

### History of Modern Western Civilization

2023-24 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Education elective to be delivered across all programs	--	--	N/A	N/A

<b>Course Code:</b>	GNEC 1437	<b>Course Equiv. Code(s):</b>	N/A
<b>Course Hours:</b>	42	<b>Course GPA Weighting:</b>	3
<b>Prerequisite:</b>	N/A		
<b>Corequisite:</b>	N/A		
<b>Laptop Course:</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
<b>Delivery Mode(s):</b>	In class <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>		
<b>Remote proctoring required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
<b>Authorized by (Dean or Director):</b>	Jean Choi		<b>Date:</b> August 2023

Prepared by		
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### Course Description:

This course is designed to afford students the opportunity to examine a series of events in Western History from the 16th Century to the present which helped shape the world in which we live. Both European and American history will be examined with an eye to helping us understand the complexities of modern western civilization. The emphasis throughout the course will focus on attempting to understand not only the events themselves, but more importantly, the impact on the course of western history both past and present. Critical thinking will be encouraged at every step of the way in this examination. History is not about memorizing facts, but rather centers on the understanding of the events under examination.

### Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

## **Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):**

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### **PLAR Eligibility**

Yes ☐ No ☒

### **PLAR Assessment (if eligible):**

- ☐ Assignment
- ☐ Exam
- ☐ Portfolio
- ☐ Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Describe some of the key historical events that have shaped the Western World in the past 500 years.
- CLO2 Identify significant historical figures and contributions to the development of the modern Western World.
- CLO3 Explain critical developments and influences on European nation-building and global colonization.
- CLO4 Evaluate how Western social, political and economic movements and ideologies have shaped the modern world.
- CLO5 Critically analyze historical sources and events from various perspectives.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- ☒ 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.
- ☒ EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- ☐ EES 3. Execute mathematical operations accurately.
- ☐ EES 4. Apply a systematic approach to solve problems.
- ☐ EES 5. Use a variety of thinking skills to anticipate and solve problems.
- ☒ EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- ☒ EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- ☐ EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- ☐ EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- ☐ EES 10. Manage the use of time and other resources to complete projects.
- ☐ EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
In Process: Weekly in-class or online activities; examples may include quizzes, reflections, journals, discussions, debates, worksheets, etc.	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES6, EES7	30
Assignment: Examples may include, but are not limited to, essays, research papers, presentations, etc.	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES6, EES7	30
Test: Midterm Test 1 based on the material presented in the first half of the course	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2	20
Test: Final Test 2 based on the material presented in the second half of the course	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2	20
<b>Total</b>			<b>100%</b>

### Notes:

1. Tests: All tests are closed book, and will consist of material up to that point, or from the previous test.
2. Assignments: Assignment instructions outlining the objectives, criteria and evaluation method of each assignment will be distributed well in advance of the due date; late assignments will be accepted and penalized 10% per day, up to 72 hours.
3. In-Process Activities: In-process activities will consist of a variety of online and in-class activities. Online activities will be available at the end of one class, and due at the beginning of the next class (late submissions will be accepted and penalized 10% per day, up to a maximum of 72 hours); in-class activities are not scheduled and may occur at any point (missed in-class activities will be assigned a '0' and cannot be made up or supplemented).

## Required Text(s) and Supplies:

1. Resources such as online articles, video resources, periodicals, internet websites, online books and other materials will be used in this course for reference and research. These resources will be available in class from the professor or posted on DC Connect.

## Recommended Resources (purchase is optional):

1. Regular access to a computer and the internet will aid in completing assignments, checking DC Connect for course-related information, and communicating with the professor. The Learning Commons and various computer labs are available to students, if home access is not possible.

