

## Imperial Valley College

**History 111** “Modern Western Civilization”

**CRN:** 20502

**Professor:** Bradford W. Wright, Ph.D.

**Spring 2014**

**Meeting days/times:** Mondays and Wednesdays, 11:50-1:15

**Class Location:** Room 204

**Prerequisites:** None

**Office 301 Hours:** Mon. 1:30-2:30  
Tues. 3:30-4:30  
Wed. 1:30-2:30  
Thurs. 3:30-4:30

**Phone Number:** 355-6597

**E-Mail:** bradford.wright@imperial.edu

### **Course Description and Objectives:**

This is an introductory course in the history of Western civilization (primarily Europe) from approximately 1700 to the present. Through a combination of lectures, class discussions, and video documentaries, we will cover such topics as the French Revolution, the wars of Napoleon, the Industrial Revolution, the origins of socialism, the unification of Germany and Italy, European imperialism, the emergence of consumer culture and mass entertainment, the Russian Revolution, the rise of fascism and Nazism, the First and Second World Wars, the Cold War, the impact of American popular culture on European youth, and the creation of the European Union. We will explore the part played by all kinds of people—important leaders and common folk alike—in the political, economic, military, social, and cultural developments that have shaped modern Europe.

History is not simply the memorization of names and dates. The study of history gives us a richer understanding of our own times and ourselves by connecting with the people, events, and ideas of the past. It allows us to situate our own experiences to those of the people who came before us. To better understand the context of the past is to better understand and appreciate our own lives in the present.

Students should come out of this course with a good basic understanding of the major themes and developments in modern Western civilization. And in the process, students will have the opportunity to sharpen their own critical, argumentative, and analytical skills, which will help them in whatever career or personal path they choose to pursue.

**Student Learning Outcomes:** Students will be able to (1) identify and recall key information from a historical text and/or a documentary film; (2) describe the causes and/or impact of a historical event; and (3) evaluate the significance of a primary or secondary history source by the end of the course.

### **Required Texts:**

Donald Kagan and friends, *The Western Heritage*, Vol. 2, 5<sup>th</sup> edition.  
Elie Wiesel, *Night*.

## Grading

Final grades will be determined according to the following distribution:

Exam I:	20%	200 points
Exam II:	20%	200 points
Exam III:	20%	200 points
Exam IV:	20%	200 points
Short Paper 1:	10%	100 points
Short Paper 2:	10%	100 points

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Total:            100 %            1000 points

Exams will consist of short answer questions (identifications of terms) and essays. A study guide will be distributed prior to each exam, and these should greatly help students prepare for the exams.

The short papers will be 800-1200 word essays on assigned questions.

Class participation (including attendance, involvement in class discussions, and other positive contributions to learning in the course) is strongly encouraged. Good class participation will be taken into account in cases where a student finishes the course with a borderline grade. (i.e.: an 89 may be entered as a grade of "A," if the student in question had a good attendance record and participated positively in the class.) Disruptive behavior in class, including frequent tardiness, getting up and leaving before the end of the class, and poor attendance will also be taken into account, negatively, in evaluating a student's class participation.

## Class Policies and Procedures:

### Attendance:

Regular class attendance is expected. If you should miss a class meeting for any reason, you are still responsible for any material and/or class announcements discussed in your absence. Excessive absences (over three) will hurt your class participation grade and effectively cancel any possibility of rounding up your final grade in borderline instances.

### **You are also expected to arrive at class on time and remain for the duration of the class.**

Failure to do so will be considered the same as an absence. It is also simply rude. If you must leave early for a valid reason, I simply ask that you let me know ahead of time. Please be courteous.

Make-Up Exams: You should do everything possible to take the exam at the regularly scheduled time and place. If, however, you must miss an exam because of an extreme illness or family emergency, you may be permitted to make up the exam. **If you are permitted to take a makeup exam, there are two and only two ways to do so. If I happen to be giving an exam in another of my classes within the week, you may make up the exam in that class at that time. Any make-up exam not completed within one week of the regularly scheduled exam date will be scheduled for the last week of the term and will automatically be penalized one letter grade (10 points). Make-up exams will consist of fewer choices on the ID section, and therefore be more difficult than the exams given in class. Again, I emphasize that the right to take a make-up exam is not absolute and is open to my discretion.** You are expected to take the exam in class on the regularly scheduled date.

