

# Syllabus

**COURSE:** **Humanities 2 : World Views**  
***The Foundation of Violence***

**PROGRAM:** 280.CO Aircraft Maintenance

**DISCIPLINE:** 345 Humanities

**WEIGHTING:** Theory : 3                      Practical work: 0                      Personal study : 3

Teacher	Office	☎ Ext.	✉ email or website
Louise Bourbonnais	C-185	2612	<a href="mailto:louise.bourbonnais@cegepmontpetit.ca">louise.bourbonnais@cegepmontpetit.ca</a>

**MOODLE**  
<http://edm.moodle.declic.gc.ca>

**OFFICE HOURS** (*students complete*)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

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DEPARTMENT COORDINATION	OFFICE	(450) 679-2631	✉ Email
Lavoie Chantale	A-211e	6142	<a href="mailto:chantale.lavoie@cegepmontpetit.ca">chantale.lavoie@cegepmontpetit.ca</a>

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**COURSE OBJECTIVES:****MINISTERIAL OBJECTIVES & STANDARDS:**

World views are understandings of reality shared by groups or societies defined or self-defined on the basis of common geography, economic status, gender, sexual orientation, ideology, history, religion, spirituality, political values, psychology, language, culture, (dis)ability, etc.

**CONTEXT OF THE COURSE IN THE STUDENT'S PROGRAM**

The present course is the second of the three Humanities courses and is part of the General Education courses. Humanities, as part of the general education component, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the work force, citizens and individuals. The three sets of objectives and standards in humanities propose common frameworks for understanding the experiences, ideas and values of humankind and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent.

**MINISTRY OBJECTIVE(S) OR COMPETENCIES**

**CODE :** 4HU1

**Description of the competency :**

To apply a critical thought process to world views.

Elements:

1. To describe world views
2. To explain the major ideas, values, and implications of a world view
3. To organize the ideas, values and experiences of a world view into coherent patterns
4. To compare world views

**FINAL INTEGRATION OBJECTIVE OF THIS COURSE**

The student will have acquired the ability to analyze a situation. He will be able to draw connections among ideas: differentiate, organize, relate, compare and criticize these ideas.

## TEACHING AND LEARNING STRATEGIES

The following teaching methods are used:

Pedagogy through questioning and discussion; lectures; workshops, and other activities to develop students' abilities to gain critical insight into the relation between the foundation of violence and worldviews.

### **LÉA and MOODLE**

**Each week students must go on Moodle or LÉA (as specified by the teacher) to view the course syllabus, to download files or to read important messages sent by the teacher.**

Learning activities include:

Note-taking in class, close readings of texts or parts of texts; class and small group discussions; viewing of films (documentaries and other genres); written assignments and oral presentations referring to specific readings and theories discussed in class.