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

General College policies related to	General policies related to
<ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Integrity</li> <li>+ Standards for Student Conduct for all Learning Environments can be found at <a href="https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf">https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf</a></li> <li>+ Information about academic policies and procedures can be found on-line at <a href="https://durhamcollege.ca/about/governance/policies">https://durhamcollege.ca/about/governance/policies</a></li> </ul>	<ul style="list-style-type: none"> <li>+ attendance</li> <li>+ absence related to tests or assignment due dates</li> <li>+ excused absences</li> <li>+ writing tests and assignments</li> <li>+ classroom management can be found in the Program Guide (full time programs only) in MyDC <a href="https://durhamcollege.ca/mydc/">https://durhamcollege.ca/mydc/</a></li> </ul>
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> <li>• copying another person's work;</li> <li>• using unauthorized materials or resources during an evaluation;</li> <li>• obtaining unauthorized copies of evaluations in advance;</li> <li>• collaborating without permission;</li> <li>• colluding or providing unauthorized assistance;</li> <li>• falsifying academic documents or records;</li> <li>• misrepresenting academic credentials;</li> <li>• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;</li> <li>• bribing or attempting to bribe personnel;</li> <li>• impersonation;</li> <li>• submitting the same work in more than one course without authorization;</li> <li>• improper use of computer technology and the internet;</li> <li>• depriving others of academic resources;</li> <li>• misrepresenting reasons for special consideration of academic work;</li> <li>• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;</li> <li>• any unauthorized use of generative or other artificial intelligence.</li> </ul> <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

## Course Specific Policies and Expectations:

**Attendance:** Attendance is closely linked to student success. Regular attendance is strongly encouraged as it has been shown to be the best predictor of student success. This course is designed to build upon concepts learned from previous classes. A student missing topics will be less able to complete subsequent assignments. If a student is absent from class, it is their responsibility to learn what was missed prior to the next class.

It is the student's responsibility to attend all classes (face-to-face or online). In the event that a student cannot fulfill this obligation, it is the student's responsibility to notify their faculty, as required. The faculty may require explanation and/or documentation to substantiate an absence. Each student is responsible for any missed materials and instruction as a result of the absence. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made. It is the student's responsibility to arrive early, review notes, readings and other requirements prior to class.

**Deadlines:** As in the workplace, failure to meet deadlines results in loss of credibility. Assignments not submitted by the deadline will be penalized 10% per day and accepted up to 72 hours, after which time will receive a grade of zero. Reconsideration will be given at the discretion of the faculty if proper notification and documentation is given.

**Missed class:** If a student misses class time, that student is responsible for catching up on missed work. To be consistent with workplace practices, students are expected to contact their professor by email prior to the scheduled class time they are unable to attend.

**Respect:** Students must conduct themselves with consideration for their classmates, inside and outside scheduled class hours. All students are entitled to enjoy a working environment free of careless distractions and disturbances. All emails to peers and instructors must be respectful.

**Disruptions:** Any disruptive behaviour in the classroom may result in that student being asked to leave. Students causing disturbances will be cited and face disciplinary actions according to the policies and procedures outlined in the student handbook.

**Missed Test:** Students are expected to write all tests during the scheduled times. Should this not be possible, the student must notify the faculty within 24 hours of the scheduled test time and where possible, alternate arrangements may be made.

Failure to contact faculty will result in a mark of "0" for the missed test. The opportunity to write a missed test is discretionary and may be granted based on meeting the following criteria:

- notifying faculty 24 hours prior to the scheduled test time
- meeting with the faculty to discuss the absence

Students will not be permitted to complete 'extra' assignments to 'bring up their mark' at the end of term - students must complete and hand in term work as it is assigned.

**Content:** Material produced in or for class must be in good taste and mature in nature.

**Original Work:** All material produced in or for class, whether text, image, or digital, must be original, or correctly cited. Plagiarism is a form of stealing. It includes, but is not limited to, failure to indicate the ideas, data, graphic elements, or language of another, without specific and proper acknowledgement, as well as use of AI websites. Students who plagiarize or cheat in any way will be cited and face disciplinary actions, according to Durham College's Academic Integrity Policy (ACAD - 101).

Please note that plagiarism includes taking the work of another student (or work downloaded from the internet) and submitting it as your own, even if you 'tweak' it. Giving your work to another student to submit, even if the other student 'tweaks' it is also plagiarism. Academic dishonesty also includes using AI websites to complete original material. If you are unclear on what constitutes 'reference material', please discuss it with your faculty.

**Backing up Course Work:** Students are responsible for ensuring their work is being backed up on a regular basis.

**Academic Assistance:** Students are encouraged to discuss academic concerns with the faculty. Additional help from the faculty is available (by appointment) outside of class time for individuals or groups on an as-needed basis. Academic issues that can affect a student's success (e.g. course selection, success strategies) may also be discussed with the Student Advisor in the Faculty of Liberal Studies.

