



Text: The West and the World	Replacement Value: \$85.00	Assigned Text #:
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COURSE DESCRIPTION:

This course investigates the major trends in Western civilization and world history from the 16th Century to the present. Students learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

The entire curriculum document is available from:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

UNITS OF STUDY:

Unit 1	Foundations and Institutions Challenged 1500 - 1715
Unit 2	Revolution and Change 1715-1815
Unit 3	Century of Transitions 1815-1914
Unit 4	Century of Extremes 1914-present
Unit 5	Culminating Activity

Unit 1	<p>Foundations and Institutions Challenged 1500 – 1715</p> <p>1. Renaissance, Reformation, Ancien Regime</p> <p><i>-compare rural communities that are developing</i> seigneurial and manorial systems</p> <p><i>-factors prompting increased interaction between peoples</i> Spanish conquest, Ottoman Empire, printing press, spread of Renaissance ideals (political & artistic), Slavery,</p> <p><i>-key factors which lead to conflict & war</i> Religious Wars</p> <p><i>-forces that have facilitated change</i> increase of literacy spread humanism,</p> <p><i>-influence of individuals who have shaped Western attitudes to change</i> Medicis, Martin Luther, Henry VIII, Louis XIV, James I, Johannes Gutenberg</p> <p><i>-main tenets of beliefs and philosophies & how they have shaped Western thought and impacted upon economic, social and political developments</i></p> <p>-Luther’s 95 theses -Machiavelli’s The Prince -Humanism -skepticism -Renaissance art</p>
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Unit 2	<p>Revolution and Change 1715-1815</p> <p>1. Scientific Revolution and Enlightenment <i>-forces that have facilitated change</i> Heliocentric universe, Declaration of Independence, Social Contracts,</p> <p><i>-influence of individuals who have shaped Western attitudes to change</i> Copernicus, Galileo, Newton, Hobbes, Locke, Rousseau, Thomas Jefferson, Adam Smith</p> <p><i>-main tenets of beliefs and philosophies & how they have shaped Western thought thought and impacted upon economic, social and political developments</i> -Copernican theory, Democracy, Capitalism, Enlightened Despotism, Natural Law</p> <p>2. French Revolution and Napoleon <i>-key factors which lead to conflict & war, the consequences of war</i> 1791 – 1815 France’s war with European nations</p> <p><i>-the consequences of war</i> guerilla tactics, rise of nationalism, rise of conservatism rise of liberalism, citizen armies (Grand Army) conscription</p> <p><i>-forces that have facilitated change</i> Estates General, National Assembly, Legislative Assembly, National Convention Reign of Terror, the Directory,</p> <p><i>-main tenets of beliefs and philosophies & how they have shaped Western thought thought and impacted upon economic, social and political developments</i> Declaration of the Rights of Citizen and Man, Concordat of 1801, Nationalism (Herder), Baroque and NeoClassicism (art, architecture)</p> <p><i>-influence of individuals who have shaped Western attitudes to change</i> Louis XVI, Abbe Sieyes, Robespierre, Bernini, Jacques Louis David, Napoleon Bonaparte</p>
Unit 3	<p>Century of Transitions 1815-1914</p> <p>1. Industrial Revolution <i>-forces that have facilitated change</i> -technology: eg. cotton gin, canal and factory building, steam power -rise of industrial labour force: economic & social impact (eg. upon women, children)</p> <p><i>-main tenets of beliefs and philosophies & how they have shaped Western thought thought and impacted upon economic, social and political developments</i> -Socialism, Labour movements, Utopian Socialist, Communist Manifesto, Chartists, Luddites -Romanticism and Realism (art)</p> <p><i>-influence of individuals who have shaped Western attitudes to change</i> -Watts, Disraeli, Gladstone, Count Henri de St. Simon, Fourier, Robert Owen, Karl Marx, Friedrich Engels, Thomas Malthus, Delacroix, Gericault,</p> <p>2. 19th Century Issues: “Isms” <i>-forces that have facilitated change</i> -Revolutions of 1830s and 1848 -Congress of Vienna</p> <p><i>-main tenets of beliefs and philosophies & how they have shaped Western thought thought and impacted upon economic, social and political developments</i> -Liberalism, Nationalism, Conservatism, Imperialism, Realpolitik, Darwinism, Socialist Darwinism, Imperialism, Alliance Systems</p> <p><i>-influence of individuals who have shaped Western attitudes to change</i> -Metternich, Mazzini, Garibaldi, Bismarck, Cavour, Charles Darwin,</p>

