



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Western Civilization II
Course Prefix and Number – Hist 2312
Department – History, Geography, Government, and Economics
Division –Social and Behavioral Sci.

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description - Continuation of History 2311, covering the evolution of modern western civilization from the late 17th century to the present. Emphasis will be placed on the wide variety of contributions to the development of modern civilization.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prerequisites/Co requisites - THEA Reading and Writing requirements met. HIST 2311 recommended.

Prepared by

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Date
12-6-11

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Accuracy verified by Division Chair

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12-7-11

Approved by Dean of Vocational Instruction or Vice President of Instruction

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Date
12-15-11



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

The instructor will organize the course material in such a way that the main topics of modern Western Civilization will be surveyed in a balanced manner. It is within the prerogative of the instructor to assign the exact amount of time (days, weeks, etc.) to be spent on each of the primary periods and topics involved. Some of the basic topics to be included will be:

- 1.) The Age of European Exploration and Discovery (1480s-1600s) in which the Old World and New World collide and bring together widely different peoples, cultures, plants, and animals into a blending of worlds.
- 2.) European Divine-Right monarchies and the “Old Regimes” from Louis VIII to Frederick the Great (1610-1763) of Prussia.
- 3.) The “Enlightenment” to include cultural history, laissez-faire economics, the revolt against mercantilism, religion, politics, and philosophy in a changing Europe.
- 4.) The French Revolution and the rise and fall of Napoleon through the Congress of Vienna (1763-1815).
- 5.) Romanticism, Reconstruction of Europe, and the spread of new Revolutions in thought and politics (1815-1870).
- 6.) A look at the new emerging “Industrial Society” to include economics, sociology, religion, Liberalism, Utopians, Marxism, and Social Darwinism.
- 7.) The modernization of nations, clash of economic giants, spread of capitalism and imperial rivalry on all continents, and finally the drift towards an almost inevitable violence on a global scale (1870-1914).
- 8.) World War I, Economic Depression, and World War II. Special attention will be paid to the rise of fascism, the rise of Nazi Germany, the nature of Adolf Hitler, the Jewish Holocaust, and lessons for all mankind (1914-1945).
- 9.) The Cold War, rebuilding from the ashes, the collapse of Communism, the European Community and the Economic Union, and the emergence of Asia and Africa into a truly global marketplace (1945-2000)
- 10.) The dawn of the twenty-first century with many new unresolved questions such as environmental challenges, the dangers of nuclear proliferation, decline of traditional institutions, continued violence and terrorism, and the philosophical clash between traditional ethics and radical new advances in emerging technology.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1.) to develop critical thinking skills which would include the knowledge, comprehension, analysis, synthesis, and evaluation of the significant events of world history that led to the development of modern Western Civilization from the Age of Discovery and the Religious Reformation in Europe to the twenty-first century.	1.) Essay assignments and discussion queries require analytical skills and force students to synthesize and apply various concepts acquired from lecture notes, primary sources, and the required textbook.
2.) to enable the student to understand the primary elements of cultural heritage and to recognize the interaction between cultural heritage and the political, economic, and social history of a wide variety of city-states and nation states that became a part of Western Civilization	2.) Reading assignments, discussion queries, unit examinations, and comprehensive, post-test final
3.) to foster in the student an understanding of the uses of historical knowledge, to show how the past helps to explain the present, and to assist the student in developing an historical perspective in and for one's personal life.	3.) Reading assignments, discussion queries, and unit examinations
4.) To provide students with a base of historical knowledge and the tools to further their studies in other disciplines and as transfer students to other colleges.	4.) Incorporation of wide range of disciplines can be found in on-line lecture guides. All unit examinations, essay assignments, and comprehensive post-tests are based on information gleaned from these guides.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Required Text: Donald Kagan, The Western Heritage, Combined 10th Edition, Pearson.

Individual titles selected by the instructor available in library collection. Primary documents may be distributed to students, made available from instructor web site, or placed on reserve in the library.

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Western Civilization II is taught on-line only. Instructor must have access to working computer and all appropriate technology.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Students are required to read the textbook and take notes using lecture outline prepared by the instructor.

