



## COURSE OUTLINE: HST0205 - HIST OF WEST CIV II

Prepared: Social Science Department

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	HST0205: HISTORY OF WESTERN CIVILIZATION II CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19F, 20S
<b>Course Description:</b>	This course is a continuation of HST105-History of Western Civilization I. Students will examine the social and cultural history of the western civilization. This course 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.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>General Education Themes:</b>	Social and Cultural Understanding
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Course Outcomes and Learning Objectives:</b>	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:



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<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Research and develop an understanding of the past through the examination and interpretation of historical evidence.	1.1 Locate primary sources for evidence 1.2 Understand the context in which primary sources were generated 1.3 Find secondary sources, historians' interpretations and analyses of historical evidence 1.4 Survey and evaluate interpretations of the past 1.5 Recognize how backgrounds and biases might influence interpretations 1.6 Identify conflicting evidence 1.7 Use APA format, both in-text and references to document research
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Discuss the Reformation and religious social impact in the sixteenth Century.	2.1 Review the growth and decline of the Catholic Church 2.2 Examine the impact of the Renaissance 2.3 Analyze the prelude to the Reformation 2.4 Interpret the influence of Martin Luther and the Reformation 2.5 Illustrate the spread of the Protestant Reformation 2.6 Discuss the social impact of the Protestant Reformation 2.7 Describe the Catholic Reformation 2.8 Compare the major Protestant groups and how they differed from each other and from Catholicism 2.9 Assess the growth of literacy and its impact on society
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Analyze the impact of the European voyages of discovery and expansion.	3.1 Discuss the motives of Glory, Gold and God 3.2 Compare the differences between the Portuguese and Spanish empires 3.3 Evaluate the arrival of the Dutch, British, and French and their affect on Africa, India, Southeast Asia, China and Japan 3.4 Describe the impact of individuals such as Cortes, Columbus, Pizarro, etc. 3.5 Appraise the European expansion as both a positive and negative experience for Europeans and non-Europeans
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Describe the economic, social and artistic growth in Europe in the Seventeenth Century.	4.1 Compare absolutism in theory and practice in France 4.2 Describe how the artistic and literary achievements reflected the political and economic developments of the period 4.3 Examine the flourishing of European Culture 4.4 Evaluate the role of powerful families and individuals such as the Habsburgs and Catherine the Great in implementing change
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Describe how the Scientific Revolution and the Enlightenment provided the intellectual foundation for our modern society.	5.1 Assess the role that people like Copernicus,, Galileo, and Newton played in providing new scientific methods of examining the universe 5.2 Evaluate the enlightenment concepts of reason, nature, change, and progress as demonstrated by the philosophies of the time 5.3 Outline how these concepts would affect the role of women,



	politics, religion, and economics 5.4 Discuss the leading figures of the Enlightenment, and their main contributions
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Identify how the political and economic revolutions of the 18th century would influence the ideologies and beliefs of people.	6.1 Discuss social order, family, marriage and birthrate patterns 6.2 Interpret the political and social impact of the French revolution 6.3 Examine the rise and fall of Napoleon Bonaparte 6.4 Describe the nature of literature and the arts during the 18th century 6.5 Explore the liberal mid-century revolutions and the rise of nationalism
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Evaluate the economic consequences of the Industrial Revolution and relate how society itself was transformed by this phenomenon.	7.1 Judge the effects of the Industrial Revolution on urban life, social classes, and family life 7.2 Outline the features of the new industrial system 7.3 Describe the working conditions in the early decades of the Industrial Revolution and the efforts made to improve them 7.4 Relate the intellectual and artistic developments to the political and social forces of the age

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
In class quizzes, short answer tests	30%
Presentations	20%
Written Assignments	50%

**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.** 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.

**B. 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.

**C. 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.

**D. 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

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

October 4, 2019

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

