

I. COURSE DESCRIPTION:

This course will introduce the student to the social and cultural history of the western civilization and includes a thematic approach to the history of ideas, politics, religion, economics, and society. Research methods will include appropriate examination, interpretation and documentation of evidence. Significant historical events and figures since 1500 will be emphasized. Population migration, class struggles, daily life, the role of women, the enlightenment, revolutions, industrialization and nationalism, to 1900 will be discussed.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Research and develop an understanding of the past through the examination and interpretation of historical evidence.

Potential Elements of the Performance:

- Locate primary sources for evidence
- Understand the context in which primary sources were generated
- Find 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 conflicting evidence
- Use APA format, both in-text and references to document research

2. Discuss 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 the prelude to the Reformation
- Interpret the influence of Martin Luther and the Reformation
- Illustrate the spread of the Protestant Reformation
- Discuss the social impact of the Protestant Reformation
- Describe the Catholic Reformation
- Compare the major Protestant groups and how they differed from each other and from Catholicism
- Assess the growth of literacy and its impact on society

3. Analyze the impact of the European voyages of discovery and expansion.

Potential Elements of the Performance:

- Discuss the motives of Glory, Gold and God
- Compare 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 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 the economic, social and artistic growth in Europe in the Seventeenth Century.

Potential Elements of the Performance:

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

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

Potential Elements of the Performance:

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

7. Evaluate the economic consequences of the Industrial Revolution and relate how society itself was transformed by this phenomenon
Potential Elements of the Performance:
- Judge the effects of the Industrial Revolution on urban life, social classes, and family life
 - Outline the features of the new industrial system
 - Describe the working conditions in the early decades of the Industrial Revolution and the efforts made to improve them
 - Relate the intellectual and artistic developments to the political and social forces of the age

III. TOPICS:

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:

Spielvogel, J. (2005) *Western Civilization: A Brief History, Fourth Edition. Volume II: Since 1500*. Canada: Thomson/Wadsworth.

V. EVALUATION PROCESS/GRADING SYSTEM:

In class quizzes, short answer tests 30%
Written Assignments (4) 70%

Time Frame

Introduction to History of Western Civilization (Part 11) HST106-3 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	
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:

Disability Services:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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 post-secondary institutions.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** 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.

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.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Social Sciences Co-ordinator or academic assistant regarding a general education transfer request. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.