History 1120-01—Western Civilization II --3 Credit Hours
MWF 11:00-11:50—UU416

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Office Hours: MWF 10-11:00 in UU, TTh 10-11:30 in LH 175D and by appointment

Course/Catalog Description: A general survey of the modern world, from the Reformation to the present. Emphasis is equally divided between national histories and the development of Europe as a whole, including the impact of the West on the entire world.

Required Text, Readings, and Materials:

- **Western Civilization, Volume II: Since 1500, 8th Edition**, Spielvogel
  - *Note: after finding out that the publisher raised prices, I decided to make this text optional. That said, it is a worthy investment especially if you plan to major in history*
- Moodle
- On-Line Documents

Outcomes and Objectives:

- General Education Outcome #4: Students will demonstrate knowledge of diverse cultures and historical perspectives.
  - History 1120-01 provides the basic information students need to understand the historical development of Western Civilization from the Reformation to the Present. They will become familiar with the events and individuals that impacted Western Civilization in this time period.
  - Students will begin to think critically about the influence history has on modern social, economic, religious, cultural, and political institutions.
  - Students will demonstrate an understanding of how social, political, economic, religious, and cultural forces intertwine to impact history, international affairs, gender, race, and class.
- General Education Outcome #1: Students will demonstrate effective oral and written communication skills, General Education Outcome # 6: Students will use appropriate technology and information to conduct research, and General Education Outcome # 7: Students will describe the value of personal, civic and social responsibilities.
  - Students will research, write, and speak about an individual who impacted the course of Western Civilization.
  - Students will participate in class discussions.

Methodology—This is a lecture course that also utilizes in-class discussions, primary and secondary source readings, research, and student presentations.
Evaluation Criteria:

- **In-class Assignments:** Several times a semester, students will be asked to discuss documents, topics, photos, etc related to class material. Each such activity is worth ten points. **MISSED IN-CLASS ASSIGNMENTS CANNOT BE MADE UP!**

- **Examinations:** There will be three exams in the class. The exams will cover information presented in class and your readings. One-hundred points each. **Missed exams will be made up during Finals Week.**

- **Historical Biography Project:** Each student will put together a poster board presentation on a man or woman who impacted the course of Western Civilization during this time period. Students will be asked to look at “non-traditional” historical figures. In other words, Napoleon, Peter the Great, and Queen Elizabeth are off limits. Instead, I want you to look at how an individual can impact history significantly without becoming King or a famous war hero. **Students must use at least two primary sources (including statements from the historical figure him/herself and one of his/her contemporaries) and two secondary sources.** Additional information follows the course outline. Projects will be presented throughout the semester. A sign-up sheet will be passed around on the third day of class. **One-hundred points.**

- **Please note:** Casper College may collect samples of student work demonstrating achievement of General Education Outcomes. Any personally identifying information will be removed from student work.

Class Policies:

- **Last Date to Change to Audit Status or to Withdraw with a W Grade:** April 14th.

- **Attendance Policy:** Consistent attendance is essential to the successful completion of this course. While absences are not directly counted against your grade they invariably have an impact.

- **Make-Up Policy:** In-class discussions and assignments cannot be made up after the fact! **All make-up exams will be given during Finals Week.**

- **Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

- **Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

- **Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

- **Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

- **ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during
my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**Western Civilization II--Tentative Course Outline and Reading Assignments**