## SUMMARY OF SUMMATIVE EVALUATIONS

Evaluation Tools*	Context	Objectives	Grading criteria	Due Dates	Grades (%)
<p><b>Exam I</b></p> <p>Multiple choice question paper and/or short essay questions.</p>	<p>Individual, in class</p> <p>Three (3) hours max.</p>	1, 2,3	<p>*Credit: right answer</p> <p>*Penalty: wrong answer or no answer</p> <p>*Use of appropriate vocabulary</p> <p>*Clarity, coherence &amp; accuracy</p> <p>*Full explanations</p> <p>*Sufficient theoretical evidence to support the argument</p>	Week 5	25 %
<p><b>Assignment</b></p> <p><b>Case Study</b></p> <p>Students are expected to complete a grid analyzing risk factors referring to school rampage shootings.</p>	<p>Individual, in class</p> <p>Three (3) hours max.</p>	1, 2,3	<p>*Credit: right answer</p> <p>*Penalty: wrong answer or no answer</p> <p>*Use of appropriate vocabulary</p> <p>*Clarity, coherence &amp; accuracy</p> <p>*Full explanations</p> <p>*Sufficient theoretical evidence to support the argument</p>	Week 9	20 %
<p><b>INTEGRATIVE SUMMATIVE EVALUATION</b></p> <p><b>ORAL PRESENTATIONS</b></p> <p>Each student is expected to deliver an oral presentation addressing issues of violence, assimilation, multiculturalism &amp; exploitation of First Nations, Métis &amp; Inuit Communities in Canada.</p> <p>Complete presentation (<i>content &amp; power point</i>) must be delivered by MIO to the teacher beforehand.</p>	<p>Individual, in class</p> <p>30 minutes max.</p>	1, 2,3,4	<p>*Describe and explain the major ideas, values, and implications of a world view; organize the ideas, values and experiences of a world view into coherent patterns through:</p> <ul style="list-style-type: none"> <li>-relevancy of the information</li> <li>-Clarity, coherence &amp; accuracy</li> <li>-Use of appropriate vocabulary</li> <li>-Sufficient theoretical evidence to support the argument</li> </ul> <p>* Compare world views:</p> <ul style="list-style-type: none"> <li>-links to the movie <i>Once were warriors</i></li> <li>-links to the movie <i>The experiment</i></li> <li>-links to violent storylines</li> <li>-links to violence as discussed in class (sufficient theoretical evidence to support the argument)</li> </ul>	Week 14	30 %
<p><b>Exam II</b></p> <p>Multiple choice question paper and/or short essay questions.</p>	<p>Individual, in class</p> <p>Three (3) hours max.</p>	1, 2,3,4	<p>*Credit: right answer</p> <p>*Penalty: wrong answer or no answer</p> <p>*Use of appropriate vocabulary</p> <p>*Clarity, coherence &amp; accuracy</p> <p>*Full explanations</p> <p>*Sufficient theoretical evidence to support the argument</p>	Week 15	25 %

TOTAL:100%

\* More detailed instructions, guidelines and expectations will be handed out in class.

## EACH PERIOD, MAKE SURE YOU BRING ALONG THE REQUIRED MATERIAL:

- **Note-taking documents (coop)**
  - #5596 Notetaking 1: Violence and Terrorism;
  - #5597 Notetaking 2: School Rampage Shootings & Case Studies;
  - #..... Notetaking 3: Aboriginal people in Canada
- **A good dictionary if needed** (such as the Paperback Oxford Canadian Dictionary)

## MOODLE

- **Each week** students must go on Moodle to view the course syllabus, to download files or to read important messages sent by the teacher.

**YOU MUST REGISTER ON MOODLE:** <http://edm.moodle.deccllic.qc.ca/>

**LÉA:** Grades will be available on LÉA

## BIBLIOGRAPHY

*A complete bibliography will be presented in class*



## PSYCHOLOGY DEPARTMENT POLICIES - FALL 2019

### CONDITIONS FOR PASSING THE COURSE

- **PASS MARK:** The passing mark for the course is 60 %.
- **PRESENCE IN CLASS IS MANDATORY**
- **PRESENCE AT SUMMATIVE EVALUATIONS**

Presence at summative evaluations is mandatory.

- **SUBMISSION OF STUDENT WORK**

- ❖ Students must submit assignments that are legible, clean, well-organized, correctly formatted and punctuated, and carefully proofread.
  - Material Presentation Of Assignments

Students must respect the « *Normes de présentation matérielle des travaux écrits* » adopted by the Cégep. These standards are available at <http://rmsh.cegepmontpetit.ca> under the heading **Ressources méthodologiques**.

- ❖ The teacher can require that the assignments be typed on a computer.
- ❖ Students are responsible for maintaining a backup copy of all submitted assignments, whether in electronic or other form. This serves as a safeguard in the event of any problems or questions concerning the submitted assignment.

- **SUBMITTING ASSIGNMENTS - DEADLINES**

- Assignments must be handed in on the date, in the place and at the moment specified by the teacher. If the assignment is late, students will receive a zero (0), unless a valid written justification (medical or legal document) is presented **before the following course**, which testifies that the student really was unable to hand in the work at the time and place set by the teacher.

- **EXCUSED ABSENCES AND UNEXCUSED ABSENCES**

- ❖ If students are absent, it is their responsibility to find out what material was covered and which assignments were given by the teacher. They will not be able to do a make-up evaluation unless they submit a valid justification.
- ❖ Students who are absent for an exam or any form of in-class evaluation or who do not submit an assignment on time will receive zero (0) as a mark. However, in serious situations and upon presentation

of a valid written justification of their absence before the following course, the teacher may permit a make-up. Similarly, students who do not hand in an assignment on time or who are absent for an evaluation could receive an exemption when a valid written justification is submitted (see the P.I.E.A., Articles 5.2.5.1 and 5.2.5.2).

