

I. COURSE DESCRIPTION:

This course will introduce the CICE student to the world of the more recent past. CICE students, with assistance from a Learning Specialist, will examine the age of revolutions, industrialization, and nationalism, to that of world wars, and rising global interdependence. The history of ideas, politics, religion, economics and society is outlined, thus providing the linkage necessary to a more complete understanding of our world today.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Research and develop a basic understanding of the past through the examination and interpretation of historical evidence.Potential Elements of the Performance:

- Locate some primary sources for evidence
- Have a basic understanding of the context in which primary sources were generated
- Find some secondary sources, historians' interpretations and analyses of historical evidence
- Survey and evaluate interpretations of the past
- Recognize how backgrounds and biases might influence interpretations
- Identify-Review conflicting evidence
- Work towards utilizing APA format, both in-text and references to document research

2. Discuss Review the Reformation and religious social impact in the sixteenth Century.Potential Elements of the Performance:

- Review the growth and decline of the Catholic Church
- Examine the impact of the Renaissance
- Analyze Review the prelude to the Reformation
- Interpret Examine the influence of Martin Luther and the Reformation
- Illustrate the spread of the Protestant Reformation
- Review the social impact of the Protestant Reformation
- Describe the Catholic Reformation
- Compare some of the major Protestant groups and how they differed from each other and from Catholicism
- Assess Review the growth of literacy and its impact on society

3. **Analyze** Have a basic understanding of the impact of the European voyages of discovery and expansion.

Potential Elements of the Performance:

- ~~Discuss~~ Review the motives of Glory, Gold and God
- Compare some of the differences between the Portuguese and Spanish empires
- Evaluate the arrival of the Dutch, British, and French and their affect on Africa, India, Southeast Asia, China and Japan
- Describe the impact of some individuals such as Cortes, Columbus, Pizarro, etc.
- Appraise the European expansion as both a positive and negative experience for Europeans and non-Europeans

4. **Describe** Have a basic understanding of the economic, social and artistic growth in Europe in the Seventeenth Century.

Potential Elements of the Performance:

- ~~Compare~~ Review absolutism in theory and practice in France
- Describe how the artistic and literary achievements reflected the political and economic developments of the period
- Examine the flourishing of European Culture
- Evaluate the role of some powerful families and individuals such as the Habsburgs and Catherine the Great in implementing change

5. **Describe** how the Scientific Revolution and the Enlightenment provided the intellectual foundation for our modern society.

Potential Elements of the Performance:

- Assess the role that some people like Copernicus,, Galileo, and Newton played in providing new scientific methods of examining the universe
- Evaluate some of the enlightenment concepts of reason, nature, change, and progress as demonstrated by the philosophies of the time
- ~~Outline~~ Review how these concepts would affect the role of women, politics, religion, and economics
- Discuss some of the leading figures of the Enlightenment, and their main contributions

6. **Identify** Review how the political and economic revolutions of the 18th century would influence the ideologies and beliefs of people.

Potential Elements of the Performance:

- ~~Discuss~~ Review social order, family, marriage and birthrate patterns
- ~~Interpret~~ Examine the political and social impact of the French revolution
- Examine the rise and fall of Napoleon Bonaparte
- Describe Review the nature of literature and the arts during the 18th century

- Explore some of the liberal mid-century revolutions and the rise of nationalism

7. ~~Evaluate the~~ Have a basic understanding of the economic consequences of the Industrial Revolution and ~~relate~~ examine how society itself was transformed by this phenomenon

Potential Elements of the Performance:

- ~~Judge~~ Review the effects of the Industrial Revolution on urban life, social classes, and family life
- Outline some of the features of the new industrial system
- Describe some of the working conditions in the early decades of the Industrial Revolution and the efforts made to improve them
- ~~Relate~~ Review how the intellectual and artistic developments connect to the political and social forces of the age

III. TOPICS MAY INCLUDE:

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. Researching History
2. The Reformation
3. European Exploration and Expansion
4. Economic, Social and Political Crises
5. The Scientific Revolution
6. The Age of Revolutions
7. Nationalism and Industrialization—1800's

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Instructor will provide materials.

V. EVALUATION PROCESS/GRADING SYSTEM:

In class quizzes, short answer tests	30% 45%
Written Assignments	50% 40%

Presentations ~~20%~~ 15%

Time Frame

Introduction to History of Western Civilization (Part II) HST106 involves three periods per week for the entire semester. Students are expected to attend class and to participate in class activities.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

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.

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.

Accessibility 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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers *Desire2Learn (D2L)* 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 this Learning Management System (LMS) communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. 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.

Addendum:

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.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.