

COURSE OUTLINE

**ORANGEBURG-CALHOUN TECHNICAL COLLEGE
ORANGEBURG, SOUTH CAROLINA**

SEMESTER OUTLINE

HIS 101

WESTERN CIVILIZATION TO 1689

Revised by:
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Date:
June 14, 2004

Approved by:

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Group Director

6-14-04
Date

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V.P. for Academic Affairs

6.15.04
Date

History 101
Western Civilization to 1689

Lecture Hours: 3.0 Contact Hours: 3.0 Credit Hours: 3.0

INSTRUCTOR:
OFFICE NUMBER:
TELEPHONE NUMBER:
OFFICE HOURS:

PREREQUISITE: None

COURSE DESCRIPTION: This course is a survey of Western Civilization from ancient times to 1689, including the major political, social, economic, and intellectual factors shaping Western cultural tradition.

WHY TAKE THIS COURSE: This course describes the birth of Western Civilization. The focus includes: Greek, Roman, and Germanic elements which shaped European society; the rise of Greek and Roman states; an examination of the Middle Ages, Renaissance, and Reformation; the rise of royal absolutism, etc. This course will help students understand how history has shaped our contemporary world.

REQUIRED TEXTBOOK: McKay, Hill, and Buckler, *A History of Western Society*, 6th edition, Volume I (Boston: Houghton Mifflin Company, 2003).

GRADING SYSTEM: Five exams are scheduled, but only four exam grades will be calculated into the final grade. The lowest single exam grade will be dropped via one of the following methods:

1. Any student who fails to take an exam on the date assigned will receive a grade of zero for that exam. **No make-up exams will be given.**
2. If on the first four exams the student has at least a C-average, the final may be exempted.
3. If the student has taken the first four (4) exams and elects to take the final exam, the lowest grade of the first four exams will be dropped.

The final exam is cumulative, covering the entire course. Each exam is worth 25% of the final grade. Information from the textbook, class lectures, movies shown in class, and class participation exercises will be covered on the exams.

The following scale translates letter grades into their numerical value: A= 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 or below.

ATTENDANCE:

Students are expected to attend all class meetings. Record keeping for attendance purposes will begin with the first day the class meets. If a student must be absent, it is that student's responsibility to notify the instructor as quickly as possible of the absence. Students are responsible for making up all work missed as a result of the absence, including examinations. Some departments whose programs are certified by outside agencies may have more strict attendance requirements. Individual departments shall have attendance requirements consistent through the department. The attendance policy for the summer session, or for courses for other than semester length, may vary. The attendance requirements for each course will be described in the course syllabus.

Students must not accumulate more absences than double the number of times a class meets per week. For example, if the class meets three times a week, the student must not be absent more than six (6) times during the semester. If excessive absences are taken, the student will be administratively withdrawn (with a grade of "W"). Extenuating circumstances may be taken into consideration by the instructor.

Three tardies shall be considered an absence. If a student is more than ten (10) minutes tardy, he or she shall be considered absent. If a student leaves more than ten (10) minutes prior to class dismissal, he or she shall be considered absent.

Students who feel that they have been treated improperly regarding this policy may exercise the right to appeal through The Student Code and Grievance Procedure for South Carolina Technical Colleges.

CLASS SCHEDULE:

- Week One: Introduction to the course. Lecture on what is history and why we study it. Analyze the Paleolithic and Neolithic ages, and Mesopotamian and Egyptian civilizations.
- Week Two: Lecture on Israel and the Hebrew religion. Also explore the Assyrian and Persian empires.
- Week Three: Lecture on the ancient Greeks. Analyze the differences in Spartan and Athenian cultures. Attention will be focused on politics, philosophy, the arts, and military developments.
- Week Four: Lecture on Alexander the Great and the development of Hellenistic culture. Attention will be accorded to economic and philosophical issues as well as the role of women, science, and medicine in the Hellenistic world. **First exam.**
- Week Five: Lecture on the Roman Republic. Analyze the emergence and triumph of the Roman Republic from Etruscan domination. Study the Roman state and military conquests of the Legions. Further attention will be given to how the wars of conquest brought political and cultural challenges to the old republican virtues.
- Week Six: Lecture on the Roman Empire. Analyze the reign of Augustus and the creation of the *pax Romana*. Study the emergence of Christianity and its impact on the Roman Empire. Also, review the civil wars of the late empire. Analyze the dominant theories of why the Roman Empire fell.
- Week Seven: Lecture on the growth of the Christian church and the interaction of Christian attitudes with classical culture using Augustine as a focal point. Study the migration of the Germanic peoples, their society and customs. Attention will also be accorded the rise of the Byzantine East and the Arabs and Islam.
- Week Eight: Lecture on the Carolingian World and the development of feudalism after the death of Charlemagne. **Second Exam.**
- Week Nine: Lecture on the revival and reform of the Christian church in the eleventh century. Also review the Crusades of the eleventh and twelfth centuries.
- Week Ten: Lecture on life on the Middle Ages. Study the differences between the lives of peasants, noblemen, and the clergy.