- **ACADEMIC INTEGRITY: CHEATING AND PLAGIARISM**

Any form of plagiarism, any attempt at plagiarism, any collaboration with plagiarism or any other form of intellectual dishonesty will be dealt with according to Article 5.6.1 of the P.I.E.A.

- **CLASS ATTENDANCE**

Students will be punctual and contribute to a positive atmosphere in class.

If they are late and the door of the classroom is closed they will:

- come back after the break (if they come in late at the beginning of class)
- come back when class is over to recuperate their books, etc. (if they come in late from the break)

- **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES OR SPECIAL NEEDS**

(Centre de services adaptés : CSA)

Accommodations or adapted measures may be provided to students with disabilities or special needs. In order to benefit from accommodations, it is the responsibility of the students to meet the **Centre de services adaptés** (CSA) professionals.

	Campus Longueuil	Campus ÉNA
in person	D-0240	B-157
phone	450 679-2631 extension 2272	450 678-3561 extension 4578
on line	<a href="mailto:servicesadaptes@cegepmontpetit.ca">servicesadaptes@cegepmontpetit.ca</a>	<a href="mailto:servicesadaptesena@cegepmontpetit.ca">servicesadaptesena@cegepmontpetit.ca</a>

## INSTITUTIONAL POLICIES AND REGULATIONS

All students enrolled at Cégep Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address learning evaluations, maintaining admission status, French language policies, maintaining a violence-free and harassment-free environment, and procedures regarding student complaints. The French titles for the policies are: *Politique institutionnelle d'évaluation des apprentissages (PIEA)*; *les conditions particulières concernant le maintien de l'admission d'un étudiant*, *la Politique institutionnelle de la langue française (PILF)*, *la Politique pour un milieu d'études et de travail exempt de harcèlement et de violence*; *les procédures et règles concernant le traitement des plaintes étudiantes*.

The full text of these policies and regulations is accessible on the Cégep web site at the following address: <http://www.cegepmontpetit.ca/ena/a-propos-de-l-ecole/reglements-et-politiques>. If there is a disparity between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes.

## CONFLICTS AND THEIR RESOLUTION

If a student should be disrespectful or display an undesirable behaviour, the teacher will:

1. invite the student to leave the class
2. meet the student in her office to discuss and try to settle the dispute
3. To be able to come back and attend class, the student must:
  - i. agree to the teacher's expectations
  - ii. If the agreement is not respected, the student will meet with Mr Louis-Marie Dussault, ÉNA Director.

**SCHEDULE FALL 2019**

PERIOD	CONTENT	METHODOLOGY	PERSONAL STUDY ACTIVITIES
<b>SECTION I: THE FOUNDATION OF VIOLENCE</b>			
1	Nature & origin of violence	Lecture	To be announced
2	<i>Toxic masculinities - Forum theatre</i>		
<b>SECTION II: ACTS OF ATROCITY</b>			
3 & 4	Terrorism	Lecture and film Discussion	Instructions, guidelines and grading criteria for Mid-Term Exam
5	<b>EXAM I</b>		<b>In class exam 25%</b>
6 & 7	Mass murders & school shootings	Lecture and film Discussion.	To be announced
8	Case studies	Discussion	Instructions, guidelines and grading criteria for Assignment
9	<b>ASSIGNMENT CASE STUDIES</b>		<b>In class assignment 20%</b>
<b>SECTION III: VIOLENCE AND CULTURAL DIFFERENCES</b>			
10	<i>Conference: Violence and Self-harm among Northern Quebec communities. Stigmas of Colonial History</i>		
11 & 12	Concepts of assimilation, multiculturalism & exploitation of minority cultures	Lecture and film Discussion	Instructions, guidelines and grading criteria for Oral Presentations
13	In Class Preparation for Oral Presentations		
14	<b>Integrative Summative Evaluation ORAL PRESENTATIONS</b>		<b>Oral Presentation Integrative Summative Evaluation 30%</b>
15	<b>EXAM II</b>		<b>In class exam 25%</b>