

**THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE ON**

**COURSE OUTLINE**

**COURSE TITLE: History of Western Civilization Part I**

**CODE NO.: HST105-3**

**SEMESTER: Fall**

**PROGRAM: General Arts and Science**

**AUTHOR: Larry Jacklin**

**DATE: September 1997**

**PREVIOUS OUTLINE DATED: June 1996**

**APPROVED: SL ^ ^ - / ^ 4 ^ V ^ - . J**  
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**TOTAL CREDITS: 3**

**PREREQUISITES: None**

**LENGTH OF COURSE: 3 hours/week TOTAL CREDIT .HOURS- <ffi**

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**AUG 05 1999**

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**I. COURSE DESCRIPTION:**

This course introduces the ancient world: pre-historic times, first civilizations and empires, the middle ages and the age of enlightenment. 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:****A. Learning Outcomes:**

1. Investigate the process of the development of human beings from Paleolithic times to the early civilizations
2. Examine the accomplishments of Greco-/Roman society to western civilization today
3. Illustrate the changing nature of Europe during the early Middle Ages
4. Analyze the resurgence of Europe during the later Middle Ages and assess the consequences
5. Evaluate changes to Europe as it moved from the Middle Ages toward early modern times

**B. Learning Outcomes and Elements of the Performance:**

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

1. Investigate the process of the 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 reasons and consequences of improved methods of agriculture
- Outline early civilization's achievements in areas of art, architecture, religion and law and judge the impact these changes had on society

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE  
(Continued):**

2. Examine the accomplishments of Greco-Roman society to western civilization today.

**Potential elements of the performance:**

- Evaluate the contribution of early Greek governments to democracies in today's world
- Assess the impression of Greco-Roman art and architecture 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 England
- Evaluate the central role played by religion in the medieval European society
- Calculate the impact of a stratified society where there was strict adherence to feudalistic and manorial relationships

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

**Potential elements of the performance:**

- Assess the sudden economic growth of manufacturing and trade centres 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

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE****(Continued):**

5. Evaluate the changes taking place as Europe moved from the Middle Ages toward early modern times.

**Potential elements of the performance:**

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

**III. TOPICS:**

1. Pre-history to the first civilizations
2. Greco-Roman Civilization, 1200 B.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. REQUIRED RESOURCES / TEXTS / MATERIALS:**

1. A Short History of Western Civilization, Eighth Edition, by Harrison, Sullivan, Sherman. New York, Toronto, McGraw-Hill Publishing Company, 1994.
2. Additional resource materials available, as indicated by professor

**Note:** Students will be required to participate in all classroom activities, as well as complete assigned "study questions" on various parts of the text.

Students will lose one mark for each day of class missed without a valid reason, i.e. doctor's explanation, compassionate reasons.

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**V. EVALUATION PROCESS / GRADING SYSTEM  
MAJOR ASSIGNMENTS AND TESTING:**

**GRADING**

1. Five tests	65%
2. Written presentation	15%
3. Oral presentation	<b>10%</b>
4. Attendance and participation	<b>10%</b>
5. Total:	<b>100%</b>

**TIME FRAME**

Introduction to History of Western Civilization Part I HST 105-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

**METHOD OF ASSESSMENT (GRADING METHOD):**

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

**NOTE:** Students may be assigned an "R" grade early in the course for unsatisfactory performance.

**VI. SPECIAL NOTES:**Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of 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 an including expulsion from the course.

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. PRIOR LEARNING ASSESSMENT**

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.