- Week Eleven: Lecture on the origins of the modern state. Analyze the unification of France and Germany. Study the economic revival of towns and the establishment of medieval universities. Also review Gothic art and the heresy trials of the period.
- Week Twelve: Lecture on the impact of the Black Death on Medieval Europe. Study the challenges to the Church by the Babylonian Captivity and Great Schism. Also review the events of the Hundred Years' War. **Third Exam.**
- Week Thirteen: Lecture on the evolution of the Italian Renaissance. Study the literary and artistic achievements of the age. Also review the political changes brought by the Renaissance to France, England, and Spain.
- Week Fourteen: Lecture on the Reformation in Europe and its main players such as Martin Luther, John Calvin, William Tyndale, and John Knox. Study the Catholic Counter-Reformation.
- Week Fifteen: Lecture on the age of European expansion and the religious wars of the era.
- Week Sixteen: Lecture on the development of Absolutism and Constitutionalism in Western Europe. Study the impact of the reign of Louis XIV. Also review the English Civil War.
- Week Seventeen: **Final Exam.**

COURSE OBJECTIVES:

Upon completion of this course the student will be able to:

1. Describe what is history and why do we study it. Describe the rise of the Paleolithic and Neolithic ages, and the Mesopotamian and Egyptian civilizations.
2. Describe the emergence of the nation of Israel and the major features of Hebrew religion. Compare and contrast the Assyrian and Persian empires.
3. Discuss the rise of Greek civilization. Compare and contrast the Athenians and Spartans.
4. Identify the reasons behind Alexander the Great's success; analyze the growth and influence of Hellenism on the ancient world.
5. Understand the reason Rome succeeded where the Greek polis failed; identify the effects of Rome's conquests of the Mediterranean world on Rome; and analyze why the Roman Republic failed.
6. Describe how the Roman emperors governed the empire and spread Roman influence throughout the empire; discuss the impact of the *pax Romana* on the Mediterranean and European world; analyze the rise and impact of Christianity on the Roman empire.
7. Understand how the Greco-Roman heritage, the Germanic traditions, and Christianity acted upon one another and led to the creation of Medieval Europe; and identify the influence Byzantine and Islamic cultures on the making of European civilization.
8. Discuss how Charlemagne acquired and governed his empire; describe how and why feudalism emerged after his death.
9. Analyze how the revival of Europe came about. Also, discuss the Crusades and how they influenced the medieval church and society.
10. Compare the lives of the peasants, nobles, and monks of the Middle Ages.
11. Describe how medieval rulers in England, France, and Germany started the foundations of the modern state; understand the economic revival of this period along with the rise of medieval universities and Gothic art.
12. Understand the impact of the Black Death on Medieval Europe; analyze the new challenges to the church via the Babylonian Captivity and Great Schism.
13. Discern the development of the Renaissance and its intellectual and artistic hallmarks.

14. Understand the emergence of the Protestant Reformation; discern differences in religious theology between the various Protestant leaders; discuss the Roman Catholic response to the Protestant Reformation.
15. Analyze why and how Europeans gained control over distant continents; discuss the effect of overseas expansion on Europe and the conquered societies; understand the causes and results of the religious wars of the period (seventeenth century).
16. Compare and contrast absolute monarchy and Constitutionalism with feudal and dynastic monarchies of earlier centuries; understand the influence of Louis XIV and the English Civil War on world events.

