

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**

Sault College

**COURSE OUTLINE**

**COURSE TITLE:** HISTORY OF WESTERN CIVILIZATION PART I

**CODE NO. :** HST 105-3                      **SEMESTER:** FALL

**PROGRAM:** GENERAL ARTS & SCIENCE

**AUTHOR:** General Arts and Science Department

**DATE:** August 2003      **PREVIOUS OUTLINE DATED:** August 2001

**APPROVED:**

	_____	_____
	<b>DEAN</b>	<b>DATE</b>

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NONE

**LENGTH OF COURSE:** 3 hours per week                      **TOTAL CREDIT HOURS:** 48 HOURS

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*For additional information, please contact the Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**I. COURSE DESCRIPTION:**

This course introduces the ancient world: pre-historic times, first civilizations and empires, the Middle Ages and the Renaissance. A focus on the histories of ideas, politics, economics, religions and societies is maintained in a study of each era. From this, a more complete understanding of the human experience can be achieved.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

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

Potential Elements of the Performance:

- Describe the causes that led to the gradual transmission from hunting and gathering societies to settled communities
- Identify the possible reasons for improved methods of agriculture and its consequences
- Outline early civilization's achievements in areas of art, architecture, religion, and law, and judge the impact these changes had on society

2. Examine the accomplishments of Greco-Roman society and their influence on western civilization today.

Potential Elements of the Performance:

- Evaluate the contribution of early Greek governments to democracies in today's world
- Assess Greco-Roman art, architecture and philosophy and its legacy
- Identify how the diffusion of Roman Law through the ages left its mark on succeeding generations

3. Illustrate the changing nature of Europe during the Early Middle Ages.

Potential Elements of the Performance:

- Record how successful Germanic invasions changed the face of Europe
- Evaluate the central role played by religion in Medieval Europe
- Calculate the impact of a stratified society through strict adherence to feudalistic and manorial relationships
- Examine the rise of Islam and its impact on European society

- Analyze the resurgence of Europe during the later Middle Ages and assess its consequences.

Potential Elements of the Performance:

- Assess the sudden economic growth of manufacturing and trade centers in Europe and its effects
- Explore the changing political scene in Northern Europe, particularly the consequences of the Norman invasion of England
- Examine the role of religion during this time period, its greatest thinkers, the successes and disasters of the Crusades, and reforms in a search for greater spirituality
- Evaluate the rise of learning through vernacular literature, expanding universities, and the visual arts

- Evaluate the changes taking place as Europe moved from the Middle Ages toward the Renaissance and the Reformation.

Potential Elements of the Performance:

- Outline the Renaissance period in both Italy and Northern Europe and its changing thought and value
- Analyze the rise of national states in Europe and the increasing role of strong, central government
- Describe how the Reformation advanced a new Christian concept, while simultaneously destroyed the unity of western Christianity

**III. TOPICS:**

- Pre-history to the first civilizations
- Greco-Roman Civilization, 1200 B.C.E. - A.D. 200
- The Fall of Greco-Roman Civilization, A.D. 180-500
- The early Middle Ages, 500-1000
- The late Middle Ages, 1000-1300
- The Renaissance, 1300-1500
- The Reformation & early modern times

**IV. REQUIRED RESOURCES/ TEXTS/MATERIALS:**

***Essentials of Western Civilization: A History of European Society, Vol.1: to 1715, OR***

***Essentials of Western Civilization: A History of European Society, Comprehensive Volume, Haise & Maltby, 2001***

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- |   |            |
|---|------------|
| <b>1. Five Tests</b>  | <b>50%</b> |
| <b>2. Essays, short assignments &amp; seminar presentations</b> | <b>50%</b> |

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
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. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	
W	Student has withdrawn from the course without academic penalty.	

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor/dean. 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.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

### **VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

### **VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.