



Western Civilization Course Syllabus

Western Civilization 1013: From 1650 to the Present

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NWACC Western Civilization II Session 2 Summer 2004

COURSE DESCRIPTION: A survey of Western development from 1650 to the present. Emphasis is on the cultural, scientific, religious, political, social, and economic contributions of modern Western Civilization.

RESOURCES: Text: **Mortimer Chambers, et al, *The Western Experience, Volume II, 8th Edition.***

Class Notes: Available at <http://historysources.tripod.com>. **Other Online Resources:** As assigned.

Library Resources: As assigned.

Emphasis will be placed on class notes, discussion, and online research. The text is an important reference tool to supplement material covered in class and as a starting point for research projects. However, students will not be expected to read it from cover to cover or to outline, underline, or otherwise memorize it. You will be building your knowledge of history, seeking enlightenment, and developing insights from multiple resources through reading, reflection, and group interaction.

COURSE REQUIREMENTS

Students are expected to attend all class meetings, to complete all reading assignments, and to participate in all class discussions and activities. In addition, you must complete three web activities (with individual and group components), and take two regular examinations and one comprehensive final examination at the designated times.

COURSE OBJECTIVES

1. To explore the major themes and trends of Western Civilization, to discover how individuals have exercised leadership and served as agents of constructive change, to learn from the successes and failures of others, and to appreciate the contributions made by previous generations.
2. To understand the approach to history defined by Will and Ariel Durant in **The Lessons of History** (1968): "Obviously historiography [writing history] cannot be a science. It can only be an industry, an art, and a philosophy. – an industry by ferreting out the facts, an art by establishing a meaningful order in the chaos of materials, a philosophy by seeking perspective and enlightenment."
3. To develop a working knowledge of the processes required to understand the past and to engage in the discovery, analysis, interpretation, and communication of historical evidence (the various aspects of the historian's craft).
4. To develop the critical thinking skills and lifelong learning skills needed to meet the challenges of the 21st century, especially the ability to separate fiction, fantasy, and falsehood from substantiated truth.
5. To share ideas, insights, and discoveries with others using effective communication skills.

POLICIES

Communications: To facilitate communication and insure a timely response, the subject line of all email messages to the instructor should begin with **NW WC2 S1 SU4 FIRSTNAME LASTNAME** in all caps. This should be typed exactly as shown so that the messages can be sorted into the appropriate folder. When you are assigned to a group, your group number should come before your FIRSTNAME: **NW WC2 S2 SU4 GRP# FIRSTNAME LASTNAME**. This same line also should appear on all papers and examinations that you submit to the instructor. Please put this information in a convenient place near your computer so that you don't forget. No exceptions please.

Attendance Policy: Absences should be reserved for emergencies (serious illness, severe weather, transportation difficulties, family crises, etc.). Medical and dental appointments, as well as extracurricular activities, should be scheduled at times that do not interfere with class meetings.

Participation Policy: Students are expected to be courteous during lectures and class discussions, to have respect for their fellow classmates, and to engage fully in all classroom activities. Learning is a partnership between you, your fellow classmates, and your instructor. You can do your part by giving the class your full attention and exhibiting the college-level traits of curiosity, serious-mindedness, and appreciation for learning.

Deadlines: Portfolios of student work (including evidence of participation, materials resulting from web activities and examinations must be completed by the designated dates. If you miss a deadline, your grade will be lowered by one letter grade for each day past the deadline.

Grievance Procedure: The Social Science Department follows the NWACC Student Handbook regarding proper steps to be taken should a grievance occur between fellow students, or the student and instructor. The first step in any grievance is to bring the complaint to the attention of the instructor. If the issue is not satisfactorily resolved, the student (and/or instructor) then contacts the instructor's "Lead Faculty."

STUDENT EVALUATION

1. There will be two regular examinations (100-pts ea.) covering lectures, class discussions, and assigned readings. Examinations will be of the essay variety and open book. They will be graded on the basis of content (80%), presentation (10%), and mechanics (10%). The final examination (120-pts) will be comprehensive.
2. In addition, you will be expected to complete three web activities (100-pts ea.) using a variety of Internet resources. Part of your grade (40-pts) will represent your group's combined effort and part (60-pts) will represent your individual effort.
3. Finally, it will be possible for students to earn 300-pts for responding to questions (one per topic) and participating in class discussions and activities. Points will be awarded for significant contributions to the group's learning experience (e.g., a question, an observation, or a comment that stimulates a worthwhile discussion, illustrates a point with examples, or suggests a new perspective on an issue; a synopsis of a resource which increases the group's knowledge of the topic under consideration; an account of a research experience which contributes to the group's understanding of the historiographical process of discovery, analysis, interpretation, and communication).
4. Final grades will be based on the following scale: A=935-842, B=841-748, C=747-655, D=654-561, F=Below 561

