

I. COURSE DESCRIPTION:

History of Western Civilization - Part One (HST0105)

The CICE student, with assistance from a learning specialist, will be introduced to the ancient world of the past. We will examine the ages from pre-historic times to the first civilizations: from the first great empires, through the middle ages, to the age of enlightenment. The CICE student is introduced to the histories of ideas, politics, economics, religion, and society as well as other disciplines, thus enabling him/her to link these worlds with this one, thereby leading to a more complete understanding of the human experience.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Investigate the development of human beings from Palaeolithic times to the early civilizations.

Potential Elements of the Performance:

- Trace the emergence of “pre-history” through the Neolithic Revolution
 - Consider the term “civilization” examining its meanings locales, and significance
 - Compare and contrast religion in Mesopotamia and Egyptian Civilizations
 - Outline Mesopotamian development
 - Discuss the legacy and contributions of Ancient Near East to Western Civilization
 - Assess Egypt ,The Nile and geographic determinism in the context of Egyptian Civilization
 - Discuss the moral and spiritual legacy of the Ancient Hebrews and their impact on Western Civilization.
 - Explore the concept of “empire” using Assyria and Persia as examples.
 - Compare and contrast monotheism and polytheism in the Ancient Near East
 - Explore the impact of geography in the context of Near Eastern imperial developments.
2. Examine the accomplishments of Greco Society and its influence on Western Civilization.

Potential Elements of the Performance:

- Discuss the growth of democracy in Ancient Greece and the Ancient Greek contributions to the idea of government
- Examine Greek history focusing on its culture as reflected by its art and architecture
- Examine the role Parthenon played in Athenian society
- Contrast the Athenian and Spartan world views and how they dealt with events of the day
- Discuss the contributions to education of the ancient Greeks
- Discuss the growth of democracy in Ancient Greece and the Ancient Greek contributions to the idea of government
- Examine Greek history focusing on its culture as reflected by its art and architecture

Examine the Hellenistic World

- Discuss the rise of Macedonia and legacy of Alexander the Great
- Analyze the Hellenistic world as a Golden Age of Science
- Examine life in Hellenistic Kingdoms - economic and social trends,
- Explore the culture in the Hellenistic era

3. Examine the accomplishments of The Roman Republic and its influence on Western Civilizations

Potential Elements of the Performance:

- Examine the rise of Rome as an influential Republic
- Analyze the political and social structure of the Roman Republic
- Examine society and culture in the Roman Republic
- Discuss the value of “great leaders”
- Investigate the rise of the Roman Empire and its effects on Western Civilization
- Consider the culture and society in the Early Empire
- Trace the decline and collapse of the Roman Empire
- Examine the emergence and growth of Christianity

4. Examine The Emergence of Medieval Civilization.

Potential Elements of the Performance:

- Explore the parameters of Medieval European Civilization
- Examine Roman and Germanic elements that became the foundation of the various Germanic states
- Discuss the rise and spread of Islam and its impact upon the West
- Discuss the impact and influence of the early Church Fathers in the codification of several of the doctrines of the Christian church
- Explore the origins of western monasticism and its importance to the West
- Examine whether the +500 - +800 era was a dark age
- Outline the technological advances that increased European agricultural productivity and their links to trade

- European civilization in the Early Middle Ages
 - Assess Charlemagne and the Carolingian Empire. Its rise and fall
 - Examine the Viking migrations
 - Discuss the emergence of the church as one of the central institutions of the West
 - Define feudalism
 - Explore the central role of manor played in the Middle Ages
 - Discuss the impact of the Byzantine Empire had on the peoples of Eastern Europe
5. Examine the recovery and growth in the Early Middle Ages and the subsequent rise of kingdoms and the growth of church power.

Potential Elements of the Performance:

- Explore the influence of climate and environment on medieval agricultural practices
 - Assess the accomplishments of the High Middle Ages including the growth of universities, scholasticism, Gothic art and architecture
 - Examine the role of aristocratic chivalry
 - Compare attitudes toward women in Medieval thought
 - Discuss the growth of towns and cities
 - Discuss the development of the national states of England, France and Germany
 - Assess the differences between the new kingdoms of Eastern Europe and the established kingdoms of the West
 - Discuss the role the Mongols played in Christian Eastern Europe and the Moslem Near East
 - Discuss the power and influence of the institutional church in the Age of Faith
 - Discuss the motivations of the Crusades and their long term effects
6. Examine the Late Middle Ages and the subsequent crisis and disintegration. Examine the recovery and rebirth through The Renaissance.

Potential Elements of the Performance:

- Discuss the interrelationship between disease and history, using the Black death as a case study
- Examine the Hundred Years War as a transition between the Middle Ages and the modern world
- Discuss the breakdown of the feudal system and the wars and conflicts which resulted
- Examine the German and Italian problems in the fifteenth century
- Assess the causes and consequences of the decline of papal authority
- Explore the concept of the word Renaissance
- Assess the development of printing and its impact on Western Civilization
- Explore the concept of humanism In the context of the Renaissance
- Explore the roles of the sexes in the Renaissance

- Assess Machiavelli
- Discuss the church and the Renaissance

III. TOPICS:

1. The Ancient Near East: The First Civilizations
2. The Ancient Near East: Peoples and Empires
3. Civilizations of the Greeks
4. The Hellenistic World
5. The Roman Republic
6. The Roman Empire
7. The Emergence of Medieval Civilization
8. The Early Middle Ages
9. The High Middle Ages
10. The Rise of Kingdoms and the growth of Church Power
11. The Late Middle Ages
12. The Renaissance

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Instructor will provide materials.

V. EVALUATION PROCESS/GRADING SYSTEM:

Presentation	/15
Quizzes	/15
Written Assignments	/35
Exam(s)	/20
Folder	/15

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with	

	extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Students at Risk

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C", (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

VII. COURSE OUTLINE ADDENDUM:

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.