

CLASS110
The Ancient World
3 Credits

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CLASS110 Version: 10



The Ancient World

Calendar Description

World History from the beginning of written records down to the 6th century A.D. The course covers the ancient history of the Mediterranean world, with particular emphasis on Egypt, Greece, and Rome, and compares developments in civilization in these areas with those in Persia, India, China and Japan. Note: Students choosing CLASS110 for partial fulfillment of the Humanities Group A requirement must also take one of HIST110, 111, 112. Formerly CLASS210.

Rationale

This course can contribute to the fulfillment of many degree requirements.

This course introduces the learner to the major themes and eras in the study of the Ancient World.

This course introduces the learner to some of the skills and attitudes of the Historian. Historians produce expert, reasoned judgments about the past. They are problem solvers, investigators, effective communicators, and people with a sincere interest and empathy for other people, even those who lived long ago and far away. As outlined below, the skills and attitudes of the Historian are useful in a broad range of career and life pursuits.

Prerequisites

None

Co-Requisites

None

General Course Goals

By the end of this course, learners will be able to demonstrate and apply the knowledge and skills of a beginning historian in Ancient History. More specifically, the learner will be able to

1. Demonstrate basic **field knowledge**, by
 - (a) telling in outline some of the story of the Ancient World to the end of the 6th Century A.D.
 - (b) recognizing and talking about some of the key individuals, events and ideas extant in Ancient times.
2. Apply some **research skills**, such as
 - (a) locating and using appropriate sources.
 - (b) collecting and organizing research data.
 - (c) deriving generalizations and conclusions from a broad range of sometimes contradictory data.
 - (d) constructing a thesis and defending it with a line of argument supported by evidence.
3. Apply the appropriate **writing skills**, by
 - (a) using language correctly, concisely and convincingly.
 - (b) writing original essays on historical topics from the field that call for synthesis and evaluation.
4. Apply the knowledge and skills acquired, by
 - (a) relating some of the topics and ideas covered to situations and events in the present day world.
 - (b) relating some of the topics and ideas covered to situations and events in his/her personal life.

Essential Employability Skills

Essential employability skills are critical for workplace success and lifelong learning. Lakeland College prepares its graduates for the workplace and lifelong learning by integrating and promoting essential employability skills development in its curricula. Each credit course offered at Lakeland College emphasizes one or more of the following five essential employability skills:

- A. **Communication Skills** that enable individuals to listen, interpret, express, and convey knowledge and ideas so that they are received and understood.
- B. **Teamwork Skills** that enable individuals to respect the thoughts and opinions of others as they work together to plan activities, meet deadlines, complete projects, and contribute to an organization's goals.
- C. **Critical Thinking Skills** that enable individuals to conceptualize and analyze issues from various perspectives while rationally evaluating the strengths and limitations of each perspective and deciding what action to take.
- D. **Adaptability Skills** that enable individuals to respond quickly, willingly, and positively to new conditions and changing times.
- E. **Positive Attitude and Behavioural Skills** that enable individuals to be confident about themselves and to deal with people, problems, and situations with honesty, integrity, and personal ethics.

Please refer to the Knowledge/Skills Matrix of this course outline to review the essential employability skills emphasized in this course.

Resource Materials

Required Text:

Duiker, William J. and Jackson J. Spielvogel. *World History*. Comprehensive Volume, 5th ed. Belmont (CA): Wadsworth Group/Thomson Learning, 2006.

In addition to this major text, other sources may be recommended or required as supplemental reading.

See also the College and Public Library holdings.

Conduct of Course

This is a 3 credit course with 3 hours of lecture per week. (3-0-0).

Students will acquire general background information through doing the assigned, suggested and other reading. Classroom instruction will be largely in lecture form (3 hours per week) with the lectures often focusing on specific individuals and events that illustrate in real life terms the larger background trends and issues. There will be opportunity for questions and answers and some class discussion. Students will be required to two mid-term tests and a final examination. All tests and examinations must be written on the day scheduled. Students should read ahead in *Duiker and Spielvogel* as far as possible and prepare for tests and examinations on an on-going basis. A minimum of 4 hours per week of reading, study and writing time is suggested, in addition to class time.

Evaluation Procedures

The final grade will be derived from a weighted average percentage on the following:

ME-I = Midterm Test I	20%
ME-II = Midterm Test II	25%
CP = Class Participation: (quality of questions and discussion, evidence of additional reading and original thought)	5%
FE = Final Examination	<u>50%</u>
Total	100%

No supplemental assignments or examination re-writes are permitted in this course.

