

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: HISTORY OF WESTERN CIVILIZATION - PART ONE

CODE NO.: HST 105-3 SEMESTER: FALL

PROGRAM: GENERAL ARTS AND SCIENCE

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APPROVED: NA/0^r^<_
NADEAN KOCH, DEAN, SCHOOL OF
ARTS AND GENERAL EDUCATION

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DATE

I. PHILOSOPHY/GOALS;

The aim of this course, A **History** of **Western** Civilization, is to introduce the student to the world of the past and be able to place it within meaningful patterns in our present world, and be able to understand how we came to be as we are. We will look through the ages and scrutinize political developments, war and diplomacy, religious development, as well as economic, intellectual, and social history. This study will provide the linkage necessary to a better understanding of our world then and now.

II. Student Performance Objectives:

Upon successful completion of this course the student will:

1. Develop an understanding of modern institutions, traditions, and customs, through a knowledge of their roots, origins, and process of development. (e.g. legal, government, religion, social).
2. Demonstrate an understanding and respect for other cultures or nationalities through an understanding of their historical development and through an appreciation of the interconnection and interdependence, borrowing, etc., between various nations and cultures (by showing what is common as well as what is distinct).
3. Develop an understanding of the roots or origins of customs, traditions, ideals, religious beliefs, political ideologies, that provide a basis for acceptance or rejection on rational grounds rather than on the grounds of simple inheritance or prejudice.
4. Be able to see history as all-inclusive in the sense that it deals with the total development of man. A study of activities in the past such as literature, art, music and architecture can enhance our understanding of and appreciation for the cultured contribution of the various peoples and nations.
5. Be able to convey the essence of humanity, human nature, and the strengths and weaknesses of people, by extending the student's knowledge of human motivation and actions beyond his/her own experience through the dimension of time.
6. Develop the art of analysis (breaking the complex into its parts) by learning to ask incisive questions (in seeking to understand a specific historical phenomena for example). In everyday life we should ask the right questions when listening to political speeches, reading newspaper reports, etc.

7. Develop the art of synthesis - that is, after asking questions which break an issue down into its parts, to be able to put it back into a coherent whole again.
8. Be critically-minded, that is, to have an inquisitive and investigative, questioning mind, rather than accepting things at their face value.

Credits:

Duration: 17 weeks

III Topics to be **Covered:**

1. Pre-history to the first civilizations
2. Greco-Roman Civilization, 1200B.C. - A.D.200
3. The Fall of Greco-Roman Civilization, A.D.180-500
4. The Early Middle Ages, 500-1000
5. The High Middle Ages, 1000-1300
6. The Late Middle Ages 1300-1500
7. The Beginning of Early Modern Times, Fifteen and Sixteenth Centuries

IV Learning Activities

Required Resources

- I. Introduction of Text and Part One: The Ancient Near East 4000-1750B.C.

Text: A Short History of Civilization, 7th ed.

Upon successful completion of this unit the student will be able to:

- 1.1 examine the transition from paleolithic hunting and gathering societies to those centered on agricultural pursuits
- 1.2 describe the nature of the early cities of Mesopotamia and Egypt and understand their particular economic, political, and social structures.

Activities: Read Chapters 1, 2 and 3 pp. 1-45

2. Greco-Roman Civilization, 1200B.C- A.D.200

Upon successful completion of this unit the student will be able to:

- 2.1 realize the beginnings of the development of the Greek City-State, follow its internal and external wars, examine Greek life and culture, observe the transition from Hellenic to Hellenistic Society, and understand the huge legacy that was left to Western society by the Greeks

Text: as above
Activities: Read Chapters 4 to 11 pp. 48-150

HISTORY OF WESTERN CIVILIZATION
HST 105-3 (PART ONE)

- 2.2 Study the Rise of Rome and its domination of the Mediterranean world. Observe its Roman Republic and its eventual replacement by the Roman Empire with its strong attachments to Greek culture.

The Fall of Greco-Roman Civilization

Upon successful completion of this unit the student will be able to:

Text: as above
Activities: Read
Chapters 12-13
pp. 153-180

- 3.1 understand the reasons for the decline of the Roman Empire, coupled with the rise of Christianity
- 3.2 witness the destruction of the Roman Empire from within and without, and discern the Roman contribution that remains with us today.

- 4 . The Early Middle Ages
Upon successful completion of this unit, the student will be able to:

Text: as above
Activities: Read
Chapters 14-17
pp. 183-238

- 4.1 attest to the origins of Byzantine and Moslem civilizations
- 4.2 witness the birth of the Germanic West in Europe
- 4.3 describe the Carolingian age of Europe as well as Medieval beginnings in England
- 4.4 develop an understanding of Feudalism and Manorialism as it developed during this period of time.

The High Middle Ages

Upon successful completion of this unit, the student will be able to:

Text: as above
Activities: Read
Chapters 18-23
pp. 239-321

- 5.1 witness the development of feudalism and resulting limited social mobility in England and elsewhere
- 5.2 view the political structure as it developed in Europe and England

**HISTORY OF WESTERN CIVILIZATION
HST 105-3 (PART ONE)**

- 5.3 experience the ramifications of the religious Crusades, as well as observe the triumphs of the Church in Europe
- 5.4 discover the beginnings of educational endeavors of the middle ages, with an emphasis on the visual arts, the first universities, and the rise of vernacular languages.

The Late Middle Ages

Upon successful completion of this unit, the student will be able to:

Text: as above
Activities: Read
Chapters 24-25
pp. 323-348

- 6.1 understand the changing face of Europe with its resulting political, economic, and social tensions
- 6.2 see the beginnings of troubles for the Roman Church and its leadership failures.

- 7. The Beginning of Early Modern Times: Fifteen and Sixteenth Centuries
Upon successful completion of this unit, the student will be able to:

Text: as above
Activities: Read
Chapters 26-31
pp. 349-415

- 7.1 gain an appreciation for the changing European mentality as expressed through the Italian and Northern European renaissance
- 7.2 explore the rise of Nation States in Europe with its resultant rivalries, as well as examine the consequences of world empire-building and discovery
- 7.3 understand the reasons for the protestant reformation in Europe, and the back-lash of the Roman church's answer through the inquisition and religious wars.

V EVALUATION METHODS

4 Tests	=	60%
Written Presentation	=	15%
Oral Presentation	=	10%
Attendance and Participation	—	15%
Total		100%

The Grading System used will be as follows:

A+ = 90 - 100%

A = 80 - 89%

B = 70 - 79%

C = 60 - 69%

X = incomplete

R = unsatisfactory - below 60% (course must be repeated)

VI **REQUIRED STUDENT RESOURCES**

Harrison, Sullivan, Sherman, A Short History of Western Civilization, 7th ed., New York, Toronto, McGraw-Hill Publishing Co., 1990.

VII **ADDITIONAL RESOURCE MATERIALS AVAILABLE**

- as indicated by instructor

VIII **SPECIAL NOTES**

Students will be required to participate in all class-room activities, as well as complete assigned "study questions" on various parts of the text.

NOTE: Students will lose one mark for each day of class missed without a valid excuse (e.g. Doctor's explanation, compassionate reasons).