Unit 4	<p>Century of Extremes 1914-present</p> <p>1. The Twentieth Century</p> <p><i>-forces that have facilitated change</i></p> <ul style="list-style-type: none"> -Russian Revolution -World War I and II -Cold War -Genocide -Terrorism -Technology (eg. space age, atomic weapons) <p><i>-main tenets of beliefs and philosophies & how they have shaped Western thought and impacted upon economic, social and political developments</i></p> <ul style="list-style-type: none"> -Existentialism Fascism, Nazism, Liberal Democracy, Modern art (Dadaism, Cubism, Socialist Realism, Surrealism, Abstract Art, Pop Art, Minimalism), Feminism, Beat Generation, Red Scare <p><i>-influence of individuals who have shaped Western attitudes to change</i></p> <ul style="list-style-type: none"> -Lenin, Trotsky, Freud, Jung, Stalin, Mussolini, Hitler, Picasso, Andre Breton, Gandhi, Mao Zedong, Nelson Mandela, Martin Luther King Jr., Lech Walesa, Jack Kerouac, Joseph McCarthy, Andy Warhol, J. F. Kennedy, Gloria Steinem, Fidel Castro, Khrushchev, Thatcher, Pope John Paul II, Ronald Regan, Gorbachev, Yeltsin, Naomi Wolf, Camille Paglia, Michael Moore, Noam Chomsky, Naomi Klein,
Unit 5	<p>Culminating Activity</p> <p>-students will write a persuasive essay based on research, students will lead a seminar</p>

ASSESSMENT AND EVALUATION:

Category	Weight
<p>Knowledge/Understanding (KU)</p> <ul style="list-style-type: none"> • Evaluation in this category may include but is not limited to tests, quizzes and assignments. 	17.5%
<p>Thinking/Inquiry (TI)</p> <ul style="list-style-type: none"> • Evaluation in this category may include but is not limited to research, document analysis, problem solving and critical thinking exercises. 	17.5%
<p>Application/Connections (AP)</p> <ul style="list-style-type: none"> • Evaluation in this category may include but is not limited to seminar discussion, essay writing, case studies and assignments. 	17.5%
<p>Communication (COM)</p> <ul style="list-style-type: none"> • Evaluation in this category may include but is not limited to oral presentations, homework exercises, speeches, class participation and simulations. 	17.5%
<p>Summative (SU)</p> <ul style="list-style-type: none"> • Final Exam (20%) • Course Culminating Project (10%) 	30%

Missed Assignments, Evaluations, Tests & Performances:

1. All students are expected to submit work by the designated due date.
2. The teacher may choose to allow an extension for late/missing assignments.

3. Teachers are not expected to accept work in the final week of a reporting period as they may have finalized marks.
4. When entering mid-term or final semester grades, teachers will report the mark which most accurately reflects the evidence of learning provided by the student. These marks may include but are not limited to:
 - a. Marks of zero.
 - b. Placeholder marks which indicate that an assignment has been excluded from the grade calculation.
 - c. Percentage marks for completed assignments which have been received and evaluated according to the four categories.

Academic Honesty

The following five items constitute academic dishonesty: plagiarism, self-plagiarism, fabrication, deception, and cheating.

It is the responsibility of every student to ensure that all assignments which are to be evaluated are original work and accurately documented as outlined by the teacher.

Consequences for academic dishonesty:

1. The teacher will inform parents/guardians that the student has submitted work which is not original.
2. If a student uses dishonest or fraudulent means in completing any assignment, a mark of zero will be assigned to that piece of work.
3. The incident will be documented with the school principal and kept on record for one academic year.
4. Student will not be considered for academic awards and/or included in the Honour Roll if applicable in the year in which the academic dishonesty occurs.
5. Merivale High School will not nominate or sign applications for scholarships or awards for students who are confirmed as committing academic dishonesty in the year the academic dishonesty occurs.
6. The student will be required to complete an Academic Honesty seminar. These seminars are held two times each semester outside the school day.
7. Junior (grade 9 & 10) students may be given an alternate assignment to allow them to demonstrate achievement of the curriculum expectations. Parents will be involved in signing an academic honesty contract to ensure the work is completed fairly and honestly and that it is unlikely the student will repeat the behaviour.
8. Senior (grade 11 & 12) students may be allowed to submit a proposal which defines an alternate assignment they believe will allow them to demonstrate achievement of the curriculum expectations. Parents will be involved in signing an academic honesty contract to ensure the work is completed fairly and honestly and that it is unlikely the student will repeat the behaviour.

I have read and understand the Canadian and World Studies Department Policies.

Student Signature

Parent/Guardian Signature