another and came together to form the basis of Western Civilization, as well as the relationship between them. Also examined are Western Europe's relations with the wider world, including the Middle East and the Americas.

ADA Accommodations Statement: Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Academic Ethics and Classroom Behavior: At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board's policy manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally. (Board of Trustees' Policy