COURSE OUTLINE/CHECKLIST

✓	PTS	WEEK	DISCUSSION TOPICS/ACTIVITIES
		WEEK ONE	COURSE INTRODUCTION
		Th-7/1	1. Orientation
	5		Activity 1.1. How Would You Do? Why Students Fail Standardized Tests in History
	5		Activity 1.2. Personal Course Objectives
	5		Activity 1.3. Textbook Evaluation
		Tu-7/6	2. Introduction to Historical Research
	5		Topic 1.1. Using Primary Sources
	5		Topic 1.2. Comparing Primary and Secondary Sources
			A. THE EARLY MODERN ERA (1648-1815)
			1. The Scientific Revolution
	5		Topic 2.1. The Scientific Revolution
	5	W-7/7	Topic 2.2. Philosophy in the Wake of Science
	5		Topic 2.3. Primary Sources: The Human Body
			2. Early Modern Political Developments
	5		Topic 3.1. Constitutionalism v. Absolutism
	5	Th-7/8	Topic 3.2. Louis XIV and the Age of Absolutism
	5		Topic 3.3. Primary Sources: Everyday Life
		WEEK TWO	3. The Early Modern Economic Revolutions
	10	M-7/12	Topic 4.1. The Modern World System (Student Presentations)
	5		Topic 4.2. The Age of Expansion
	5		Topic 4.3. Primary Sources: Landscapes and Interiors
		Tu-7/13	4. The Early Modern Intellectual Revolution
	5		Topic 5.1. The Enlightenment
	5	W-7/14	Topic 5.2. Modern Political Theory
	5		Topic 5.3. Primary Sources: The Enlightened Despot
		Th-7/15	FIRST WEB ACTIVITY DUE (A Tale of Two Cities)
	50		Presentation
	40		Reflections Question
	10		Best Source
			5. Early Modern Political Revolution
	5		FILM: A Tale of Two Cities
	5		Topic 6.1. The French Revolution
	5	M-7/19	Topic 6.2. The Age of Napoleon
	5		Topic 6.3. Primary Sources: Revolutionary Values and the Propaganda Value of Art
	10		Discussion of Web Activity 1
	100		EXAMINATION I (Portfolio Due)
		WEEK THREE	B. THE NINETEENTH CENTURY (1815-1914)
		Tu-7/20	1. The Industrial Revolution
	5		Topic 7.1. The Industrial Revolution
	5		Topic 7.2. Industrial Society and the Modern Family
	5		Topic 7.3. Primary Sources: The Experience of Industrialization
		W-7/21	2. In Defense of Industrialization
	5		Topic 8.1. Nineteen Century Liberalism
	5		Topic 8.2. Social Darwinism
	5		Topic 8.3. Primary Sources: Women of Hastings and St. Leonard's

✓	PTS	WEEK	DISCUSSION TOPICS/ACTIVITIES
		Th-7/22	3. Responses to Industrialization, Part 1
	5		Topic 9.1. Utopian Socialism
	10		Topic 9.2. The Debate Over Child Labor (Student Presentations)
	5		Topic 9.3. Primary Sources: Victorian Values
			SECOND WEB ACTIVITY DUE (Dickens England)
	50		Presentation
	40		Reflections Question
	10		Best Source
		WEEK FOUR	4. Responses to Industrialization, Part 2
	5		Topic 10.1. Marxism
	5	M-7/26	Topic 10.2 Nationalism and Imperialism
	5		Topic 10.3. Primary Sources: Marxist vs. Evolutionary Socialism
	10		Discussion of Web Activity 2
	100		EXAMINATION II (Portfolio Due)
			C. THE 20th CENTURY (1914-PRESENT)
			1. World War I and Its Aftermath
	5	Tu-7/27	Topic 11.1. World War I
	5		FILM: The Killing Fields, 1914-1918
	5		Topic 11.2. The Russian Revolution, 1917
	5		Topic 11.3. Primary Sources: The Fourteen Points
		W-7/28	2. Twentieth Century Totalitarianism, Part I
	5		Topic 12. 1. Russian Communism
	5		Topic 12.2. Italian Fascism
	5		Topic 12.3. What Is Fascism?
		WEEK FIVE	3. Twentieth Century Totalitarianism, Part II
	5	Th-7/29	Topic 13.1. Nazi Germany
	5		Topic 13.2. The Holocaust
	5		Topic 13.3. Primary Sources: Hitler's Globe
		M-8/2	4. World War II and Its Aftermath
	5		Topic 14.1. World War II
	5		FILM: Total War, 1939-1945
	5		Topic 14.2. The Cold War
	5		Topic 14.3. Primary Sources: Wartime Propaganda
		Tu-8/3	THIRD WEB ACTIVITY DUE (Terrorism)
	50		Presentation
	40		Reflections Question
	10		Best Source
			5. The Information Age
	5		Topic 15.1. The Collapse of Communism
	5		Topic 15.2. The War on Terrorism
	5	W-8/4	FILM: God Fights Back
	5		Topic 15.3. Primary Sources: The Berlin Wall
	10		Discussion of Web Activity 3
	120		FINAL EXAMINATION (Portfolio Due)