

Bergen Community College
School of Arts, Humanities, & Wellness
Department of History & Geography

Course Syllabus

HIS102-Western Civilization from the Reformation

Basic Information about Course and Instructor

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| Semester and year: Course and Section Number: Meeting Times and Locations: Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address: |
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Course Description

This class is a study of the Western world from the Era of the Renaissance to the end of the 20th century. Major cultural, social, economic, political, intellectual, and religious developments in the history of the West and its interactions with other global regions are surveyed. Students will also be introduced to historical methodology and historiography. Students will acquire a solid understanding of historical facts and interpretation while gaining a sense of the broad scope of history as a discipline.

3 credits

General Education Course – Humanities Elective

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to

1. Identify the major periods in the history of western civilization from the Early Modern Era to the 20th Century. Demonstrate an understanding of the narrative framework and factual basis of western history.
2. Identify and analyze the important political, economic, social, intellectual, and religious forces that shaped these periods.
3. Summarize and interpret the continuity and change that occurs between successive civilizations.
4. Demonstrate the ability to develop a thesis and support it with historical evidence both in writing and orally.
5. Demonstrate basic research skills by locating and using source materials.
6. Summarize, paraphrase, and quote historical information in properly cited written analyses
7. Demonstrate the ability to state and support their own interpretation of historical issues concisely, coherently, and logically.

--All learning objectives will be assessed by student's performance in answering test questions, writing essays, writing research papers, oral presentations, and class discussions.

In pursuit of the foregoing goals, the course is based on the reading and discussion of historical writings both primary and secondary sources; the techniques of historical research and writing are reviewed; students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's Core Competencies and General Education Goals as possible. They are also correlated with the overall Learning Goals of the Philosophy Program. In addition, student progress in reaching the course's SLOs is to be assessed through a variety of assessment types (tools) and on the basis of a variety of assessment criteria. These alignments and correlations are depicted in the [attached document](#). [[Back to course listing](#)]

See an [individual classroom syllabus](#) for this course based on the policies stated in this departmental syllabus. [[Back to course listing](#)]

Course Content

Needs to be explained.

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

The **required text** for this course is *Judith G. Coffin & Robert C. Stacey's Western Civilizations—Volume 2 (Norton, 17th edition)*

Writing and Critical Thinking Requirement(s)

Because HIS-102 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade.

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

History and Geography Departmental Attendance Policy:

It is imperative that students attend class on a daily basis in order to secure the knowledge necessary to succeed in the course. Coming to class on time and staying for the entire class period is expected. Excessive absences will have a detrimental effect on your performance in this course. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide. Collegiality is expected at all times during the course.

Attendance Policy in this Course:

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

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| <p><u>Examples:</u> Statement on plagiarism and/or academic dishonesty. ADA statement. Sexual Harassment statement. Statement on acceptable use of BCC technology. Statement on the purpose and value of faculty office hours.</p> |
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Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

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| The Distance Learning Office – for any problems you may have accessing your online courses | Room C-334 | 201-612-5581 psimms@bergen.edu |
| Smarthinking Tutorial Service | On Line at: | www.bergen.edu/library/learning/tutor/smart/index.asp |
| The Tutoring Center | Room S-118 | 201-447-7908 |
| The Technology Assisted Learning Lab (Math and English) | Room C-110 | 201-447-7988 |
| The Writing Center | Room C-110 | 201-447-7136 |
| The Online Writing Lab (OWL) | | www.bergen.edu/owl |
| The Office of Specialized Services (for Students with Disabilities) | Room S-153 | 201-612-5270 |
| The Sidney Silverman Library – Reference Desk | Room L-226 | 201-447-7436 |

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: **The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.**

| Week(s) | Date(s) | Topic/Activity | Learning Objectives | Assignments/Events |
|----------------|----------------|-----------------------|----------------------------|---------------------------|
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See the Sample Course Outline and Calendar below.

| <i>Date</i> | <i>Assigned Reading</i> | <i>Lecture Topic</i> |
|-------------|---|---|
| Sept. 8 | Chapter & page numbers should be listed | Introduction: course information, discuss syllabus |
| Sept. 13 | Ch. 12 | Renaissance |
| Sept. 15 | Ch. 13 | Reformation |
| Sept. 20 | Ch. 13 | English Reformation |
| Sept. 22 | Ch. 14 | Age of Religious Wars |
| Sept. 27 | Ch. 14 | Constitutionalism in England & Netherlands |

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| Sept. 29 | Ch. 14 | Absolutism: Russia, Prussia, Austria |
| Oct. 4 | Ch. 15 | Absolutism: Age of Louis XIV |
| Oct. 6 | Ch. 15 | 18th Century: Empires, Commerce, Social Change |
| Oct. 11 | | *1st Mid-Term Exam |
| Oct.13 | Ch. 16 | New Science of the 17th Century |
| Oct. 18 | Ch. 16 | New Science of the 17th Century |
| Oct. 20 | Ch. 17 | Enlightenment I |
| Oct. 25 | Ch. 17 | Enlightenment II |
| Oct. 27 | Ch. 18 | French Revolution |
| Nov. 1 | Ch. 18 | Napoleonic Era & Wars |
| Nov. 3 | Ch. 19 | Industrial Revolution: Economic & Social Impact |
| Nov. 8 | Ch. 19 | Industrial Revolution: Economic & Social Impact |
| Nov. 10 | | *2 nd Mid-Term Exam |
| Nov. 15 | Ch. 20 | From Restoration to Revolutions of 1848 |
| Nov. 17 | Ch. 21 | 19th Century Nationalism & State Formation |
| Nov. 22 | Ch. 21 | 19th Century Nationalism & State Formation |
| Nov. 29 | Ch. 22 | New Imperialism & Colonialism, 1870-1914 |
| Dec. 1 | Ch. 23 | 1870-1914: Modernization of Europe |
| Dec. 6 | Ch. 24 | First World War |
| Dec. 8 | Ch. 24 | Russian Revolution |
| Dec. 13 | Ch. 25 | Rise of Fascism& Italy |
| Dec. 15 | Ch. 25 | Road to Second World War |
| Dec. 20 | Last class meeting | **Final-Exam** |