

Basic Course Information

Semester:	Spring 2020	Instructor Name:	Bradford Wright
Course Title & #:	HIST 111: “Modern Western Civilization”	Email:	bradford.wright@imperial.edu
CRN #:	20563	Webpage (optional):	
Classroom:	205	Office #:	301
Class Dates:	Feb. 18-June 10	Office Hours:	MW: 2:30-4:00; TR: 10:30-11:00
Class Days:	Tuesdays and Thursdays	Office Phone #:	760-355-6597
Class Times:	1:00-2:25	Emergency Contact:	760-355-6144
Units:	3:0		

Course Description

This course is a survey of the major developments in the Western heritage from the 17th century to the present. Emphasis will be placed on the political, economic, cultural, social and intellectual changes and developments in Western society which have led to our modern global society. May be taken before HIST 110.(CSU,UC)

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify and recall key information from a historical text and/or a documentary film. (IL01)
2. Describe the causes and/or impact of a historical event. (IL01, IL02)
3. Explain the significance of a historical text in Western Civilization by the end of the course. (IL01, IL02, IL05)

Course Objectives

Upon satisfactory completion of the course, students will be able to: 1. That the 17th and 18th centuries constitute a period marked by political, social and intellectual developments that paved the way for revolutionary changes in European society and politics. 2. That the ideals of the French Revolution brought about significant political, economic and social changes which affected not only France but the rest of Europe as well. 3. That the revolutionary era had bequeathed to Europe an intensified spirit of nationalism and liberalism which sometimes worked in harmony and sometimes in opposition. 4. That the relatively calm decades after 1871 were actually marked by political, social and economic forces which aggravated old problems and created new ones culminating in the outbreak of war. 5. That the outbreak of war in 1914 marked the opening of a new and unsettled era leading to political, social and economic instability and the uneasy search for security leading to World War II. 6. That World War II witnessed the development of a new global balance of power which weakened European influence in world affairs and left the U.S. and the Soviet Union the leaders of two great opposing social and political systems. 7. That the Revolutions of 1989 and the formation of the European Union realigned Europe and it placed it in a unique position in world affairs of the 21st Century.

Textbooks & Other Resources or Links

Clifford R. Backman, *Cultures of the West: A History, vol. 2, 2nd ed.*

Course Requirements and Instructional Methods

---Exams will consist of short answer questions (identifications of terms), multiple-choice, 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 (1250-1500 words) will be essay assignments based on the class reading.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Final grades will be determined according to the following distribution:

Exam I:	20%
Exam II:	20%
Exam III:	20%
Exam IV:	20%
Short Paper:	10%
Professionalism:	10%

Total: 100 %

Exams will consist of short answer questions, identifications of terms, and multiple-choice. Most of each exam will be based on written responses. A study guide will be distributed prior to each exam, and these should greatly help students prepare for the exams.

The Short Paper will be a 800-1200 word take-home essay on an assigned question handed out in class.

Professionalism is a grade based on the seriousness and maturity of your behavior as a student in the class. It encompasses qualities of attendance, punctuality, attentiveness, participation, and politeness.

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. I do not post or make my lecture notes available outside of class.

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 in my evaluation of your behavior and attitude in the class. 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 illness or family emergency, you may be permitted to make up the exam. **All make-up exams will be given the day before the final exam.** The make-up exam will be based on the same study guide, but may or may not consist of the same questions. It will also have fewer choices than those available to students who take the exam in class at the regularly scheduled time. There are no re-takes for exams. It is your responsibility to take the exams when they are scheduled. **Only one missed exam may be made up.** A second missed exam goes into the books as a zero.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who

desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides

insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Feb. 18: Introduction

Feb. 20: Consolidating Modern States, 1648-1715

Backman, Chapter 15

Feb. 25: The Scientific Revolution and Enlightenment

Backman, Chapter 16

Feb. 27: The French Revolution

Backman, Chapter 17

March 3: The Age of Napoleon

March 5: The Industrial Revolution

Backman, Chapter 18

March 10: The Struggle of Ideologies: Conservatives, Liberals, and Socialists

Backman, Chapter 19

March 12: The Romantic Movement and Nationalism

March 17: Exam I

March 19: The Age of Nation-States

Backman, Chapter 20

March 24: The Age of Progress

Backman, Chapter 21

March 26: The Birth of Modern Western Thought

Backman, Chapter 22

March 31: The Age of Imperialism

Backman, Chapter 23

April 2: The Origins of the Great War

Backman, Chapter 24

April 7: The Great War: Slaughter

April 9: The End of the Great War: A World Safe for Democracy?

April 13-17: SPRING BREAK

April 21: Exam II

April 23: The Russian Revolution and the U.S.S.R.

Backman, Chapter 25

April 28: The Rise of Fascism

April 30: Adolf Hitler and the Nazi State

May 5: World War II, 1939-1941

Backman, Chapter 26

May 7: World War II, 1942-45

May 12: The Holocaust

May 14: Exam III

May 19: Europe Divided: The Cold War

Backman, Chapter 27

May 21: Decolonization and the New Europe

May 26: Youth Revolts and the Spirit of 1968

Backman, Chapter 28

May 28: Stagflation, Terror, and Punk: Europe in the 1970s

Short Paper Due

June 2: The Collapse of Communism and the Breakup of Yugoslavia

Backman, Chapter 29

June 4: European Unity and Populist Turmoil

June 8-12: Final Exam Week

*****Tentative, subject to change without prior notice*****