

DATE ADOPTED: 1996  
DATE REVIEWED: 2002, 2007  
DATE REVISED: 2002, 2008



# Alabama Department of Postsecondary Education

## *Representing Alabama's Public Two-Year College System*

### *Jefferson State Community College*

#### HIS 101 History of Western Civilization I

- I. HIS 101 History of Western Civilization I - 3 Semester Hours**  
Core Area IV, ASCI TSCI (Lec 3 hrs)
- II. Course Description**  
This course is a survey of social, cultural, economic, and political developments, which have molded the modern Western world. It covers the ancient world through the era of Renaissance and Reformation.
- III. Prerequisite**  
None.
- IV. Textbook**  
Spielvogel, Jackson J. Western Civilization: Complete/Full Version 7<sup>th</sup> edition.  
Wadsworth Publishing (2009). ISBN-13: 978-0534646028
- V. Course Objectives**  
This course will provide a survey of the economic, social, intellectual, religious, and political background of western civilization from the ancient world to the era of world exploration. Other objectives include understanding the historical method and enhance the students' ability to read, write, reason, and analyze.
- VI. Course Outline of Topics**
1. Early human development
  2. Ancient near Eastern Civilization
  3. Aegean, Hellenic, and Hellenistic Civilizations
  4. Roman Civilization
  5. Early Christian Development
  6. Byzantine Empire
  7. Islam
  8. European Middle Ages
  9. Renaissance
  10. Protestant and Catholic Reformation
  11. Age of Exploration

## **VII. Evaluation and Assessment**

### Written evaluations

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

## **VIII. General Course Competencies**

- A. The student will acquire a knowledge of the pre-historic era and of the key “cradle of civilization” kingdoms.
- B. The student will acquire knowledge of the key political and cultural developments of the world of the Greeks.
- C. The student will acquire a general knowledge of most important institutions, accomplishments, events, and people of the Roman Republic and Empire.
- D. The student will acquire knowledge of the foundation of Christianity and its spread and influence on the people of western civilization.
- E. The student will acquire a general knowledge of the Byzantine Empire and the foundation and spread of Islam.
- F. The student will acquire knowledge of the major developments in the Middle Ages.
- G. The student will acquire a knowledge of the key socio-political developments of the Renaissance and its cultural contributions.
- H. The student will acquire a knowledge of the Protestant Reformation and its attendant ramifications.

## **IX. Attendance**

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student’s ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

## **X. Statement on Discrimination/Harassment**

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## **XI. Americans with Disabilities**

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# **Alabama**

## **Department of**

### **Postsecondary Education**

#### ***Representing Alabama's Public Two-Year College System***

#### ***Jefferson State Community College***

#### **HIS 102** **History of Western Civilization II**

- I. HIS 102 History of Western Civilization II - 3 Semester Hours**  
Core Area IV, ASCI TSCI (Lec 3 hrs)
- II. Course Description**  
This course is a survey of social, cultural, economic, and political developments which have molded the modern Western world. It covers the development of the modern Western world from the era of world exploration to the present.
- III. Prerequisite**  
None.
- IV. Textbook**  
Spielvogel, Jackson J. Western Civilization: Complete/Full Version 7<sup>th</sup> edition.  
Wadsworth Publishing (2009). ISBN-13: 978-0534646028
- V. Course Objectives**  
This course will provide a survey of social, cultural, economic, and political developments which molded the modern Western world. Other objectives include understanding the historical method and enhancing the student's ability to read, write, reason, and analyze.
- VI. Course Outline of Topics**
1. Age of Exploration
  2. Development of the Modern European state system (Absolutism)
  3. Age of Reason (Scientific Revolution and Enlightenment)
  4. Age of Revolution
  5. Industrial Revolution
  6. Nationalism and Liberalism in the 19<sup>th</sup> Century
  7. 19<sup>th</sup> Century cultural developments
  8. World War I and aftermath (Rise of Totalitarianism)
  9. World War II and the Postwar Era
  10. Cultural Developments in the 20<sup>th</sup> Century

