



## Syllabus: HIS101-2

### Introduction to Western Civilization 1

#### Course Information

Course Title: Introduction to Western Civilization 1

Course Prefix/Number: HIS101-2

Semester: Fall 2025

Class Days/Times: T/R, 3:00 pm – 4:15 pm

Credit Hours: 3

Zoom link: <https://us06web.zoom.us/j/89492350796> (Meeting ID: 894 9235 0796)

#### Instructor Information

Name: Xina Uhl

Phone/Voice Mail: 805.907.2748

E-mail: [xuhl@tocc.edu](mailto:xuhl@tocc.edu)

Office location: Building 20 (across from San Carlos Post Office)

Office hours: M,T,W,R, 1:00 pm – 2:30 pm

#### Course Description

This course investigates key links between civilizations across the globe, dating from approximately 20,000 BC/BCE to the 18th century AD/CE. The course compares religious beliefs, cultural myths, political structures, economic changes, and military invasions in the Americas, Western Europe, the Mediterranean, and the Middle East. HIS 101 is required for Arizona teacher certification.

#### Course Structure

Course is scheduled around lectures and class discussions. Therefore, attendance is REQUIRED (including turning your camera on and showing your face), as is class participation. Two essays and two exams are also required.

**Course Learning Materials and Textbook Information**

Spielvogel, Jackson J. *Western Civilization: A Brief History*. Boston: Cengage Learning, 2018.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Identify the contributions of early civilizations of the Mesopotamians, Egyptians, Hebrews, Greeks, and Romans.
- Understand the origins and growth of Christianity and its impact on European culture and its conflicts with Islam in the Middle Ages.
- Describe the social and political conditions of life in the Early, High, and Later Middle Ages.
- Recall the origins, meaning, and impact of the Renaissance.
- Relate the events and outcome of the Reformation to religions today.
- Detail how the Age of Discovery affected Europe, the Americas, and the world.
- Analyze and interpret primary and secondary sources.
- Know the physical and political geographies of Europe, the Mediterranean, North Africa, and the Middle East.
- Write well-organized historical essays employing critical thinking.



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**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

## Policies and Expectations

The Arrow Core Cultural Values of accountability, respect, resilience, openness, and wisdom form the structure for this course's policies and expectations

### Accountability

This value defines grade expectations and accountability for coursework, emphasizes students' responsibility for original work and proper citation, stresses punctuality, participation, and lists consequences of absences.

### Evaluations and Grading & Assignments:

Percentages	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D - Passing but non-transferable
59 and below	F - Failing

Your grade will be determined by the following:

Activity	Percent of Grade
Attendance	20
Class Discussion/Participation	10
Essay #1	15
Midterm Exam	20
Essay #2	15
Final Exam	20
<b>Total Percentage Possible</b>	<b>100</b>

### Attendance Policy

Please note that attendance is **MANDATORY**. You're encouraged to keep your camera on and show your face during the class period. Those who do not keep their cameras on will lose participation points.

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school

or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

**Academic Integrity:**

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

**Use of Artificial Intelligence (AI) in This Course**

Artificial Intelligence (AI) refers to computer systems capable of performing tasks that typically require human intelligence, such as language understanding, problem-solving, and pattern recognition. In this course, AI tools will be integrated into some classroom activities to enhance learning and provide additional perspectives on historical research and writing.

**The use of AI for completing graded assignments, including assignments and essays, is strictly prohibited unless the instructor gives you such permission.** These assignments are designed to assess your individual understanding, critical thinking, and writing skills. Any use of AI in these contexts will be considered academic dishonesty and subject to the college's policies on plagiarism and misconduct.

If you have questions about the appropriate use of AI or need clarification on assignments, please reach out to the instructor.

**Instructor Withdrawals**

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments by the 45th day census report are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

**Student Withdrawals**

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself **by October 29, 2025** if you do not expect to complete the class; otherwise, you may receive an "F" grade.

**RESPECT**

This value establishes a respectful learning environment free from discrimination and promotes a safe and inclusive campus.

***Equal Access Statement/Disability Accommodations***

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

***Title IX***

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

***Conduct: Bias, Bullying, Discrimination and Harassment***

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

**RESILIENCE**

This value supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations.

***Incomplete Policy***

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.

2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

### ***Special Withdrawals (Y) Grade***

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

## **OPENNESS**

This value encourages open discussions between students and faculty and provides transparency about expectations and learning methods.

## **Courses Outline and Important Dates**

### **Important Dates**

Monday, August 18, 2025 – First day of instruction  
Monday, September 1, 2025 – Labor Day Holiday  
September 29 – October 4, 2025 – Fall Break  
Tuesday, November 11, 2025 – Veterans Day  
Thursday, November 27, 2025 - Thanksgiving Holiday  
Friday, November 28, 2025 – Native American Heritage Day  
Friday, December 5, 2025 – Last day of instruction  
December 8 – 11, 2025 - Final Exams

### **Weekly Schedule**

*Fridays* – midterm, final exams opened  
*Sundays* by 11:59 pm – exams and papers/presentations due

Pending:

Week 1 –  
Week 2 –

Week 3 –  
Week 4 –  
Week 5 –  
Week 6 –  
Week 7 –  
Week 8 –  
Week 9 –  
Week 10 –  
Week 11 –  
Week 12 –  
Week 13 –  
Week 14 –  
Week 15 –  
Week 16 –

**Extra Credit**

There are four OPTIONAL quizzes you may take. Each quiz is worth a total of 25 extra credit points depending on how many correct answers you choose. No more than 100 extra credit points will be available.

***Faculty/Student Communication***

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

***Course Feedback:***

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

**WISDOM**

This value encourages evaluation, reasoning and diverse perspectives, emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth.

**SCAC General Education Learning Outcomes*****Apache Wisdom***

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Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

***Critical Thinking***

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

***Communication***

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

***Environmental Literacy***

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.