

A NEW GLOBAL HISTORY COURSE

2021-2022

DAWSON COLLEGE

CURRICULAR REDESIGN



WRITING IN THE DISCIPLINES - PROJECT - COURSE DESIGN CATHERINE BRAITHWAITE (HISTORY) 2021 - 2022 YEAR

In June 2021 the Minister of Higher Education, Danielle McCann, officially signed the social science revision applicable to all Quebec Cegeps. With this new revision, the History Department's "Survey of Western Civilization" course which is obligatory for all students in the pre-university social science program will become a "Global History from the 15th Century Onwards" course in fall 2023. Work on the development of this new course commenced immediately in fall 2021 with the allocation of a WID release to Catherine Braithwaite who chaired a departmental sub-committee comprised of faculty members Diane Shea, Rachele Caux, Lisa Steffen and Ben Landers. The mandate of the committee was to redesign the course and bring forth recommendations for all aspects of the new course, including course competencies, course material and learning objectives for the department's consideration. Over the course of the 2021-2022 school year, the sub-committee worked collaboratively on the creation of a department-specific course competency framework for this new Global History course, as well as the preliminary development of course content suggestions. Following is an overview of the process involved in this curricular redesign process.

Curricular Redesign Process



"IN THE BEGINNING....."

In the beginning the plan was to design all sorts of new content modules and possible class activities, along with a selection of assessments for the new Global History course. The department was excited about this new course - a 'Global World' now instead of just 'Western Civilization' - so we could think outside the box of western Europe and design a whole new course & pedagogy that spanned the globe! Everyone started talking about China & the Han Dynasty, the Mexican Revolution, Apartheid & South Africa, Women & Islam but wait a minute, what about a Course Competency Framework? Bureaucracy first you say?



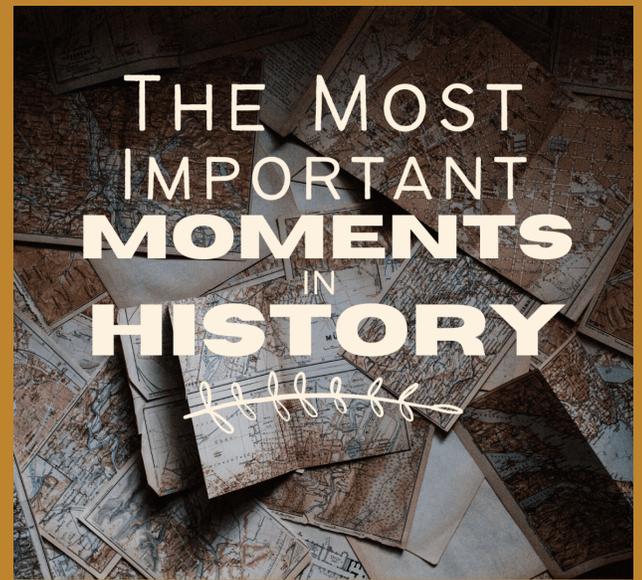
A COURSE COMPETENCY FRAMEWORK FOR ALL STUDENTS - THE PROCESS BEGINS.....

Courses at the college level are designed around 'competency-based education' so all classes must work with a common course competency form issued by the Ministère d'Education which details the Elements of the Competency and the Performance Criteria that all students must successfully acquire to pass the course. Based on the generic framework issued by the government for the new Global History course (Appendix A - QC Competency Framework), the subcommittee began a process of 'Backward Design' to develop a new Global History framework that highlighted focused outcomes for each area of the government's Elements of the Competency that the History department wanted their students to learn. The sub-committee met bi-weekly to discuss various working drafts of various learning outcomes and the new course framework, all of which was distributed to department faculty during the fall 2021 semester for their ongoing consultation and modifications (Appendix B - Dawson Competency Framework).

BACKWARD DESIGN & LEARNING OUTCOMES

The most important step in this whole curricular design process actually meant starting at the end! As a department, we asked ourselves "What did we want this course to be?" What outcomes did we want our students to leave with? At points during this process it seemed that the creation of this very bureaucratic competency form was a waste of valuable course redesign time.

Nonetheless, it actually became an important part of the process because we were forced to step back from the actual **historical content** of the course to listen to and discuss with each other, and ultimately, agree on collective **learning outcomes** that we all supported. Keeping our focus on the more general student learning goals as well as the smaller competency outcomes shifted our view of how we wanted to design this new course (Appendix C - Learning Outcomes).