## **VII. Evaluation and Assessment**

### Written evaluations

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

## **VIII. General Course Competencies**

- A. The student will acquire a knowledge of the contending developments and conflicts of Absolutism and Limited Monarchy in the 17<sup>th</sup> and early 18<sup>th</sup> centuries.
- B. The student will acquire a knowledge of the development of Russia and Prussia and their growing importance in European affairs in the 18<sup>th</sup> century.
- C. The student will acquire a knowledge of the major political, cultural, and intellectual developments of the Age of the Enlightenment.
- D. The student will acquire a knowledge of the French Revolution and the Napoleonic Era and their impact on Europe.
- E. The student will acquire a knowledge of the Romantic Period and its revolutions with their liberal social and political reforms.
- F. The student will acquire a knowledge of the Industrial Revolution and its effect on economic, political, social, and cultural change.
- G. The student will acquire a knowledge of the major developments for Britain, France, Russia, Germany, Austria, and Italy in the 19<sup>th</sup> and early 20<sup>th</sup> centuries.
- H. The student will acquire a knowledge of World War I and the Russian Revolution and their significant effects.
- I. The student will acquire a knowledge of the rise of totalitarianism and World War II.
- J. The student will acquire a knowledge of the Cold War and the growing power of the U.S. and the U.S.S.R.
- K. The student will acquire a knowledge of the dominant themes and events in the changes in Europe in the latter part of the 20<sup>th</sup> century.

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# Alabama Department of Postsecondary Education

## *Representing Alabama's Public Two-Year College System*

### *Jefferson State Community College*

#### History 201 United States History I

**I. HIS 201 United States History I - 3 Semester Hours**  
Core Area IV, ASCI TSCI (Lec 3 hrs)

**II. Course Description**

This course surveys United States history during colonial, Revolutionary, early national and antebellum periods. It concludes with the Civil War and Reconstruction.

**III. Prerequisite**

None.

**IV. Textbook**

Roark, James; Johnson, Michael; Cohen, Patricia; Stage, Sarah; Lawson, Alan; Hartmann, Susan.  
The American Promise: A History of the United States 3<sup>rd</sup> edition. Bedford/St. Martin's (2005).  
ISBN-13: 0312406878

**V. Course Objectives**

- A. To teach the student basic information which is essential to a good foundation in American history and which every educated person should know.
- B. To teach the student to evaluate and organize material and to cultivate creative and critical thinking.
- C. To show the relevance of history to the present and promote perspective in understanding contemporary problems.
- D. To develop a lasting interest in history and to acquire an appreciation for historical writing.

**VI. Course Outline of Topics**

- A. Colonial Foundation to 1763
  - 1. European Background
  - 2. British Colonial System
  - 3. Problems of Colonial Frontier

- B. Beginning of the Republic, 1763 – 1789
  - 1. Problems of Empire
  - 2. Movement toward American Independence
  - 3. The American Revolution
  - 4. The Confederation Period
  - 5. Movement toward a new government
- C. Establishing the Republic, 1789 – 1815
  - 1. The Federalist Period
  - 2. The Jeffersonian System
  - 3. The War of 1812
- D. Nationalism, Sectionalism and Democracy, 1815 – 1840
  - 1. The completion of Independence: War of 1812
  - 2. Era of Good Feelings
  - 3. John Marshall and The Supreme Court
  - 4. Administration of John Quincy Adams
  - 5. Jacksonian Democracy
- E. Expansion and Sectional Conflict, 1841 – 1860
  - 1. Politics and Manifest Destiny
  - 2. Slavery: Attack and Defense
  - 3. Crisis, Compromise, and the widening rift between the states
- F. The Civil War, 1861 – 1865
  - 1. Secession
  - 2. Nature of Conflict
  - 3. Consequences of the War
- G. Reconstruction
  - 1. Political Issues
  - 2. Scandals
  - 3. Social Aspect
  - 4. Economic Aspect

## **VII. Class Activities**

- 1. Lectures
- 2. Textbook and other Reading Assignments
- 3. Outside Assignments
- 4. Discussions
- 5. Audio-Visual Instruction

## **VIII. General Course Competencies**

- A. The student will acquire a knowledge of the European background to New World colonization.
- B. The student will acquire a knowledge of the Spanish and French colonization in America.
- C. The student will acquire a knowledge of English colonization and development of the British Empire in North America.
- D. The student will acquire a general knowledge of the colonial wars and their significance.
- E. The student will acquire a knowledge of the main factors leading to the American Revolution and the military phase of the Revolution.
- F. The student will acquire a knowledge of the U.S. under the Articles of Confederation.

- G. The student will acquire a knowledge of the factors leading to the framing of the Constitution of 1787.
- H. The student will acquire a knowledge of the essential features of the Constitution of 1787.
- I. The student will acquire a knowledge of Washington's Administration and the Federalist Period.
- J. The student will acquire a knowledge of Jefferson's Administration and the Jeffersonian Period.
- K. The student will acquire a knowledge of the causes and events of the war of 1812.
- L. The student will acquire a knowledge of the era of expansion and nationalism to 1820.
- M. The student will acquire a knowledge of sectionalism, sectional conflict, and the slavery expansion controversy.
- N. The student will acquire a knowledge of the age of Jackson.
- O. The student will acquire a knowledge of Manifest Destiny and the causes and results of the Mexican War.
- P. The student will acquire a knowledge of the background and causes of the Civil War.
- Q. The student will acquire a knowledge of the Civil War and Reconstruction.

