

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

COURSE OUTLINE – Fall 2025

HI2510 (A2 & VC): The Early Modern World – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Dr. Daryl White **PHONE:** 780-539-2083
OFFICE: B301A (Inside B301) **E-MAIL:** dawhite@nwpolytech.ca
OFFICE HOURS: 10-11am, Tuesday and Thursday or by appointment

CALENDAR DESCRIPTION: The course covers the development of contemporary America from the period of Reconstruction after the Civil War to the present. Through lectures and class debates from prepared readings, you will examine and evaluate the American historical experience of western settlement, economic expansion and social crisis, racial conflict, imperial expansion, war, social protest and world power status.

PREREQUISITE(S): None

COREQUISITE(S): None

REQUIRED MATERIALS: This course uses chapters from the openstax textbook *U.S. History*, by Corbett, Janssen, and Lund. Chapter titles are noted below and will be linked in the myClass modules.

DELIVERY MODE(S): On-campus and synchronous

LEARNING OUTCOMES:

- Students will be able to recall a timeline of major events in American history since 1865, identify and explain the causal factors and other significant details for each, and use this information to participate in class discussions and answer questions on tests and examinations.
- Students will be able to formulate appropriate research questions; identify, select, and investigate appropriate sources; interpret the resulting information; and present their findings in appropriate form.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Grade Component	Value	Notes
Learning Activities <ul style="list-style-type: none"> • Quizzes – 1.5 % each • Plickers (In-class) – 1% each • Timed Tests (In-class) – 7% each • Content Reviews (VC section) – 7% each • Collaborative Content Questions – 1.5% each • Discussion Forum Posts – 2% each (as class discussion warrants) 	29%	Students can complete a range of activities to earn this portion of the grade. This section recognizes student work for completing a variety of learning activities.
Research Projects	44%	These projects permit students to pursue their own research questions to deepen inquiry into

<ul style="list-style-type: none"> • 2 Projects, each submitted in a different one of the following formats <ul style="list-style-type: none"> ○ 1,250-word written work (this may be an academic essay or in another, approved format) ○ 800-word infographic ○ 1,000-word poster ○ 8–10-minute documentary video • Students must have topics approved through a proposal stage • Project 1 <ul style="list-style-type: none"> ○ Proposal – 2% ○ Project – 20% • Project 2 <ul style="list-style-type: none"> ○ Proposal – 2% ○ Project – 20% 		<p>course topics or investigate other topics.</p> <p>Proposals are specification graded. Projects are assessed using rubrics.</p> <p>Projects must be documented in APA or Chicago Notes-Bibliography style – see further requirements below.</p> <p>This submitted work will be evaluated by Turnitin software within myClass.</p>
<p>Final Exam</p>	<p>27%</p>	<p>This will be scheduled by the registrar. You will have the option of a timed in-person exam or a take-home capstone project.</p>

GRADING CRITERIA:

Please note that most institutions will not accept your course for transfer credit IF your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69

A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

This timetable is tentative. It will likely change to reflect student responses and questions. A reading schedule for the open-source textbook will be posted on myClass.

Date	Topic	Reading	Big Questions	Activities/Exercises
Sept. 4	Welcome		What is history?	<ul style="list-style-type: none"> Reviewing the syllabus and course structure
Sept. 9, 11	The Big Picture		How have the years before 1865 set the US on the trajectory on which we find it?	<ul style="list-style-type: none"> Timeline building Practicing impromptu historical questions Recall practice
Sept. 16, 18	Reconstruction	Chapter 16, "The Era of Reconstruction, 1865-1877"	How and why did Reconstruction fail? What were the consequences	<ul style="list-style-type: none"> Reading primary sources <p>Proposal #1 due September 19</p>
Sept. 23, 25	Industrialization	Chapters 18 and 19, "Industrialization and the Rise of Big Business, 1870-1900" and "The Growing Pains of Urbanization, 1870-1900"	How did the United States become the world's leading industrial power? How did it change the country?	<ul style="list-style-type: none"> Introduction to quantitative history

No Class September 30 Oct. 2	The West	Chapter 17, "Go West Young Man! Westward Expansion, 1840-1900"	How does the frontier myth from the US shape North American culture? How does the experience of Indigenous Peoples in the United States compare to in Canada?	Research Project #1 due October 3
Oct. 7, 9	Imperialism and the First World War	Chapters 22 and 23, "Age of Empire" and "Americans and the Great War"	Why is the First World War a turning point for the United States?	Test #1/Content Review #1
Oct. 14, 16	Recoiling and Recovering	Chapters 24, 25, 26, "The Jazz Age: Redefining a Nation," "Brother Can You Spare a Dime? The Great Depression," and "Franklin Roosevelt and the New Deal"	Shouldn't the Depression have killed the American dream? How did FDR change the presidency?	Proposal #2 due October 17
Oct. 21, 23	The Second World War	Chapter 27, "Fighting the Good Fight in World War II, 1941-1945"	How did the Second World War seemingly change the United States?	
Oct. 28, 30	Early Cold War America	Chapter 28, "Post-war Prosperity and Cold War Fears, 1945-1960"	What lessons can we take from the era of McCarthyism?	
Nov. 4, 6	The 1960s	Chapter 29, "Contesting Futures, America in the 1960s"	What became of the Hippies? Do the 1960s show the limits of the United States?	Test #2/Content Review #2
Nov. 11, 13 – No classes for Fall Break				