Specific Competency:

1. Analyze what is history and the work of historians; describe the development of the Paleolithic and Neolithic ages; compare and contrast the Mesopotamian and Egyptian cultures.

Learning Objectives:

- (1.1) Review the task of historians and the role of historiography.
- (1.2) Explain the differences between the Paleolithic and Neolithic ages and describe the greatest accomplishments of each.
- (1.3) Analyze the rise of the Mesopotamian civilization and its greatest achievements.
- (1.4) Explain the emergence of the Egypt's rise to power and explore its legacy.
- (1.5) Compare and contrast the role of geography in creating differences between the Mesopotamians and Egyptians.
- (1.6) Evaluate the differences between Egypt and Mesopotamia in the fields of religion, life of the people, and military matters.

Learning Activities:

1. Read appropriate material in the text.
2. Attend class lectures, take notes, and contribute to class discussions.
3. Study and know the competency definitions for the appropriate material.
4. Review material from laser discs and CD-Rom.

Specific Competency:

2. Describe the rise of ancient Israel as a regional power and explain the major features of Hebrew religion. Compare and contrast Assyrian and Persian cultures.

Learning Objectives:

- (2.1) Explain the emergence of Israel in the power vacuum created by the fall of the Hittite and Egyptian states.
- (2.2) Discuss the evolution of Hebrew religion from the time of Abraham to that of Jeremiah.
- (2.3) Describe the growth of militarism and political cohesion among the Assyrians.
- (2.4) Evaluate the sources of Assyrian military and political success.
- (2.5) Analyze the rise of the Persian empire and why it was ultimately more successful than Assyria.
- (2.6) Discuss the religion of Persia and its influence on Hebrew religion.

Learning Activities:

1. Read appropriate text material.
2. Attend class lectures, take notes, and contribute to class discussion.
3. Study and know competency definitions for the appropriate material.
4. Review material from laser discs and CD-Roms.

Specific Competency:

3. Describe the emergence of the Greeks, the polis, and the achievements of the Classical period; compare and contrast Athenian and Spartan culture.
 - (3.1) Explain how the Greeks benefited from their Minoan and Mycenaean contacts.
 - (3.2) Discuss the key features of the polis and how it impacted Greek life, colonization, and Greek politics.
 - (3.3) Describe Greek accomplishments in the arts, literature, and philosophy in the Classical period.
 - (3.4) Describe, compare, and contrast life in Athens and Sparta.
 - (3.5) Evaluate the causes of and actual battlefield developments in wars of the Greeks.

Learning Activities:

1. Read appropriate text material.
2. Attend class lectures, take notes, and contribute to class discussions
3. Study and know competency definitions for the appropriate material.
4. Review material from laser discs, videos, and CD-Roms.

Specific Competency:

4. Describe the rise of Alexander the Great and the spread of Hellenism.

Learning Objectives:

- (4.1) Discuss the new military tactics of Alexander the Great and the reasons for success.
- (4.2) Explain what Hellenism was and how it was spread throughout the ancient world.
- (4.3) Discuss religion and philosophy in the Hellenistic age.
- (4.4) Analyze the changing role of women in the Hellenistic world, and compare their status to women in other cultures.
- (4.5) Describe the achievements of Hellenistic science and medicine.

Learning Activities:

1. Read appropriate text material.
2. Attend class lectures, take notes, and contribute to class discussions.
3. Study and know competency definitions for the appropriate material.
4. Review laser disc, videos, and CD-Roms.

Specific Competency:

5. Explain the rise of the Roman Republic and discuss its internal changes during this rise.

Learning Objectives:

- (5.1) Describe the geography and early settlement of Rome and compare this to that of the ancient Greeks.
- (5.2) Explain the influence of the Etruscans on Rome.
- (5.3) Discuss the Roman conquest of Italy in light of Roman concerns for security.
- (5.4) Analyze the evolution of the Roman state in light of the social conflicts and territorial expansion.
- (5.5) Describe the details of the Punic Wars and the emergence of Roman imperialism that resulted from these conflicts.
- (5.6) Analyze how the old republican values were challenged and ultimately replaced with the more cosmopolitan Greek values, especially in the comparison between the lives of Marcus Cato and Scipio Aemilianus.
- (5.7) Discuss the internal disputes and civil wars that marked the late republic (133-31 B.C.) and which paved the way for the Roman Empire.