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<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 20</td>
<td>Introduction</td>
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<td>January 22, 25</td>
<td>Protestant Reformation</td>
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<td>Chapter 13</td>
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<td>January 27, 29</td>
<td>Religious Wars and Crisis of the 17th Century</td>
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<td>Chapters 13 &amp; 15</td>
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<td>February 1, 3</td>
<td>Absolutism and Constitutional Monarchy</td>
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<td>Chapter 15</td>
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<td>February 5, 8</td>
<td>Atlantic System, Rise of Prussia and Russia</td>
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<td></td>
<td>pp. 322-329, 339-342, Chapter 18</td>
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<tr>
<td>February 10, 12</td>
<td>The Scientific Revolution and Enlightenment</td>
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<td>Chapters 16 &amp; 17</td>
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<td>February 15</td>
<td>Presidents’ Day Holiday</td>
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<td>February 17, 19</td>
<td>French Revolution</td>
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<td>Chapter 19</td>
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<td>February 22</td>
<td><strong>Student Presentations</strong></td>
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<td>February 24</td>
<td>Review for Exam I</td>
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<td>February 26</td>
<td><strong>Exam I</strong></td>
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<td>February 29, March 2</td>
<td>French Revolution and Napoleonic Era</td>
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<td>Chapter 19</td>
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<td>March 4, 7</td>
<td>The Industrial Revolution</td>
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<td>Chapter 20</td>
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<td>March 9, 11</td>
<td>Industrialization, &amp; 19th Century-1848</td>
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<td>Chapters 20 &amp; 21</td>
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<td>March 14, 16, 18</td>
<td>Spring Break</td>
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<td>March 21, 23</td>
<td>Unification of Italy and Germany</td>
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<td>Chapter 22</td>
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<td>March 25</td>
<td>Spring Holiday</td>
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March 28 Catch up Day
March 30 Student Presentations
April 1 Review for EXAM II
April 4 EXAM II
April 6 The late 19th Century
   Chapters 23 & 24
April 8 Advising Day
April 11, 13, 15 World War I and Russian Revolution
   Chapter 25
April 18, 20 Age of Anxiety and the Great Depression
   Chapter 26
April 22, 25, 27, 29 World War II
   Chapter 27
May 2 Aftermath of WWII
   Chapter 28
May 4 Student Presentations
May 6 Review for Final

Final Exam (Tentative) Thursday, May 12th @ 8:00 a.m.

Historical Biography Project

One of the outcomes emphasized in this class is value of personal, civic and social responsibilities. To demonstrate this, each student will put together a presentation on a man or woman who impacted the course of Western Civilization. Students must choose someone who lived in the time period covered by this class—someone who was neither Royal nor a military hero. There are many other ways to impact history!

Each presentation will be displayed on a tri-fold poster board. Students will include a one page critical assessment of the impact the individual had on history. At least two primary and two secondary sources must be used.

Each presentation must include the following:

1.) Identification and (credited) photos of the individual.
2.) Outline of the individual’s contributions to history.
3.) Typed one-page analysis of the individual's impact on history.
4.) A minimum of two quotations from IDENTIFIED primary sources by the historical figure.
   (Not from a quotations page on the Internet!)
5.) A Works Cited attached to the back of the poster board.
   A. This must include at least two primary sources.
   B. This must include at least two secondary sources.
Note on Sources

Primary Sources

A primary source is something written by the historical figure you choose to study or by someone who directly knew him/her. Autobiographies, letters (often found in other books or on websites), newspaper clippings, trial transcripts, and Congressional Records are acceptable primary sources. Quotations from on-line quotations pages DO NOT COUNT. You may use them, but they will not help you fill the two primary sources requirement.

Secondary Sources

Secondary sources are books and journal articles written by historians. You can find them in the library, on one of the library’s subscription databases, or on-line. I might also have some books that will work that I am willing to check out on a limited basis. WIKIPEDIA does not constitute a valid source. You may use it, but it will not help you fulfill the two secondary sources requirement.

Assessment

Your project is worth a maximum of 100 points to be earned as follows:

- Outline of historical figure’s life and major contributions to Western Civilization – 10 points
- Oral Presentation (i.e. discussing the individual with observers and answering questions) – 30 points
- Physical Presentation (neatness, grammar, etc) – 10 points
- One page analysis of the historical figure’s contributions to Western Civilization – 20 points
- Effective quotations from Primary Sources – 20 points
- Works Cited (including at least two primary and two secondary sources in MLA format) – 10 points