Nov. 18, 20	Malaise and Rebound	Chapter 30, "Political Storms at Home and Abroad, 1968-1980"	Why does the United States suffer a "crisis of confidence"?	Research Project #2 due November 7
Nov. 25, 27	The New World Order or the End of History?	Chapter 31, "From Cold War to Culture Wars, 1980-2000"	Why did Fukushima infamously declare the "end of history"?	
Dec. 2, 4	The 21 st Century	Chapter 32, "The Challenges of the Twenty-First Century"	Will the 21 st be another American century?	
Dec. 9	The Last Ten Years			
Dec. 11	Exam Preparation			
Final Exam (to be scheduled by the Registrar within the exam period)				

STUDENT RESPONSIBILITIES:

General

- Take as much as you can from this course. Your instructor and classmates will provide you with opportunities to reflect on what you know and believe and to learn new things, but learning does not have to and should not take place just during class time. Pursue questions, chase ideas down online rabbit holes and see where they take you. These facts and ideas can only enrich your understanding and your coursework.
- Remember that this is just a course on a particular subject. Your performance in the course is not a measure of anything more than your ability to learn American history and complete the assessments. Submitting work late or not doing as well as you would like on an assessment is not a measure of you as a person. You are a learner and that means making mistakes. As long as you are trying your best to get as much as you can from the course (and this may depend on your personal circumstances), you have nothing to apologize for.

- Students are expected to commit the required time to complete this course. Please plan accordingly. Some flexibility will be provided around due dates, but you need to consult with your instructor.
- Regular attendance or review is important to success in HI2510 as is particular attention to online content on myClass.
- Respectful participation in course discussions contributes to your understanding and participation in myClass forums contributes to your myClass activities grade.
- All assignments must follow the requirements laid out on myClass and discussed in class. Topics must be approved by the instructor unless specified otherwise on myClass.
- All assignments must be original work for this course. Work previously submitted for other courses will not be accepted in this course. Students found to have submitted previous work will receive a 0% for the assignment.
- All written assignments must be word-processed. It is particularly important to save a copy of any written work handed in for credit or grading.
- All assignments must be submitted electronically via myClass. This procedure will be demonstrated in class.
- The research projects are to be submitted electronically within 48 hours of the deadline to provide some flexibility. Work submitted after this grace period will be assessed at a diminishing value of 5% for every 24 hour period or part thereof to a minimum value of 70% of the grade. If you find yourself struggling, reach out to your instructor.

- Students will be assessed on their research, synthesis and writing in the course assignments. The presentation of information in terms of organization and writing will be assessed in grading along with the research and analysis. Referencing in Chicago Notes-Bibliography or APA style is a requirement for course assignments
- Machine learning systems, commonly referred to as "AI," are useful tools, but must be used appropriately and with caution. Students are developing knowledge and skills and should not outsource these to machines. In this course, you are encouraged to consider how these systems can help you find information and refine the presentation of your thoughts, but you will also be required to demonstrate that you have verified this information and are responsible for what you present.
- All written work submitted for this course, unless otherwise noted, requires academic referencing in the most recent APA Style. This includes both in-text referencing and a source list (bibliography or references).
- In-text referencing additionally requires specific page references for all paginated sources (sources with page numbers or in documents with identifiable page numbers, such as pdfs). APA does not normally require this unless it is a direct quotation, but this course requires it for all references.
- Students are further required to submit representative images, photographs or scans of printed work and screenshots of the sources referenced. This should include a minimum of the title page and one page referenced in the student's work.
- Works not meeting these requirements will be returned to the student ungraded. Students will be permitted to revise the work subject to a 10% penalty for the first revision and a 25% penalty for the second revision. Revised work which still fails to meet the requirements after a second revision will receive a 0% grade.

- For cases in which submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the student's intellectual effort involved, students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked below) may be applied. Students whose work has raised concerns will not be permitted to complete the take-home final exam.

Students in the VC (Videoconference section)

- This course includes a videoconference section. Students registered in the videoconference section are able to attend lectures and complete all course components without attendance on campus.
- Students are required to have a stable internet connection sufficient to meet the class requirements.
- Where disruptions or other technological issues occur with institutional or instructor systems on campus or elsewhere, instructors will ensure that appropriate accommodations are made for videoconference students.
- Some videoconference courses may require students to incur reasonable costs for proctoring and other services essential to maintaining the academic integrity of the course. Instructors should design their course to minimize the financial burden on students and are required to submit cost estimates to the responsible department chairperson for approval prior to the start of the course.
- This course has the requirements listed below for videoconference students. Failure to meet these requirements may affect attendance and participation grades or result in a grade of zero for supervised assessments (for example tests, exams, or in-class writing assignments).

- Videoconference Student Requirements

Technology (eg. webcam, microphone, speakers)	Students require a computer or tablet with a camera, microphone, speakers, and ability to type to fully participate in class.
Class Participation (eg. camera on during class, appropriate screen name)	Students require an appropriate screen name which identifies them to the instructor. They are encouraged to have their cameras on during class but it is not required because of the class recordings.
Test/Exam Supervision (eg. independent proctor, dual camera setup)	Timed, proctored assessments are not available to students in the VC sections of the course. Alternative assessments will be provided.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

**Note: all Academic and Administrative policies are available on the same page.