Learning Activities:

1. Read appropriate text material.
2. Attend class lecture, take notes, and contribute to class discussions and class participation exercises.
3. Study and know competency definitions for the appropriate material.
4. Review laser discs, videos, and CD-Roms.

Specific Competency:

6. Evaluate the rise of Augustus and the Roman Empire; identify the accomplishments of Rome and trace its eventual decline and fall.

Learning Objectives:

- (6.1) Explain how Augustus was able to restore peace and order from chaos and civil war.
- (6.2) Discuss the coming of Christianity and its impact on Roman culture.
- (6.3) Describe life in the "golden age" of Imperial Rome focusing attention on the common life of the people, the arts, and literature.
- (6.4) Analyze the reasons for the civil wars and the reactions taken by emperors from Commodus to Constantine.
- (6.5) Examine the different historiographical schools of thought of why Rome fell using Edward Gibbon's thesis as a starting point.

Learning Activities:

1. Read the appropriate text materials.
2. Attend class lectures, take notes, and contribute to class discussions.
3. Study and know the competency definitions for the appropriate material.
4. Review laser discs, videos, and CD-Roms.

Specific Competency:

7. Review the growth of the Christian church in the wake of Rome's decline and fall; the impact of the Germanic tribes; and the contributions of the Byzantines and Muslims.

Learning Objectives:

- (7.1) Explain the evolving relationship of the church and Rome and the role of the church after the fall of the Roman Empire in 476 A.D.
- (7.2) Discuss the migration patterns and life styles of the Germanic people.
- (7.3) Analyze the relationship of the Germanic tribes and the Romans.
- (7.4) Describe the differences between the Byzantine East and the Germanic West.
- (7.5) Explain the rise of Islam and its impact in the Arab world and beyond.

Learning Activities:

1. Read the appropriate text material.
2. Attend class lectures, take notes, and contribute to class discussions.
3. Study and know competency definitions for the appropriate material.
4. Review laser discs, videos, and CD-Roms.

Specific Competency:

8. Discuss the Frankish kingdom under Charlemagne, and the reasons feudalism emerged after his death.

Learning Objectives:

- (8.1) Describe the Frankish aristocracy and the rise of the Carolingian dynasty.
- (8.2) Discuss the government of the Carolingian Empire.
- (8.3) Evaluate the contributions of the Carolingian intellectual revival.
- (8.4) Analyze health and medical care in the early Middle Ages.
- (8.5) Explain why feudalism emerged soon after the death of Charlemagne.

Learning Activities:

1. Read appropriate text material.
2. Attend class lectures, take notes, and contribute to class discussions.
3. Study and know competency definitions for the appropriate material.
4. Review laser discs, videos, and CD-Roms.

Specific Competency:

9. Assess the political revival in Western Europe in the tenth and eleventh centuries, the monastic reforms of the same era, and the impact of the Crusades.

Learning Objectives:

- (9.1) Explain the reasons for the political revival in Western Europe and the role the new monarchs played in this development.
- (9.2) Discuss the monastic revival and the role of the abbey of Cluny in bringing this about during this period.
- (9.3) Analyze the reforms of Pope Gregory VII and the controversies he had with Emperor Henry IV of the Holy Roman Empire.
- (9.4) Discuss the changing role of the papacy in the High Middle Ages.
- (9.5) Describe the causes of the Crusades, leadership, changes in tactics that occurred during this conflict, and the legacy of the entire event.

Learning Activities:

1. Read the appropriate text materials.
2. Attend class lectures, take notes, and contribute to class discussion.
3. Study and know the competency definitions of the appropriate materials.
4. Review laser discs, videos, and CD-Roms.

