

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: History of Western Civilization Part I

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

PROGRAM: General Arts and Science /
Liberal Studies

AUTHOR: General Arts and Science Department

DATE: Jan. 2010 **PREVIOUS OUTLINE DATED:** Sept. 2009

APPROVED: "Angelique Lemay" Dec/09

CHAIR, COMMUNITY SERVICES **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 3

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*For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603*

I. COURSE DESCRIPTION:

HST 105 introduces and examines the ancient cultures and societies that evolved to shape the present day Western Civilization. The course content covers pre-historic times, first civilizations and empires, The Middle Ages, and The Renaissance. The learner will be encouraged to develop a more complete understanding of the human experience by the completion this course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the 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 focussing 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 focussing 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
- Analyse 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 a influential Republic
- Analyse 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:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

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:

Western Civilization: A Brief History, Comprehensive Volume (4th ed.)
by J Spielvogel Thompson/Wadsworth

V. EVALUATION PROCESS/GRADING SYSTEM:

Presentation	/ 15
Quizzes	/ 15
Term Paper	/ 20
Mid Term Exam	/ 25
Final Exam	/ 25

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.	

NOTE: Mid-term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the mid-term grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.