COURSE CONTENT?

Once we all agreed on the general, student-centered learning outcomes for this new course, we could now start thinking about the actual historical content. Did we want some of these outcomes to be content-based? Were there certain historical themes, events, people or regions that all students should learn about in this new global history course? Should 'equity' amongst our course sections be addressed by common themes and content, or just through competencies? This really engendered much debate!

Two brainstorming sessions were held to discuss the question of 'what content' in this new course. A preliminary session was held in November of 2021 which highlighted the vastness of this new global content (and which seemed daunting to many of us still stuck in a Western Civilization mindset). But our session in May 2022 really advanced our vision of this new course, both in terms of specific course content as well as our pedagogical approach for the course. Following an animated discussion, a long list of significant historical themes along with matching global content was generated which showcased the fascinating diversity of Global history. Ultimately though, the general consensus was that all teachers could choose whatever content they wished as long as it allowed them to meet the general learning objectives. Historical content, teacher autonomy, and shared learning objectives could co-exist happily!

MOVING FORWARD

Next Steps? The 2022-2023 school year ushers in the next step in this course design process. Now that foundational steps like course competency frameworks and learning outcomes have been finalized for this new history course, the attention will turn to a discussion of the development of WID-based activities and assessments for use by all faculty teaching the new Global History Course.

Commencing in fall 2022, departmental faculty will participate in smaller sub-committees to help create a variety of teaching and learning resources for the new Global History course. These resources will include various active learning activities for in-class learning; a pool of course assignments that develop critical thinking and historical writing skills, the creation of a database of primary and secondary resources for teaching use; a selection of textbook possibilities for student readings; and the development of shareable PPTs on various historical time periods, events, people, etc. from global regions for flipped-class lecture purposes.

A WID FOCUS....

WID values of critical thinking; problem-solving, and personal experience will be front and center in 2022 - 2023 when the focus shifts to developing course materials that incorporate, encourage, and work towards :

- **Writing Critically:** developing writing skills that analyze problems in the discipline of History.....
- **Personal Engagement:** encourage students to become personally engaged with the historical material, to see the connection between the historical global world of yesterday and today's contemporary world....
- **Quebec:** address the ministerial competency that asks students to make links between their place in a Quebec that exists within the larger global, historical world....



Appendix A

Global History Competency (Ministerial Framework - ON01)

June 2021

Statement of the Competency	Performance Criteria for the Competency as a Whole
Explain the foundations of world history from the 15th century until today.	<ul style="list-style-type: none"> • Demonstration of critical thinking skills in studying historical realities and sources • Use of relevant chronological and geographic reference points to situate the historical realities examined • Proper use of recognized terminology specific to history • Attention to the quality of English and the way ideas are expressed

Elements of the Competency	Performance Criteria
1. Determine what characterizes the development of historical knowledge.	<ul style="list-style-type: none"> • Accurate recognition of the different types of sources • Appropriate contextualization of a primary source • Appropriate emphasis on the time dimension of the human realities examined • Accurate distinction between historical interpretations of a given subject
2. Recognize historical legacies prior to the 15th century that have had an impact on the formation of the West and of the modern and contemporary world.	<ul style="list-style-type: none"> • Appropriate reference to historical legacies of antiquity and the Middle Ages that have had an impact on the formation of the West and of the modern and contemporary world. • Appropriate recognition of historical legacies from various regions of the world prior to the 15th century that have had an impact on the formation of the West and of the modern and contemporary world.
3. Examine the fundamental elements of world history from the 15th century until today.	<ul style="list-style-type: none"> • Relevant factual description of fundamental elements such as actors, events and phenomena • Relevant focus on the variety of historical realities throughout the world as they pertain to the fundamental elements examined • Appropriate characterization of the historical relationships between societies from different areas of the world • Appropriate recognition of historical processes at work on a continental or global scale
4. Formulate a historical explanation.	<ul style="list-style-type: none"> • Relevant determination of the causes or origins of the historical realities examined • Appropriate assessment of the repercussions or consequences of the historical realities examined • Relevant focus on elements involving continuity, a break or a transition in light of the historical realities examined
5. Interpret a current global issue from a historical perspective.	<ul style="list-style-type: none"> • Appropriate characterization of the issue selected • Use of relevant historical data in interpreting the issue • Appropriate focus on the importance and repercussions of the selected issue in time and space

Learning Activities	
Discipline:	History (330)
Periods of instruction:	60 or 75 if objective OME1 is partially achieved
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context.