Specific Competency

10. Describe life in the Middle Ages for the three main classes of people (peasants, nobles, and clergy).

Learning Objectives:

- (10.1) Discuss the life of the peasant class focusing on conditions of serfdom, obligations to their lords, and agricultural methods.
- (10.2) Analyze what life on the manor was actually like.
- (10.3) Compare and contrast popular religion with the official views of the church.
- (10.4) Describe the typical life of the noble class from infancy to adulthood.
- (10.5) Discuss the life of the clergy of the Medieval period.
- (10.6) Discern the differences between the monks, friars, priest, and nuns.

Learning Activities:

1. Read the appropriate text materials.
2. Attend class lectures, take notes, contribute to class discussions, and participate in group exercises.
3. Study and know the competency definitions of the appropriate materials.
4. Review laser discs, videos, and CD-Roms.

Specific Competency:

11. Discuss changes in the High Middle Ages brought on by the Black Death, rise of nationalism, and the Hundred Years' War.

Learning Objectives:

- (11.1) Describe the impact of the Black Death focusing on how it was transmitted, the way it was combated, and how it transformed European life.
- (11.2) Analyze the causes of the Hundred Years' War.
- (11.3) Explain the role of the major leaders in the Hundred Years' War, the development of new tactics, and the outcome.
- (11.4) Discuss the new nationalism that emerged during and after the Hundred Years' War using Joan of Arc as a reference point.
- (11.5) Identify the new vernacular literature that developed such as that of Dante and Chaucer.

Learning Activities:

1. Read the appropriate text materials.
2. Attend class lectures, take notes, and contribute to class discussion.
3. Study and know the competency definitions of the appropriate materials.
4. Review laser discs, videos, and CD-Roms.

Specific Competency:

12. Describe the emergence of the Renaissance and the changes it brought to European life, art, literature, and thought.

Learning Objectives:

- (12.1) Discuss the origins of the Renaissance in Italy and its sources of inspiration.
- (12.2) Identify the intellectual hallmarks of the Renaissance in the works of Michelangelo, Castiglione, and Machiavelli.
- (12.3) Analyze the different direction of the Renaissance in Northern Europe from that of Southern Europe.
- (12.4) Describe how the Renaissance spirit was manifested in politics in England, France, and Spain.
- (12.5) Discern how Renaissance art was different from medieval art and why.

Learning Activities:

1. Read the appropriate text materials.
2. Attend class lectures, take notes, and contribute to class discussions.
3. Study and know the competency definitions of the appropriate materials.
4. Review laser discs, videos, and CD-Roms.

Specific Competency:

13. Discuss the Protestant Reformation and its impact on Europe.

Learning Objectives:

- (13.1) Discuss the condition of the Roman Catholic Church on the eve of the Protestant Reformation, specifically the impact of the Babylonian Captivity and the Great Schism, and decline in the clergy.
- (13.2) Analyze Martin Luther's role in the birth of the Protestant Reformation.
- (13.3) Identify the reasons for the success of the Reformation in Germany.
- (13.4) Describe the part played by later reformers like John Calvin and John Knox.
- (13.5) Analyze the problems experienced by the Anabaptists.
- (13.6) Explain the events of the English Reformation and compare it to the Reformation on the Continent.
- (13.7) Discuss the efforts of the Catholics to fight back via the Catholic Counter-Reformation.

Learning Activities:

- 1. Read the appropriate text materials.
- 2. Attend class lectures, take notes, and contribute to class discussion.
- 3. Study and know the competency definitions of the appropriate materials.
- 4. Review laser discs, videos, and CD-Roms.

Specific Competency:

14. Explain the reasons and results of European Expansion and religious wars of the 1500s and 1600s; understand the development of absolutism and Constitutionalism.

Learning Objectives:

- (14.1) Analyze why and how Europeans set out on the road to world discovery and expansion between 1450 and 1650.
- (14.2) Explain the role of religion as a factor in the revolt of the Netherlands against Spain between 1556-1587.
- (14.3) Analyze the causes, players, outcome, and changing military tactics of the Thirty Years' War.
- (14.4) Discuss the rise of absolutism under Louis XIV of France.
- (14.5) Compare and contrast absolutism with the Constitutionalism of England and the Netherlands.

Learning Activities:

1. Read the appropriate text materials.
2. Attend class lectures, take notes, and contribute to class discussion.
3. Study and know the competency definitions of the appropriate materials.
4. Review laser discs, videos, and CD-Roms.