



Course Syllabus

Hist 2312 – Western Civilization II

Catalog Description: A historical survey from approximately 1500 AD to the present with emphasis on the Reformation, the Counter-Reformation, the rise of the early modern national state, the age of political revolution, the Industrial Revolution, World War I, and World War II. hours = 3, Lab hours = 0

Prerequisites: TSIP reading *completed*

Semester Credit Hours: 3

Lecture Hours per Week: 3

Contact Hours per Semester: 48

State Approval Code: 5401015425

Course Subject/Catalog Number: Hist 2311

Course Title: Western Civilization I

Course Curriculum: State Criteria (those marked with an X reflect the state-mandated competencies taught in this course) (*double-click on the box and choose 'checked' or 'not-checked'*)

Basic Intellectual Competencies in the Core Curriculum

- Reading
- Writing
- Speaking
- Listening
- Critical thinking
- Computer literacy

Perspectives in the Core Curriculum

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Core Components and Related Exemplary Educational Objectives

Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communications choices.
- To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Mathematics

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

- To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
- To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
- To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
- To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
- To recognize the limitations of mathematical and statistical models.
- To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

Natural Sciences

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

- To understand and apply method and appropriate technology to the study of natural sciences.
- To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
- To identify and recognize the differences among competing scientific theories.
- To demonstrate knowledge of the major issues and problems facing modern science, including

issues that touch upon ethics, values, and public policies.

- To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To understand the evolution and current role of the U.S. in the world.
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To analyze, critically assess, and develop creative solutions to public policy problems.
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.

- To identify and understand differences and commonalities within diverse cultures.

Instructional Goals and Purposes: Students will discover the political, social, cultural, and economic forces that led to the development of modern Western Civilization, C. 1500 AD to the present.

General Course Objectives: Being part of Texas Higher Education Coordinating Board core curriculum, students of this course, upon completion, are expected to demonstrate certain competencies in a number of general subject areas including the following.

1. Students will examine the course and impact of European exploration and colonization on the development of world history.
2. Students will examine the economic, artistic, religious, intellectual, and political revolutions of early modern Europe and the West.
3. Students will examine the process of modernization and its influence within the context of the late nineteenth – twentieth century West.

Specific Course Objectives: : As an extension to the more general subject areas above, students are also expected to develop and demonstrate certain competencies in a number of more specific areas related to each of the following.

1. Students will identify the forces unleashed by the Reformation, including the Counter-Reformation and religious warfare
2. Students will assess the effects of European exploration on the world
3. Students will describe the economic developments of the industrial revolution
4. Students will discover the development of absolutist rule throughout Europe
5. Students will describe the causes, events, and results of the French Revolution and the Napoleonic Wars
6. Students will analyze the causes and effects of the intellectual and political revolutions of the 17th - 19th centuries
7. Students will identify the important authors, painters, composers, poets, and other artists of the 18th and 19th centuries
8. Students will explain the origin and consequences of the industrial revolution, including the subsequent imperialistic foreign policies of Europe
9. Students will describe the strategies, tactics, and weaponry of World War I
10. Students will analyze the, strategies, tactics, and weaponry of World War II, including the rise of fascist dictatorships following World War I
11. Students will discuss the conditions and prospects of post-World War II Europe, including the development of the Cold War and the end of colonialism

Course Content: Students in all sections of Western Civilization II shall be required to:

1. Attend class on a regular and punctual manner, with no more than 6 absences for MWF classes, 4 for TTh classes, and 2 for once-a-week classes (or for other type classes, will be specified by the instructor). The instructor may initiate drop procedures after a student has surpassed these, or until that time, reduce the student's final average by ten points for every day missed beyond those permitted. Extracurricular activities or other approved absences do not count toward these absences, and thus make possible the use of equivalent or makeup work to be done in lieu of any missed items, with the guidance of the instructor, though the student still needs to initiate arrangements for all makeup work.
2. Stay current on all classroom and reading assignments, including being an active participant in the class. Students are required to take and develop his / her own class notes, with an emphasis on continually improving one's skills at note-taking. Readings will include items from the textbook and other sources, and may be given in class, accessed online by the student, or placed on reserve in the library for the student to check-out. Either way, the student is responsible for acquiring and maintaining this material and staying current with them since they normally correspond with the subjects being studied at that time.

3. Arrive and take all scheduled exams at the time and date prescribed by the instructor. Missing of exams without permission from the instructor is not authorized, and will result in a grade of zero for that exam. Any allowed makeup exams must also be taken at the time and date established by the instructor. Students are also expected to take and complete any daily grade exercises given throughout the semester, the details of each varying per instructor and described in greater detail in the below sections. Makeup assignments on daily grade exercises are limited, and will be explained in greater detail by each specific instructor.

Methods of Instruction/Course Format/Delivery: Instruction Methods vary among instructors, although most instruction generally will consist of lectures, reading assignments, class discussions, handouts, audio-visual and other historically-related presentations. Distance learning and online instructors will use current technology to facilitate these specific class environments. Your instructor will notify you in advance of any alterations to this format, or the integration of any other mediums of delivery to the class. The periodic daily grade exercises and unit exams are also integral parts of the instructional delivery process, and are discussed in greater detail under Assessment.

Assessment: The following items will be assigned during the semester & used to calculate the learner's final grade:

- Exams will count as 75% of the student's overall course grade for the semester.
- Daily Grades will count as 25% of the student's overall course grade for the semester.

Course Grade: The grading scale for this course is as follows, A=100-90, B=89-80, C=79-70, D=69-60, F=59 and below.

Texts, Materials, and Supplies: All students are required to purchase the textbook entitled Spielvogel. *Western Civilization: A Brief History*, 5th ed., Wadsworth, 2007). Students are also responsible for pens, paper, notebooks, and any other materials necessary to take participate in class or to complete homework assignments.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panola.edu/collegestore.htm>
- For testing services, use the following link: <http://www.panola.edu/instruction/dl/testing.htm>

Revised Spring 2010