The Student Academic Learning Services (SALS) is highly recommended for students who need extra help with basic writing, researching, and referencing (in-text citations, bibliography). At SALS, students can access computerized tutorials for individual skill development, one-on-one peer-tutoring, workshops for improving study and writing skills, and peer study groups. For further information about their services, please see [www.durhamcollege.ca/sals](http://www.durhamcollege.ca/sals) or visit the 2nd floor of the Student Services Building.

Diversity: This course acknowledges pluralism and that through distinctions in race, ethnicity, place of origin, creed, ability, gender identity and/or sexual orientation, there are many ways of making meaning in this world. This course endorses, where possible, the use of readings, discussions, and case studies that enable students to adapt to differences with real empathy, recognize the legitimacy of those differences, and develop acceptance for new concepts of compatibility.

MTCU requirement for General Education, connection of Course Learning Outcomes to relevant careers, General Education website, visit the General Education website at: <https://durhamcollege.ca/academic-faculties/faculty-of-liberal-studies/general-education>

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:
1	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Course Introduction: MTCU requirement for General Education, connection of Course Learning Outcomes to relevant careers, General Education website. Visit the General Education website at: <a href="https://durhamcollege.ca/academic-faculties/faculty-of-liberal-studies/general-education">https://durhamcollege.ca/academic-faculties/faculty-of-liberal-studies/general-education</a>  Introduction - review of course outline, evaluations and expectations  Europe at the end of the Middle Ages -review important developments in Europe by the 16th century  Martin Luther and the Reformation -identify how key issues with the church led to religious dissension and the Reformation		
	<b>Intended Learning Activities</b> Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.		
	<b>Resources and References</b> Course outline PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets		
	<b>Evaluation</b> In Process: Weekly in-class or online activities; examples may include quizzes, reflections, journals, discussions, debates, worksheets, etc.	<b>Weighting</b> 30	



Week/ Module	Hours:	3	Delivery:
2	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> The Scientific Revolution -discuss some of the major scientific breakthroughs in Europe in the post-Middle Ages -assess the impacts of science and technology on the growth of exploration, colonization, militarization, etc.  -Discussion of assignments and due dates throughout semester		
	<b>Intended Learning Activities</b> Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.		
	<b>Resources and References</b> PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets		
	<b>Evaluation</b> Assignment: Examples may include, but are not limited to, essays, research papers, presentations, etc.	<b>Weighting</b> 30	

Week/ Module	Hours:	3	Delivery:
3	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	The Age of Enlightenment -Recognize some of the major Enlightenment philosophers and emerging theories of the 18th century -Analyze the importance of Enlightenment ideas on the political, economic and social theories that influenced the Age of Revolutions		
	<b>Intended Learning Activities</b>		
	Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.		
	<b>Resources and References</b>		
	PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets		
	<b>Evaluation</b>		

Week/ Module	Hours:	3	Delivery:
4	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	Growth of the Americas -describe reasons for the rapid rise of European colonization and influence in the Americas -discuss the consequences of European colonization on the Indigenous peoples and environment in the Americas		
	<b>Intended Learning Activities</b>		
	Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.		
	<b>Resources and References</b>		
	PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets		
	<b>Evaluation</b>		

Week/ Module	Hours:	3	Delivery:
5	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	<p>The American Revolution</p> <p>-Identify critical events that led to the American War of Independence and creation of the United States of America</p> <p>-Analyze the importance and ramification of US independence on the future of North American and European history</p>		
	<b>Intended Learning Activities</b>		
	<p>Review of PowerPoint lecture notes.</p> <p>May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.</p>		
	<b>Resources and References</b>		
	<p>PowerPoint notes</p> <p>DC Connect resources</p> <p>Video resources</p> <p>Documents/Articles/Worksheets</p>		
	<b>Evaluation</b>		

Week/ Module	Hours: 3	Delivery:
6	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> The French Revolution -Identify significant events surrounding the French Revolution until the rise of Napoleon -Evaluate the importance of the French Revolution and subsequent Napoleonic Wars in shaping Europe and the world	
	<b>Intended Learning Activities</b> Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc. Preparation for Test 1	
	<b>Resources and References</b> PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets Test 1 review	
	<b>Evaluation</b>	