### Classroom Courtesy:

I ask you to respect the rights of your colleagues to learn in a productive, respectful, and disciplined classroom environment and to respect the job that I do to ensure such an environment as I teach. Behavior such as arriving late, leaving early, answering cell phones, text-messaging, listening to

iPods, and carrying on personal conversations disrupts the class, interferes with my job as a teacher, and deprives your colleagues of their right to learn. I ask students to remove cell phones from their desks during class. **Phone usage in class has become a major problem. It is extremely distracting for myself and for students. If I see a student using a phone in class, I will ask them to stop. If the behavior continues, I will ask them to leave.** Please use common sense and take responsibility for your behavior. **Be courteous and considerate! Don't be rude!** That is all I ask.

Accommodation for Students:

I am happy to work with all students so that each can achieve his/her educational objectives. Any student with a documented disability who may need educational accommodations should notify me and the Disabled Student Programs and Services (DSP&S) office as soon as possible (DSP&S), Health Sciences Bldg. 2100, 355-6312).

Dropping the Course:

If for any reason you decide not to complete the course, remember that it is your responsibility to drop the class. If you simply stop coming to class and do not log on to the WebSTAR and officially withdraw from the course, you will receive an "F" as a final grade.

Academic Honesty:

The college and I take the issues of student dishonesty, cheating, and/or plagiarism very seriously. There are severe penalties arising from acts of academic dishonesty and student misconduct, up to and including dismissal from the college. For a complete discussion of disciplinary procedures for academic dishonesty or other student misconduct, please refer to the current IVC General School Catalogue.

Cheating may include: looking on another student's paper during an exam, the use of additional materials beyond those allowed for an exam, or turning in a paper that was not written by the student, and other acts of plagiarism.

I trust my students to do their work honestly. Please do not betray the trust that I have placed in you.

**Course Schedule and Reading Assignments:**

**Jan. 22:** Introduction

**Jan. 27:** The European Tour, 1648-1700

Kagan, 322-345

**Jan. 29:** The Scientific Revolution and Enlightenment

Kagan, 346--439

**Feb. 3:** The French Revolution and Napoleon

Kagan, 440-480

**Feb. 5:** The Industrial Revolution

Kagan, 514-527

**Feb. 10:** Conservatives, Liberals, and Socialists

Kagan, 490-513; 527-531

**Feb. 12:** The Romantic Movement and Nationalism

Kagan, 480-489

**Feb. 17: Presidents' Day—No class**

**Feb. 19:** The Revolutions of 1848

Kagan, 531-539

**Feb. 24: Exam I**

**Feb. 26:** The Age of Nation-States

Kagan, 540-563

**March 3:** The Age of Progress  
Kagan, 564-593

**March 5:** The Birth of Modern European Thought  
Kagan, 594-617

**March 10:** The Age of Imperialism  
Kagan, 618-649

**March 12:** The Origins of the Great War  
Kagan, 650-659

**March 17:** The Great War  
Kagan, 659-666

**March 19:** The End of the Great War: A World Safe for Democracy?  
Kagan, 668-679

**March 24: Exam II**

**March 26:** The Russian Revolution and the U.S.S.R.  
Kagan, 666-668; 681-691

**March 31:** The Rise of Fascism  
Kagan, 691-699; 705-709  
Start reading *Night*

**April 2:** Adolf Hitler and the Nazi State  
Kagan, 699-709

**April 7:** World War II, 1939-1941  
Kagan, 710-721  
Finish reading *Night*

**April 9:** World War II, 1942-45  
Kagan, 730-739

**Short Paper #1 Due**

**April 14:** The Holocaust  
Kagan, 726-730

**April 16: Exam III**

**April 21-25: SPRING BREAK—No Class**

**April 28:** The Cold War and Decolonization, 1945-1961  
Kagan, 740-759

**April 30:** Youth Revolts, “Americanization,” and Consumer Culture  
Kagan, 759-799

**May 5:** Europe in the 1970s and 1980s and the End of the Cold War  
**Short Paper Due**

**May 7:** The New Europe and New Challenges

**May 12-16: Final Exam Week**