

TENNESSEE CONSORTIUM FOR INTERNATIONAL STUDIES
SYLLABUS OUTLINE

WESTERN CIVILIZATION II / HIST 1020
(accepted as HIST 1120, World Civilization II at ETSU and Volunteer State)

Credit Hours: 3.0

Catalog Course Description:

This course surveys historical developments in the western world since 1500, with particular emphasis on Africa.

How Program Site Will Be Incorporated into the Course:

Several cultural and historical excursions are planned (e.g. the Cape of Good Hope, Robben Island prison, a wine farm, District Six museum) whereby students will view tangible examples of major historical themes such as imperialism, economic development, and racism.

Prerequisites: NONE

Textbook(s) and Other Course Materials:

ISBN: 978-0-393-93236-2 / Judith G. Coffin, *Western Civilizations: Volume 2 Fourteenth Century to the Present*, Second Brief Edition: W. W. Norton, 2008.

Week	Topic
1	Creation of the Atlantic World, Scientific Revolution & Enlightenment, French Revolution
2	Industrialization, Nation and Empire, Colonialism (Scramble for Africa)
3	Global Wars, Political Racism in Europe and Africa, Cold War and the Postcolonial World

II. Course Objectives*:

- A. Survey the political, cultural, and social-economic developments in the Western world from the sixteenth century to the present. IV. 1, IV. 2
- B. Establish major political, cultural, social-economic themes and trace their continuity and change from 1710 to the present. IV. 1, IV. 2
- C. Analyze how past societies differed from our contemporary world. IV. 3, IV. 4
- D. Analyze what past societies have contributed to our contemporary world. IV. 5

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

- 1. Read the text and use critical thinking skills to relate factual material to the themes of the course. *History Outcome, Communications Outcome.*
- 2. Take note and use critical thinking skills to organize their notes in preparation for written assignments or exams. *History Outcome, Communication Outcome, Active learning Strategy*
- 3. Write analytical essays about the past. *History Outcome, Communication Outcome, Social Science Outcome, Active Learning Strategy*
- 4. Engage in classroom discussion with their peers about historical issues. *History Outcome, Communications Outcome, Social Science Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Understand the significant changes of the development of western religion, rational thought, statecraft, social classes, and economics. A, B
2. Understand how different cultures (with emphasis on Africa) – and even one's own culture in an earlier era – hold values different from the student's own. A, B, C
3. Develop a greater appreciation of cultures and beliefs different from the student's own. A, B, C, D
4. Understand how present assumptions, values, and practices emerged from the previous ideas and institutions (i.e. the realization that we are products of our past). A, B, D
5. Be more aware of political, social, economic, and environmental issues in contemporary society. D
6. Possess a fuller capacity for analytical and conceptual thought. B, C, D
7. Demonstrate the ability to write analytical essays about historical issues. B

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Western Civilization is a writing-emphasis course. A midterm and final essay exam will require them to create a factually based interpretation of past societies.

B. Research Paper:

Although not a traditional research paper, students will be required to complete a brief reflection paper on some aspect of the history of racism and apartheid in South Africa.

C. Other Evaluation Methods:

Participation in classroom discussion of historical issues will also be part of the evaluation process.

D. Grading Scale:

90-100	= A
88-89	= B+
80-87	= B
78-79	= C+
70-77	= C
60-69	= D
Below 60	= F

VI. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VII. Instructional Hours:

This course will consist of a minimum of 37.5 full hours of formal instruction.

