

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: History of Western Civilization

CODE NO. HST 105-3

PROGRAM: General Arts & Science

SEMESTER: Fall

DATE: September 1991

AUTHOR: Larry Jacklin

PREVIOUS OUTLINE DATED: September 1989

Philosophy/Goals:

The aim of this course A History of Civilization, is to introduce the student to the world of the past and to 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.

Student Performance Objectives:

Upon successful completion of this course the student will:

Develop an understanding of modern institutions, traditions, and customs, through a knowledge of their roots, origins, and process of development. (eg. legal, government, religion, social).

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).

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.

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.

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.

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.

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.

Be critically-minded, that is, to have an inquisitive and investigative, questioning mind, rather than accepting things at their face value.

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Duration: 16 weeks

Topics to be Covered:

Prehistory to the first civilizations
The Greco-Roman periods
Early Medieval Times and the role of the Church
The Secular State and the Evolvement of Nation States
The Renaissance and the Reformation
National Conflicts and Empire building
Absolute and limited monarchy of Europe in the 17th century

Learning Activities

Required Resources

Introduction of text and the First Civilizations

Text: A History of Civilization, Vol. #1 Prehistory to 1715

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

gain an understanding of man's initial beginning from Paleolithic times

Activities:
Read Chapter #1
pp. 2 - 31

describe the nature of the early cities with their economic, political, and social structures

The Greeks:

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

Text: same as above
~~Activities:~~
~~Read Chapter #2~~
pp. 33 - 64

realize the impact of Greek civilizations on the western world in particular

The Romans:

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

Text: same as above
Activities:
Read Chapter #3
pp. 63 - 93

explain the general process of Roman beginnings, expansion, and then decline

outline the Roman legacy that has been handed down to us

4. Judaism and Christianity;
Upon successful completion of the unit
the student will be able to:
- 4.1 understand the beginnings of the Judo-Christian movement
- 4.2 examine the initial shock-waves that benefitted the church in its beginnings
- 4.3 outline the spread of Christianity and its consequences on European thought
5. The Early Middle Ages: and the Church in Medieval West
Upon successful completion of this unit
the student will be able to:
- 5.1 follow the destruction of the Roman Empire and the consequent rise of the church
- 5.2 describe the nature of Medieval beginnings in Feudal Europe
6. The Beginnings of the Secular State and the Development of France and England along with the Rise of Science, Literature, and the Arts in the West
Upon successful completion of this unit
the student will be able to:
- 6.1 follow the development of France and England as nation states
- 6.2 examine the great contribution to the arts and sciences during this period
7. The Late Middle Ages and the Crusades and the Rise of the Nation States.
Upon successful completion of this unit
the student will be able to:
- 7.1 follow the Crusades and describe the more militant role of the church in these endeavours
- 7.2 understand the reasons for the emerging nation states of Europe
- Text: same as above
Activities:
Read Chapter #4
pp. 94 - 120
- Text: same as above
Activities:
Read Chapters 5 & 7
pp. 120 - 130
pp. 176 - 205
- Text: same as above
Activities:
Read Chapter 8
pp. 206 - 228
- Text: same as above
Activities:
Read Chapters 9 & 10

8. The Renaissance and Protestant Reformation Text: same as above
 Upon successful completion of this unit, Activities:
 the student will be able to: Read Chapters 11 & 12
 pp. 284 - 336
- 8.1 describe the process and nature of the Renaissance period and examine how its affect is still felt in today's thinking
- 8.2 explain the Reformation and its trials in breaking away from the established church
9. European Power Struggles, Exploration and the problems of Divine-Right Monarchies Text: same as above
 Upon successful completion of this unit, Activities:
 the student will be able to: Read Chapters 13, 14, & 15
 pp. 371 - 427
- 9.1 compare the various types of monarchies and their differing interpretations of the methods of maintaining power
- 9.2 gain insights into the growth of empires from European home-fronts
- 9.3 examine the age of Divine-Right monarchy in France and England and how changes in England led to a different conclusion than that of France
- 9.4 realize the impact of technological changes in Europe as well as the changing role of society in that era.

V. Evaluation Methods: (includes assignments, attendance requirements, etc.)

Tests (4)	60%
Written & Oral Presentation	20%
Attendance & Participation	<u>20%</u>
Total	100%

The grading system used will be as follows:

- A+ - 90 - 100%
 A - 80 - 89%
 B = 70 - 79%
 C = 60 - 69%
 I - Incomplete
 R = Unsatisfactory -- below 60% (course must be repeated)

Required Student Resources

Winks, Brinton, Christopher, Wolff, A History of Civilization, Vol.1, Prehistory to 1715, 7th ed~ Englewood Cliffs, New Jersey, Prentice-Hall, 1988.

- I Additional Resource Materials available in the College Library Book Section - (title, publisher, date, library, cat. no. if applicable)

Periodical Section
Magazines, Articles

Audiovisual Section
Films, Filmstrips, Transparencies

I Special Notes

Students will be required to participate in all classroom 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 Note).