## **IX. Evaluation and Assessment**

Written evaluations

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

## **X. Attendance**

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

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# Alabama Department of Postsecondary Education

## *Representing Alabama's Public Two-Year College System*

### *Jefferson State Community College*

#### History 202 United States History II

**I. HIS 202 United States History II - 3 Semester Hours**  
Core Area IV, ASCI TSCI (Lec 3 hrs)

**II. Course Description**

This course is a continuation of HIS 201. It surveys United States history from the Reconstruction era to the present.

**III. Prerequisite**

None.

**IV. Textbook**

Roark, James; Johnson, Michael; Cohen, Patricia; Stage, Sarah; Lawson, Alan; Hartmann, Susan.  
The American Promise: A History of the United States 3<sup>rd</sup> edition. Bedford/St. Martin's (2005).  
ISBN-13: 0312406878

**V. Course Objectives**

- A. To teach the student basic information which is essential to a good foundation in American history and which every educated person should know.
- B. To teach the student to evaluate and organize material and to cultivate creative and critical thinking.
- C. To show the relevance of history to the present and promote perspective in understanding contemporary problems.
- D. To develop a lasting interest in history and to acquire an appreciation for historical writing.

**VI. Course Outline of Topics**

- A. The Era of Reconstruction
  - 1. Reconstruction of the Union
  - 2. Postwar Expansion
  - 3. National Politics

- B. The Triumph of Business, 1877-1900
  - 1. The leadership of industry
  - 2. The politics of Business
  - 3. Response to the Industrial Revolution
  
- C. Imperialism and Progressivism, 1896-1917
  - 1. The emergence of an imperial power
  - 2. The progressive era
  - 3. Local progressivism
  
- D. The First World War and its Aftermath, 1917-1929
  - 1. The United States enters the war
  - 2. Wilson's defeat as peacemaker
  - 3. The victory of reaction
  - 4. The marriage of politics and business
  
- E. The Depression and the New Deal, 1929 – 1939
  - 1. End of the Republican Era
  - 2. Roosevelt and the New Deal
  
- F. The Second World War
  - 1. Overview of foreign affairs, 1920-1941
  - 2. The United States enters the war
  
- G. Postwar America
  - 1. Harry Truman and the Cold War
  - 2. The Eisenhower Years
  - 3. President John Kennedy
  
- H. Modern American
  - 1. President Lyndon Johnson
  - 2. Presidents Richard Nixon and Gerald Ford
  - 3. President Jimmy Carter
  - 4. President Ronald Reagan
  - 5. Enter George H.W. Bush
  - 6. The Election of Bill Clinton
  - 7. George W. Bush

## **VII. Class Activities**

- 1. Lectures
- 2. Textbook and other Reading Assignments
- 3. Outside Assignments
- 4. Discussions
- 5. Audio-Visual Instruction

## **VIII. General Course Competencies**

- A. The student will acquire a knowledge of U.S. economic, social and political development from 1865 to the present.
- B. The student will acquire a knowledge of the closing of the American Frontier in the late 19<sup>th</sup> century.
- C. The student will acquire a knowledge of the rise and development of American imperialism in the late 19<sup>th</sup> century.

- D. The student will acquire a knowledge of the Spanish-American War, the creation of the American empire and U.S. imperialism in the early 1900's.
- E. The student will acquire a knowledge of the Progressive Era in the United States.
- F. The student will acquire a knowledge of the U.S. role in World War I.
- G. The student will acquire a knowledge of the development of modern America in the 1920's.
- H. The student will acquire a knowledge of the Great Depression and the New Deal.
- I. The student will acquire a knowledge of American foreign policy from 1920 through 1941.
- J. The student will acquire a knowledge of the role of the U.S. in World War II.
- K. The student will acquire a knowledge of the onset of the Cold War, its major developments, and its aftermath.
- L. The student will acquire a knowledge of American domestic affairs from 1945 to the present.

## **IX. Evaluation and Assessment**

Written evaluations

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

## **X. Attendance**

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# **Alabama**

## **Department of**

### **Postsecondary Education**

#### ***Representing Alabama's Public Two-Year College System***

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#### **HIS 260** **Alabama History**

**I. HIS 260 – Alabama History – 3 Semester Hours**  
(3 Lec hours)

**II. Course Description**

This course surveys development of the state of Alabama from its prehistoric times to the present. The course presents material on the discovery, exploration, colonization, territorial period, antebellum Alabama, Reconstruction, and modern history.

