



## INSTRUCTIONAL PACKAGE

HIS 102

Western Civilization Post 1689

Fall 2018, Spring 2019, Summer 2019

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2018, Spring 2019, Summer 2019

COURSE PREFIX: HIS 102

COURSE TITLE: Western Civilization Post 1689

CONTACT HOURS: 3

CREDIT HOURS: 3

### **RATIONALE FOR THE COURSE:**

This course is designed to introduce students to the development of Western Civilization, from the Glorious Revolution, through the Scientific Revolution, the Enlightenment, the period of Liberal Revolutions and Nationalism, the World Wars, and the Cold War. Through this introduction, students will gain a greater appreciation and understanding of today's society. Students will learn to read for comprehension and demonstrate the ability to fashion individual interpretation of historical data.

### **COURSE DESCRIPTION:**

This course is a survey of western civilization from 1689 to the present, including major political, social, economic, and intellectual factors which shape the modern western world.

**PREREQUISITES:** (COMPASS Reading 85 and COMPASS Writing 78) or ( ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or ( New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or ( COMPANION Reading 075 and COMPANION Sentence Skills 081) or SAT Critical Reading 480 or ( ACT English 19 and ACT Reading 19) or (Credit level [ENG 100](#) Minimum Grade of C\* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC) or ( Multiple Measures English 1)

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

### **[BOOKSTORE.](#)**

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

## **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## **CLASSROOM ETIQUETTE:**

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain sociology and our society. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

## **Online/Hybrid courses:**

**Netiquette** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

## **POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)**

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

**Classroom conduct:** It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class “for a period” until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**Academic Misconduct: Cheating, plagiarism, collusion, et al.**

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
- If academic misconduct is substantiated to the Professor’s satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
  - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
  - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
  - Require the student to withdraw from the course
- Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

## Part II: Student Learning Outcomes

### STUDENT COURSE LEARNING OUTCOMES

1. **Synthesize** historical events, individuals, societies, issues, and theories in Western Civilization from 1689 to present.
2. **Analyze** historical events, individuals, societies, issues, and theories in Western Civilization from 1689 to present.
3. **Participate** in group discussions on historical issues, individuals, and/or events in Western Civilization from 1689 to present.
4. **Write** research-based collaboratives, inquiries, and written assignments using library resources including computer data bases and search engines.
5. **Integrate** important and relevant current events into the context of Western Civilization from 1689 to present.
6. **Use** a variety of historical maps in synthesizing and analyzing Western Civilization from 1689 to present.
7. **State** factually based opinions about individuals, issues and events in Western Civilization from 1689 to present.
8. **Define** and use historical terms relative to Western Civilization from 1689 to present.
9. **Identify** major political, religious, and social figures in Western Civilization from 1689 to present.
10. **Explain** causes, results, and implications of major events in Western Civilization from 1689 to present.
11. **Question** the past, the present, and the future of Western civilization and state an opinion about the reasons WHY the forces of events and individuals make history.
12. **Foster** character growth by listening, reading, following instructional guidelines and by team sharing.

### UNIT ONE: ABSOLUTISM, SCIENTIFIC REVOLUTION, ENLIGHTENMENT

1. Describe European social, political, and economic conditions in Europe at the end of the seventeenth century.
2. Define and describe the emergence of absolutism in major European states: France, England, Prussia, Austria and Russia.
3. Define and describe the impacts and the implications of the theory of divine right on European monarchies and societies.
4. Explain the impact of the Scientific Revolution on western thought and questioning.
5. Describe the significance of the scientific method and its applicability not only to science but also to society.
6. Describe the impact and the importance of Galileo, Copernicus, Vesalius, Newton, Kepler, et.al. on science and society.
7. Explain the causes and the effects of the Enlightenment on Europe, especially in France.
8. Identify the philosophies, their major works, and the significance of their assessment of society and man. (Rousseau, Montesquieu, Diderot, Voltaire, Bacon, Descartes, et.al.)

9. Describe the impacts of the Scientific Revolution and the Enlightenment on the absolutist regimes/monarchies in Europe.