Students will be required to complete written work and participate in class discussions to further elaborate or explain what has been presented by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, responses to primary source readings, or other written assignments as designated by the instructor.

Minimum requirements include the following:

- 1.) Class attendance in accordance with college policy and as stipulated by the instructor (attendance measured by tracking tool in WebCT and completion of assignments).
- 2.) Complete appropriate reading assignments made by the instructor
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4.) Complete all appropriate tests, quizzes, examinations, and final examination to the full satisfaction of the instructor.

The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A

80% to 89% = B

70% to 79% = C

60% to 69% = D

Below 60% = F

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank may be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented on-line and are expected to develop note-taking skills. The weight, style, and nature of the specific assessment tool is left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. There will be at least one outside assignment involving a research paper, book report, primary source review, or such academic activity as the instructor deems important to augment the testing process and to improve reading and writing skills. Balance in testing to accommodate for varied learning styles is the desired goal.

Evaluation of student progress in this course will incorporate the use of a standardized, comprehensive exit examination. This Post-Test will be 25 questions and should be given the same day as the final examination. It may be part of that examination or stand alone as the final examination. The weight of the Post-Test to the student's course grade and/or the percentage assigned it as part of the final examination will be at the discretion of the instructor. The recommended weight of the Post-Test as part of the course grade is within the 10 to 50% range and all students must complete the exam.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

Course Prefix & Number: HIST 2312	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Does not apply.
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Does not apply.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	Does not apply.
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	Does not apply.
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Critical Thinking competency is met by one or more of the following: essays on exams, collaborative group work, class discussions, objective questions that require application of material.
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	Does not apply.



Page 2: Perspectives

Course Prefix & Number: HIST 2312	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Through on-line lecture, class discussion postings, and assigned reading, students are exposed to the impact culture and ethnic diversity has on the history of Western Civilization. Students are tested on competency in this area by essays and discussion postings.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Students who complete this course have been provided with a background of historical knowledge to use as a framework to analyze and participate as a responsible member of society. Measurement taken throughout course on tests and written assignments.
3. Recognize the importance of maintaining health and wellness;	Perspective does not apply.
4. Develop a capacity to use knowledge of how technology and science affect lives;	Perspective does not apply.
5. Develop personal values for ethical behavior;	The rationale for including this perspective is to promote civic awareness and to instill in the students the importance of active participation in the political process and to be a contributing member of their community.
6. Develop the ability to make aesthetic judgments;	Perspective does not apply.
7. Use logical reasoning in problem solving;	Perspective does not apply.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Measured by written assignments, essays on examinations, oral presentations, and the Post-Test



Page 3: Exemplary Educational Objectives

Course Prefix & Number: HIST 2312	
Component Area: Social and Behavioral Sciences	
Exemplary Educational Objective	Method of Assessment
1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Through lecture outlines and discussion as well as critical thinking assignments, students are exposed to a variety of interdisciplinary techniques and alternative theories.
2. Examine social institutions and processes across a range of historical periods, social structures, and cultures.	The Post-Test and questions on unit tests force students to examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. Use and critique alternative explanatory systems or theories.	Written assignments supplemented by lectures and discussions require students to examine and critique alternative theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.	Exemplary Objective does not apply.
5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Students who complete the class are exposed to an interdisciplinary, cross-cultural perspective. This approach is reflected in the unit exams and in the post-test exam.
6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.	Exemplary Objective does not apply.
7. Understand the evolution and current role of the U.S. in the world.	Success in meeting this objective measured by unit examinations.
8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints.	Assignments including but not limited to book reviews, journal activities, discussion postings, and/or research papers are designed to meet this objective.
9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Instructors will evaluate written work on the students' ability to meet this objective.
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Exemplary Objective does not apply.
11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	Lecture outlines, class discussion, and written assignments will require students to obtain information and to discern how this information impacts each of them as individuals and as a community.
12. Identify and understand differences and commonalities within diverse cultures.	Exemplary Objective does not apply.