



### Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Bradford Wright</b>
Course Title & #:	<b>HIST 111: Modern Western Civilization"</b>	Email:	<b>bradford.wright@imperial.edu</b>
CRN #:	<b>20280</b>	Webpage (optional):	
Classroom:	<b>2727</b>	Office #:	<b>203H</b>
Class Dates:	<b>February 10-June 6</b>	Office Hours:	<b>Online by email: M: 11:00-12:00; W: 11:00-12:00; R: 11:00-12:00; On campus: T: 5:00-6:00</b>
Class Days:	<b>Tuesdays</b>	Office Phone #:	<b>760-355-6597</b>
Class Times:	<b>6:30-9:40</b>	Emergency Contact:	<b>760-355-6144</b>
Units:	<b>3.0</b>	Class Format/Modality:	<b>Face-to-face (on ground)</b>

### Course Description

This course is a survey of the major developments in the Western heritage, from the 17<sup>th</sup> 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. (ILO1)
2. Describe the causes and/or impact of a historical event. (ILO1, ILO2)
3. Explain and analyze the key information contained in a primary source document. (ILO1, ILO2)

### Course Objectives

Upon satisfactory completion of the course, students will be able to explain the following:

1. That the 17<sup>th</sup> and 18<sup>th</sup> 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 ideas of the French Revolution brought about significant political, economic, and social changes which affected not only France but the rest of the world 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 in the 21<sup>st</sup> Century.

### Textbooks & Other Resources or Links

The following textbook is **recommended but not required** for the course:

Clifford R. Backman, *Cultures of the West: A History*, vol. 2, 3<sup>rd</sup> ed. ISBN: 9780190070434

### Course Requirements and Instructional Methods

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:

Exam 1: 200 points

Exam 2: 200 points

Exam 3: 200 points

Each exam will be a proctored, in-class exam consisting of multiple-choice, short-answer (IDs), and short essays.

## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Course Policies

### 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.

## Other Course Information

### 1. ACADEMIC HONESTY:

In addition to the above warning about AI, 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.

### **How do I show academic honesty and integrity in an online "classroom"?**

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**

- You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

- **COMPLETE YOUR OWN COURSEWORK.**

- When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;



- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

### **Week 1 (February 11): Introductions; The Emergence of Modern Europe, 1648-1688**

The Making of Modern States

Read Backman, Chapter 15

### **Week 2: (February 18): The Age of Revolution, 1700-1815**

The Age of Enlightenment

The French Revolution and Napoleon

Read Backman, Chapters 16 and 17

### **Week 3 (February 25): The Industrial Revolution; The Birth of Modern Politics, 1800-1850**

The Industrial Revolution

The Birth of Modern Politics

The Romantic Movement

Read Backman, Chapters 18 and 19



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#### **Week 4 (March 4): The Rise of Nation States, 1848-1871**

The Rise of Nationalism

The Revolutions of 1848

The Rise of Nation-States

Read Backman, Chapter 20

#### **Week 5 (March 11): Exam 1**

#### **Week 6 (March 18): The Birth of Modern Thought and Mass Society, 1880-1914**

Nation-States, Industrialism, and Mass Society

The Birth of Modern Thought

Read Backman, Chapters 21 and 22

#### **Week 7 (March 25): Imperialism and the Origins of World War I, 1839-1914**

The New Imperialism

Origins of the Great War

Read Backman, Chapter 23

#### **Week 8 (April 1): World War I and the Russian Revolution, 1914-1939**

The Great War, 1914-1918

The Russian Revolution, from Lenin to Stalin

Read Backman, Chapter 24

#### **Week 9 (April 8): Exam 2**

#### **Week 10 (April 15): A World Unsafe for Democracy; Fascism and The Rise of Nazi Germany, 1919-1939**

The Age of Anxiety

The Rise of Fascism

Hitler and the Nazi Revolution

Read Backman, Chapter 25

#### **Spring Break (April 21-26)**

Updated 6/2023



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**Week 11 (April 29): World War II and The Holocaust, 1939-1945**

Origins of World War II

World War II

The Holocaust

Read Backman, Chapter 26

**Week 12 (May 6): Cold War and Divided Europe, 1945-1968**

Origins of the Cold War

The New Europe: East and West

Decolonization and the “Third World”

Read Backman, Chapter 27

**Week 13 (May 13): Youth Revolts and the Quest for Meaning, 1960-1979**

Youth Revolts and Identity

Europe in the 1970s

**Week 14 (May 20): The End of the Cold War and the Move to a United Europe, 1980-2000**

End of the Cold War

The New Balkan Wars

The Move to a United Europe

Read Backman, Chapter 28

**Week 15 (May 27): 21<sup>st</sup> Century Challenges, 2001-2025**

Terrorism and 21<sup>st</sup> Century Conflicts

Immigration and Rising Populist Nationalism

Technology and Democracy

Read Backman, Chapter 29

**Week 16 (June 2): Final Exam**



**\*\*\*Subject to change without prior notice\*\*\***