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>
7	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	Review for Test 1  Test 1		
	<b>Intended Learning Activities</b>		
	Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc. Complete Test 1		
	<b>Resources and References</b>		
	PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets Midterm Test 1		
	<b>Evaluation</b>	<b>Weighting</b>	
	Test: Midterm Test 1 based on the material presented in the first half of the course	20	

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>
8	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	<p>The Industrial Revolution</p> <ul style="list-style-type: none"> <li>-Identify the major technological advances and inventions that emerged throughout the 18th and 19th centuries</li> <li>-Evaluate the importance of the Industrial Revolution on the political, economic and social structure of Western societies</li> </ul>		
	<b>Intended Learning Activities</b>		
	<p>Review of PowerPoint lecture notes.</p> <p>May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.</p>		
	<b>Resources and References</b>		
	<p>PowerPoint notes</p> <p>DC Connect resources</p> <p>Video resources</p> <p>Documents/Articles/Worksheets</p>		
	<b>Evaluation</b>		

Week/ Module	Hours:	3	Delivery:
9	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	Racial Tensions -Discuss the contemporary debate and impact of slavery in the United States before and after the Civil War -Compare and contrast the impact of slavery in the US with the Indigenous policies and rights in Canada		
	<b>Intended Learning Activities</b>		
	Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.		
	<b>Resources and References</b>		
	PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets		
	<b>Evaluation</b>		



Week/ Module	Hours:	3	Delivery:
10	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	<p>The Rise and Fall of Modern Empires</p> <ul style="list-style-type: none"> <li>-Recognize the technological, economic and political influences on the rise of 19th European empires</li> <li>-Evaluate the importance of empire building and emerging nationalism as significant factors in the decades leading up to the first world war</li> </ul>		
	<b>Intended Learning Activities</b>		
	<p>Review of PowerPoint lecture notes.</p> <p>May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.</p>		
	<b>Resources and References</b>		
	<p>PowerPoint notes</p> <p>DC Connect resources</p> <p>Video resources</p> <p>Documents/Articles/Worksheets</p>		
	<b>Evaluation</b>		

Week/ Module	Hours:	3	Delivery:
11	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	World War I -Explain significant factors that led to the outbreak of the 'War to end all Wars' -Identify key moments and changing strategies throughout the war -Examine the importance, and ultimate failure, of the Treaty of Versailles		
	<b>Intended Learning Activities</b>		
	Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.		
	<b>Resources and References</b>		
	PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets		
	<b>Evaluation</b>		

Week/ Module	Hours: 3	Delivery:
12	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> World War II and the Nuclear Age -Describe the rise of Fascism and Communism in the lead-up to World War II -Recognize significant technological and military developments during the war -Evaluate the decision to use the Atomic Bomb to end the war	
	<b>Intended Learning Activities</b> Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.	
	<b>Resources and References</b> PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets	
	<b>Evaluation</b>	

Week/ Module	Hours:	3	Delivery:
13	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	<p>The Cold War and Terrorism</p> <ul style="list-style-type: none"> <li>-Identify key moments and turning points during the Cold War</li> <li>-Describe the link between the end of the Cold War and the rise of terrorism</li> <li>-Discuss how protest and political upheaval has influenced political, legal and social changes</li> </ul>		
	<b>Intended Learning Activities</b>		
	<p>Review of PowerPoint lecture notes.</p> <p>May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc.</p>		
	<b>Resources and References</b>		
	<p>PowerPoint notes</p> <p>DC Connect resources</p> <p>Video resources</p> <p>Documents/Articles/Worksheets</p> <p>Test 2 review</p>		
	<b>Evaluation</b>		

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>
14	<b>Course Learning Outcomes</b>		
	CLO1, CLO2, CLO3, CLO4, CLO5		
	<b>Essential Employability Skills</b>		
	<b>Taught:</b>	EES1, EES2, EES6, EES7, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES7, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>		
	Review for Test 2  Test 2		
	<b>Intended Learning Activities</b>		
	Review of PowerPoint lecture notes. May include discussion of DC Connect documents, video resources and worksheets, online readings, guided group discussions and activities, online quizzes, etc. Complete Test 2		
	<b>Resources and References</b>		
	PowerPoint notes DC Connect resources Video resources Documents/Articles/Worksheets Test 2		
	<b>Evaluation</b>	<b>Weighting</b>	
	Test: Final Test 2 based on the material presented in the second half of the course	20	