**III. Prerequisite**

None

**IV. Textbook**

Rogers, Ward, Atkins, and Flynt, Alabama: The History of a Deep South State, 1<sup>st</sup> edition, 1994.

**V. Evaluation and Assessment**

Written Examinations  
Map Exercises  
Book Reviews/Written Reports

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

**VI. Class Activities**

1. Lecture
2. Class Discussion
3. Audio-Visual Presentations
4. Student Oral Reports (Instructor's Option)
5. Field Trips (Instructor's Option)

## VII. General Course Competencies

- A. The student will acquire and demonstrate an understanding and knowledge of the general geography of Alabama.
- B. The student will acquire and demonstrate an understanding and knowledge of the Indian tribes native to Alabama.
- C. The student will acquire and demonstrate an understanding and knowledge of the early European exploration and settlement era in Alabama.
- D. The student will acquire and demonstrate an understanding and knowledge of the territorial era (1776-1819)
- E. The student will acquire and demonstrate an understanding and knowledge of the antebellum era in Alabama.
- F. The student will acquire and demonstrate an understanding and knowledge of the periods of the Civil War, the Reconstruction and the return to “white home rule”.
- G. The student will acquire and demonstrate an understanding and knowledge of the certain major events and trends in twentieth century Alabama.

## VIII. Course Competencies stated in performance terms

- A. The student will demonstrate an understanding and knowledge of the basic geography of Alabama.
  - 1. The student will explain or designate the location of all of Alabama’s counties, rivers, cities, and historical sites.
  - 2. The student will explain and discuss the characteristics and major natural resources of the four physiographic regions of Alabama.
  - 3. The student will name and discuss the key developments and policies by the English in Alabama during the eighteenth century.
- B. The student will demonstrate an understanding and knowledge of Alabama’s Indian tribes.
  - 1. The student will name and discuss the cultures and key characteristics of the earliest Indian tribes of Alabama.
  - 2. The student will name and discuss the culture, locations, contributions, and historical significance of the five civilized tribes of Alabama.
- C. The student will demonstrate an understanding and knowledge of the early European exploration and settlement era in Alabama.
  - 1. The student will name and discuss the major Spanish contacts, explorations, and influences on Alabama history and its part in overall Spanish colonization of North America.
  - 2. The student will name and discuss the French explorations and settlements in Alabama and their influence on its history.
- D. The student will demonstrate an understanding and knowledge of Alabama’s territorial era (1776-1819).
  - 1. The student will name and discuss the attitudes and actions of Alabama’s citizens in regard to the American Revolution.
  - 2. The student will name, list, and explain the problems caused by the Spanish for Alabama settlers in this era.
  - 3. The student will name, explain, and discuss the significant developments, changes, and controversies for the Mississippi Territory period.
  - 4. The student will name, explain, and discuss the impact and key events, battles, and people of the War of 1812 and the Creek War in regard to Alabama history.

5. The student will list, explain, and discuss migration into Alabama as to reasons for, people involved, areas settled, and routes taken.
  6. The student will explain and discuss the Alabama Constitutional Convention of 1819 and Alabama's entrance into the Union.
- E. The student will demonstrate an understanding and knowledge of the antebellum era in Alabama.
1. The student will name the state capitals and why the state capitals were chosen and/or moved.
  2. The student will name, list, and discuss the major issues, leaders, political parties and development of the era.
  3. the student will explain and discuss the controversy and the problem of the Indian removal.
  4. The student will explain and discuss the characteristics of slavery and slavery's effect on Alabama's economy and society.
- F. The student will demonstrate an understanding and knowledge of the periods of the Civil War, the Reconstruction, and the return to "white home rule".
1. The student will name, identify, and discuss the events of the Civil War in Alabama and its political, economic, and physical effects.
  2. The student will name, identify, explain and discuss the major issues, problems, groups, and people involved with the Reconstruction era in Alabama.
  3. The student will name, identify, and discuss the major people and developments of the era known as the "rule of the Brigadier-Generals" 1874-1900.
- G. The student will demonstrate and understanding and knowledge of certain major events and trends in twentieth century Alabama.
1. The student will explain and discuss the Constitutional Convention of 1901.
  2. The student will name, identify, and discuss the major governors and their administrations.
  3. The student will name and discuss the problems, issues and key developments and their impact on Alabama for the Great Depression, the New Deal, and World War II.
  4. The student will identify, explain, and discuss the major issues and developments of the Civil Rights Movement and the Governorship of George Wallace.

## IX. **Attendance**

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