## **TWO: REVOLUTIONARY EUROPE AND THE AGE OF NAPOLEON**

1. Analyze the causes and the results of the French Revolution.
2. Compare/contrast the American and the French Revolutions.
3. Evaluate the human, economic, political, and social repercussions of the French Revolution.
4. Relate issues of leadership (effective/ineffective)/great to major historical figures from the seventeenth to the twenty-first centuries.
5. Describe the phases of the French Revolution and the Counter-Revolution including the fall of the Bastille, the Tennis Court Oath, the Declaration of the Rights of Man, the Terror, the Directory, and the Napoleonic coup.
6. Analyze the rise and fall of Napoleon Bonaparte.
7. Examine and describe the restructuring of France under Napoleon.
8. Define the Code Napoleon and discuss the implications of the code on western civilization.
9. Describe Napoleon Bonaparte's military exploits in Europe: his successes and his failures.
10. Discuss the implications of the French Revolution and the origins of nineteenth century nationalism in Europe.
11. Explain the shift in balance of power following the Congress of Vienna.

## **UNIT THREE: EMERGENCE OF MODERN NATIONALISM AND WORLD WAR I**

1. Explain the emergence of new national states: Italy and Germany.
2. Explain the implications of the Franco-Prussian War on European power.
3. Describe the Realpolitik of Otto von Bismarck.
4. Describe the emergence of an Italian state following the Revolutions of the 1820's – 1850's (Garibaldi).
5. Trace the underlying causes of the First World War.
6. Identify the major treaties and alliances formed prior to the First World War.
7. Identify the trigger event and the chain reaction that precipitated European conflict and war in 1914.
8. Identify the allies and the central powers and the associated powers.
9. Identify the major terms of the Treaty Versailles and the associated territorial, military, and reparations/guilt clauses of the treaty.
10. Explain the major results and repercussions of the First World War.

## **UNIT FOUR: AFTERMATH OF WORLD WAR I, COMMUNISM, FASCISM, AND WORLD WAR II**

1. Identify the Big Four and their respective agendas at Versailles.
2. Describe the role of American President Woodrow Wilson and his Fourteen Points as a "hoped-for" just peace.
3. Discuss the significance of the Versailles Treaty.
4. Discuss the rise of Benito Mussolini and the Italian Fascist State in the 1920's.
5. Discuss the rise of Adolf Hitler and the German Nazi State in the 1930's.

6. Discuss the fall of the Romanov dynasty, the growth of Communism, and the establishment of the Soviet Union following the First World War.
7. Define and differentiate the ideologies of fascism, Nazism, and communism.
8. Discuss the rise of the Nazi Party, Hitler, the totalitarian state and the implications of each.
9. Discuss the underlying and the immediate causes of World War II.
10. Discuss the origins and the implications of the Holocaust on western civilization and world civilization.

#### **UNIT FIVE: THE COLD WAR TO THE EUROPEAN UNION**

1. Explain the underlying causes of the Cold War including the Yalta and Potsdam Conferences.
2. Describe the implications of Cold War/hot war politics in Europe following the Second World War including the Polish crisis, the Hungarian uprising, the Czech crisis, and the German problem.
3. Explain the causes, results, and the implications of the Berlin Air Lift and the construction of the Berlin Wall.
4. Discuss post war politics, the rebuilding of Europe, the growth of NATO and a realignment of the balance of power in the West.
5. Identify major eighteenth, nineteenth, and twentieth century political, religious and social figures.
6. Compare and contrast capitalism and communism in Europe.
7. Discuss the significance of perestroika, détente, and glasnost and the eventual collapse of Soviet satellites and the USSR.

#### **REQUIRED COURSE MEASURES/ARTIFACTS:**

- Tests
- Historical Issues and Personalities Research Paper
- Written Assignments

## Part III: Grading and Assessment

### EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### Grade Evaluations

Final grade averages include the following:

Exams:	40-60%
Quiz, Papers, Projects and Other Assignments:	20-60%
Participation:	0 -10%
Discussion/Assignments:	<u>20-60%</u>
	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

#### **GRADING SYSTEM:**

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course.



**Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## **Part V: Student Resources**



### **The Student Success and Tutoring Center (SSTC)**

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



### **Student Information Center: WaveNet Central (WNC)**

WNC offers to all students the following **free** resources:

- 1. Getting around HGTC:** General information and guidance for enrollment!
- 2. Use the [Online Resource Center \(ORC\)](#)** for COMPASS support, technology education, and online tools.
- 3. Drop-in technology support or scheduled training** in the Center or in class.
- 4. In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

## **Student Testing:**

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **Disability Services:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a>	<b>Jacquelyne Snyder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a>