

### Basic Course Information

Semester:	<b>Winter Intersession 2018</b>	Instructor Name:	<b>Thomas Jones</b>
Course Title & #:	<b>History 111. Modern Western History</b>	Email:	<b>Thomas.jones@imperial.edu</b>
CRN #:		Webpage (optional):	<b>NA</b>
Classroom:	Prison Program	Office #:	<b>By Appointment</b>
Class Dates:	<b>Jan 2 through Feb 2- 2018</b>	Office Hours:	<b>TBA</b>
Class Days:	<b>M,T,W,R</b>	Office Phone #:	<b>NA</b>
Class Times:	Start-time: 4:30	Emergency Contact:	<b>By email, text, phone.</b>
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 or documentary film. (IL01)
2. Describe the causes and/or impact of a historical event in Western Civilization. (IL01, IL02, IL05)
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**

Hunt, Lynn, et. Al. (2008). *The Making of the West: Peoples and Culture, A Concise History Vol 2* (5th/e). Boston Bedford-St. Martins. ISBN: To be Announced. Students may use the 4<sup>th</sup> edition.

### **Course Requirements and Instructional Methods**

Instructional methodology will vary between lectures, group activities and discussions, audio visual presentations and research assignment relative to key events of this historical period. Reading assignments and research will be assigned throughout semester as appropriate. Written essay assignments, Book reviews, online student discussions, research paper prepare for student debates and presentations will be assigned as **“out of class” activities**.

Reading and Writing:

1. Carefully read the text and supplemental readings, and practice the analysis of primary source materials. 2. Write, and prepare to write, critical, analytical essays based on material covered in the readings and in classroom activities. 3. When required, utilize the library and outside sources to research material relevant to the course. 4. Study the material to prepare for exams. 5. Students will be expected to produce from ten to fifteen pages of written work in this course.

Out-of-class:

Chapter Review (Homework), written essay assignments; book reviews; Research paper; Oral history projects; Preparation for student debates and presentations.

### **Course Grading Based on Course Objectives**

Method of evaluation to determine if stated SLOs and Course Objectives have been met include class activity and student participation in class discussions, essays, mid-term/final exams, oral assignments, quizzes, and written assignments. **NO MAKE UP EXAMS WILL BE GIVEN FOR THIS COURSE.**

### **Attendance**

Attending every regularly scheduled class meeting is the beginning to being successful in this class. Students should come to every class session prepared to discuss and debate key concepts of focus for that week. Attendance is taken weekly in compliance with school policy and appropriate state and federal regulations and requirements.

- 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**

- **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](#).

### **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.

### **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 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

<b>Date or Weeks</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 1/2/18-1/4/18	Welcome Students. We will review class policies, syllabus and course expectations as well as introduce ourselves to one another.	Syllabus
	The Age of Enlightenment. 1750-1789 Ch 18	Ch 18
	The Cataclysm of Revolution. 1789-1799 Ch 19	
1/4/18-R	<b>Review</b> <b>Exam 1</b>	Ch 19
Week 2 & 3	Napoleon and the Revolutionary Legacy. 1800-1830	Ch 20
1/8/18-18/18	Industrialization and Social Ferment. 1830-1850	Ch 21
	Politics and Culture of the Nation-State. 1850-1870	Ch 22
	Empire, Industry and Everyday Life. 1870-1890	Ch 23
	Modernity and the Road to War. WWI and its Aftermath. 1890-1929.	Ch 24 & 25
	<b>Review</b> <b>Exam 2</b>	
Week 4 & 5	The Great Depression and WWII. 1929-1945	Ch 26
1/22/18-2/1/18	The Cold War and the Remaking of Europe. 1945-1960	Ch 27
	Postindustrial Society and the End of the Cold War Order. 1960-1989.	Ch 28
	A New Globalism, 989 to Present.	Ch 29
2/1/18-R	<b>Review</b> <b>Exam 3</b>	

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