



## COURSE OUTLINE: HST0105 - HISTORY WEST CIV 1

Prepared: Social Science Department

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	HST0105: HISTORY OF WESTERN CIVILIZATION - PART I		
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN		
<b>Department:</b>	C.I.C.E.		
<b>Semesters/Terms:</b>	19W		
<b>Course Description:</b>	This course will introduce the student 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 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.		
<b>Total Credits:</b>	3		
<b>Hours/Week:</b>	3		
<b>Total Hours:</b>	45		
<b>Prerequisites:</b>	There are no pre-requisites for this course.		
<b>Corequisites:</b>	There are no co-requisites for this course.		
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>		
<b>General Education Themes:</b>	Social and Cultural Understanding		
<b>Course Evaluation:</b>	Passing Grade: 50%, D		
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <tr> <td><b>Course Outcome 1</b></td> <td><b>Learning Objectives for Course Outcome 1</b></td> </tr> </table>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
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	Investigate the development of human beings from Palaeolithic times to the early civilizations.	<p>Potential Elements of the Performance:</p> <p>Trace the emergence of pre-history through the Neolithic Revolution</p> <p>Consider the term civilization examining its meanings locales, and significance</p> <p>Compare and contrast religion in Mesopotamia and Egyptian Civilizations</p> <p>Outline Mesopotamian development</p> <p>Discuss the legacy and contributions of Ancient Near East to Western Civilization</p> <p>Assess Egypt ,The Nile and geographic determinism in the context of Egyptian Civilization</p> <p>Discuss the moral and spiritual legacy of the Ancient Hebrews and their impact on Western Civilization.</p> <p>Explore the concept of empire using Assyria and Persia as examples.</p> <p>Compare and contrast monotheism and polytheism in the Ancient Near East</p> <p>Explore the impact of geography in the context of Near Eastern imperial developments.</p>
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	Examine the accomplishments of Greco Society and its influence on Western Civilization.	<p>Potential Elements of the Performance:</p> <p>Discuss the growth of democracy in Ancient Greece and the Ancient Greek contributions to the idea of government</p> <p>Examine Greek history focussing on its culture as reflected by its art and architecture</p> <p>Examine the role Parthenon played in Athenian society</p> <p>Contrast the Athenian and Spartan world views and how they dealt with events of the day</p> <p>Discuss the contributions to education of the ancient Greeks</p> <p>Discuss the growth of democracy in Ancient Greece and the Ancient Greek contributions to the idea of government</p> <p>Examine Greek history focussing on its culture as reflected by its art and architecture</p> <p>Examine the Hellenistic World</p> <p>Discuss the rise of Macedonia and legacy of Alexander the Great</p> <p>Analyze the Hellenistic world as a Golden Age of Science</p> <p>Examine life in Hellenistic Kingdoms - economic and social trends,</p> <p>Explore the culture in the Hellenistic era</p>
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	Examine the accomplishments of The Roman Republic and its influence on Western Civilizations	<p>Potential Elements of the Performance:</p> <p>Examine the rise of Rome as an influential Republic</p> <p>Analyze the political and social structure of the Roman Republic</p> <p>Examine society and culture in the Roman Republic</p> <p>Discuss the value of great leaders</p> <p>Investigate the rise of the Roman Empire and its effects on Western Civilization</p> <p>Consider the culture and society in the Early Empire</p> <p>Trace the decline and collapse of the Roman Empire</p>

	Examine the emergence and growth of Christianity
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
Examine The Emergence of Medieval Civilization.	<p>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</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
Examine the recovery and growth in the Early Middle Ages and the subsequent rise of kingdoms and the growth of church power.	<p>Potential Elements of the Performance:  Explore the influence of climate and environment on medieval agricultural practices  Access 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</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
Examine the Late Middle Ages and the subsequent crisis and disintegration. Examine the recovery and rebirth through The	<p>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</p>



	Renaissance.	<p>Discuss the breakdown of the feudal system and the wars and conflicts which resulted</p> <p>Examine the German and Italian problems in the fifteenth century</p> <p>Assess the causes and consequences of the decline of papal authority</p> <p>Explore the concept of the word Renaissance</p> <p>Assess the development of printing and its impact on Western Civilization</p> <p>Explore the concept of humanism In the context of the Renaissance</p> <p>Explore the roles of the sexes in the Renaissance</p> <p>Assess Machiavelli</p> <p>Discuss the church and the Renaissance</p>
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**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Exam(s)	20%	
Folder	15%	
Presentation	15%	
Quizzes	15%	
Written Assignments	35%	

**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.** 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.

**B. 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.

**C. 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.

**D. 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

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 19, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