Appendix B

Global History Competency

(Dawson Global History Framework - ON01)

Finalized - December 2021

1. Determine what characterizes the development of historical knowledge

To recognize different types of sources:

- o To classify sources as archival, primary and secondary**
- o To differentiate between a textbook and a monograph or scholarly article**
- o To include sources from non-Western cultures and non-Western historians and countries**

To contextualize a primary source:

- o To relate the primary source to events at the time of its production**
- o To notice the original language of the primary source**
- o To locate the primary source in its culture and geographic space**
- o To observe the personal beliefs, ideology or philosophy of the author(s)**
- o To identify the structures that enabled the source to be produced, archived and accessed up to the present day**
- o To identify the absence and/or minute presence of whole nations, cultures and groups from the historical record**

To appreciate the importance of the various temporal dimensions of human realities examined:

- o To order the sequence of events across time**
- o To consider the idea that time might vary across cultures**

To distinguish various historical interpretations:

- o To realize that historical interpretation is not static**
- o To identify whose stories are told by whom and when**
- o To recognize which populations have traditionally controlled historical narration and for what purpose**
- o To assess non-traditional/colonized/oppressed populations' interpretations of history**

2. Recognize historical legacies prior to the 15th century that have had an impact on the formation of the West and of the modern and contemporary world

- To identify/recognize some historical legacies of antiquity and the Middle Ages that have had an impact on the formation of the West and the modern and contemporary world**
 - o To describe various historical legacies in their temporal and geographic dimensions**
- To identify/recognize some historical legacies from various regions of the world prior to the 15th century that have had an impact on the formation of the West and the modern and contemporary world**
 - o To describe various historical legacies in their temporal and geographic dimensions**

3. Examine fundamental elements of world history since the 15th century

To identify and describe fundamental historical elements such as historical actors, events or phenomena

- o To locate geographically**
- o To define historical eras**
- o To identify various historical actors, events or phenomena in their proper context or temporal dimension**
- o To analyze the narratives that have shaped our understanding of these historical actors, events or phenomena**
- o To assess the different interpretations of these historical actors, events or phenomena with regard to historically underrepresented voices**

To describe, compare and contrast various historical realities in different regions of the world in their proper worldwide context

- o To identify and describe various historical realities of the world**
- o To compare and contrast various historical realities in a worldwide historical context**

To characterize the historical relations between various societies or regions of the world

- o To identify and describe the various historical relations between different societies or regions of the world.**
- o To explain and analyze the historical relations between different societies or regions of the world.**
- o To compare and contrast the relations between different societies or regions of the world in their proper historical context**
- o To assess the effects of historical relations between different societies or regions of the world.**
- o To analyze the competing historical narratives and power relations between actors in regards to historical relations between different societies or regions of the world.**

To identify/define/recognize the relevant historical processes and their competing interpretations in a worldwide context

- o To identify, define, describe what is a historical process.**
- o To recognize different/competing interpretations of historical processes. To especially understand the local/ indigenous/ non-hegemonic/ oppressed perspectives of those impacted by historical processes such as colonialism, imperialism, globalization.**
- o To analyze, compare and contrast various historical processes in different regions of the world**

4. Formulate a historical explanation

- **To determine the causes or origins of the historical realities examined using skills acquired in elements 1 to 3**
- **To assess the repercussions or consequences of the historical realities examined using skills acquired in elements 1 to 3**
- **To examine elements involving continuity, a break or a transition in light of the historical realities examined**

5. Interpret a current global issue from a historical perspective

- **To characterize and describe the selected issue**
 - **To utilize and interpret relevant historical data from diverse sources**
 - **To question and analyze the selected issue with regards to its historical impact and legacy**
- To situate selected issues within their temporal and geographic dimension**

Global History Course - Appendix C

Global History Course - Learning Outcomes

At the end of the course, the student will be able to:

1. To describe and trace various historical realities in different regions of the world in their temporal and geographic dimensions.
2. To critically examine and use a variety of primary and secondary sources. Sources include the perspectives of those harmed by structural oppression who have historically been underrepresented in the curriculum.
3. To examine historical realities of diverse populations and analyze how intersecting systems of power are established, maintained, as well as resisted and refused. This includes a critical analysis of settler-colonial relations, with particular emphasis on the perspective of Indigenous people.
4. To question and analyze selected issues with regards to their historical impact and legacy, and make connections to contemporary issues.