Knowledge/Skills Matrix

Students apply and demonstrate their knowledge and skills to use

A. Communication Skills

A1. by listening, reading, interpreting information, and communicating effectively
Evaluation(s)/Goal(s): 1 (a) (b), 2 (a) (b) (c) (d), 3 (a) (b), 4 (a) (b) / ME-I, ME-II, CP, FE
A2. by using written, spoken, and/or visual formats and media to communicate and meet needs of each particular audience
Evaluation(s)/Goal(s): 1 (a) (b), 2 (c) (d), 3 (a) (b), 4 (a) (b) / ME-I, ME-II, CP, FE
A3. by using libraries, Internet, technical publications, journals and other sources to find pertinent information
Evaluation(s)/Goal(s): 2 (a) (b) (c) (d) / ME-I, ME-II, CP, FE

B. Teamwork Skills

B1. by using interpersonal skills to create an atmosphere that maximizes the strengths of group members to accomplish tasks
Evaluation(s)/Goal(s): n/a
B2. by using interpersonal skills to resolve conflict, relate to others, and assist others
Evaluation(s)/Goal(s): 4 (a) (b) / CP
B3. by contributing and listening to others as group determines realistic objectives, prioritizes tasks, and identifies resources and timelines
Evaluation(s)/Goal(s): n/a
B4. by treating other members of the group open-mindedly and fairly
Evaluation(s)/Goal(s): CP
B5. by developing tactics/strategies to accomplish tasks
Evaluation(s)/Goal(s): 2 (a) (b) (c) (d), 3 (b) / ME-II, FE

C. Critical Thinking Skills

C1. by seeing critical thinking as a lifelong process of self-assessment
Evaluation(s)/Goal(s): 2 (c) (d), 4 (a) (b) / ME-I, ME-II, CP, FE
C2. by examining problems closely
Evaluation(s)/Goal(s): 1 (a) (b), 2 (a) (b) (c) (d), 3 (a) (b), 4 (a) (b) / ME-I, ME-II, CP, FE
C3. by examining beliefs, assumptions, and opinions, and weigh them against the facts
Evaluation(s)/Goal(s): 2 (c) (d), 4 (a) (b) / ME-I, ME-II, CP, FE
C4. by seeking out the truth
Evaluation(s)/Goal(s): 1 (a) (b), 2 (a) (b) (c) (d), 3 (a) (b), 4 (a) (b) / ME-I, ME-II, CP, FE
C5. by finding solutions; make decisions
Evaluation(s)/Goal(s): 2 (a) (b) (c) (d), 3 (a), 4 (a) (b) / ME-I, ME-II, CP, FE
C6. by incorporating new ideas that may not necessarily agree with previous thought on the topic
Evaluation(s)/Goal(s): 2 (b) (c) (d), 4 (a) (b) / ME-I, ME-II, CP, FE

C7. by seeing connections between topics and use knowledge from other disciplines to enhance reading and learning experiences
Evaluation(s)/Goal(s): 2 (c) (d), 4 (a) (b) / ME-I, ME-II, CP, FE

D. Adaptability Skills

D1. by working independently or as part of team
Evaluation(s)/Goal(s): 1 (a) (b), 2 (a) (b) (c) (d), 3 (a) (b), 4 (a) (b) / ME-I, ME-II, CP, FE
D2. by carrying out multiple tasks or projects
Evaluation(s)/Goal(s): 2 (a) (b) (c) (d), 3 (b) / ME-I, ME-II, FE
D3. by being innovative and resourceful: identify and suggest alternative ways to get the job done
Evaluation(s)/Goal(s): 2 (c) (d), 4 (b) / CP
D4. by being open and respond constructively to change and uncertainty
Evaluation(s)/Goal(s): 2 (c) (d), 3 (a) (b), 4 (a) (b) / ME-I, ME-II, CP, FE

E. Positive Attitude and Behavioural Skills

E1. by dealing with people, problems, and situations with honesty, integrity, and personal ethics
Evaluation(s)/Goal(s): 2 (c) (d), 3 (b) / ME-I, ME-II, CP, FE
E2. by showing interest, initiative, and effort
Evaluation(s)/Goal(s): 1 (a) (b), 2 (a) (b) (c) (d), 3 (a) (b), 4 (a) (b) / ME-I, ME-II, CP, FE
E3. by affirming the need for positive solutions and encourage positive interaction and feedback
Evaluation(s)/Goal(s): 1 (a) (b), 2 (a) (b) (c) (d), 3 (a) (b), 4 (a) (b) / ME-I, ME-II, CP, FE
E4. by balancing personal and family activities with job-related activities
Evaluation(s)/Goal(s): 4 (a) (b) / ME-I, ME-II, FE

Grades

A minimum grade of D is required to pass this course.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-60	61-65	66-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Attendance

Attendance is taken in this course. An absence rate in excess of 20% of classes may result in the student being required to withdraw from the course.

Regular, punctual attendance is expected.

Course Units/Calendar

Part I The Cradles of Civilization

1. Mesopotamia
2. Egypt
3. Fertile Crescent
4. Anatolia and Persia

Part II India and China

1. India - from the Indus Valley to the Gupta Empire
2. China - from Antiquity to the Sui Dynasty

Mid-term Test I - (20%)

Part II The Glory that was Greece

1. Early "Greek" civilizations
2. Classical Greece
3. Peloponnesian Wars
4. The Great Philosophers
5. Alexander the Great
6. The Hellenistic Era

Mid-term Test II - (25%)

Part III The Grandeur that was Rome

1. The Early Republic
2. The Carthaginian Wars
3. The Late Republic
4. Augustus and the Early Empire
5. Jesus Christ and the Early Christian Church
6. The Later Empire
7. The Byzantine Empire

Final Exam - (50%)



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