



HIST 1510

Division: Social and Behavioral Science

Department: Social Sciences

Course: HIST 1510

Title: Modern World Civilizations

Catalog Description:

The history of the World from the European Renaissance into the 21st century. Emphasis is placed on the political, cultural, and intellectual developments over the past six centuries on a global scale. Attention is paid to the commonalities, uniqueness, and interaction between Western and non-Western civilizations.

General Education Requirements: Social and Behavioral Science

Semesters Offered: Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: None

Corequisites: None

Justification:

In the 21st century world, which is rapidly developing into a world ecumene, knowledge of the unique cultures of the world and of their histories is indispensable to an understanding of current developments, as well as one's ability to function and assume the responsibilities of an informed, participating member of one's society. Additionally, historical understanding of the world's cultures, religions, societies, arts, philosophies, legal systems, and value structures are the prerequisites of an educated mind and constitute the tools which are required to function effectively in today's world. History 1510 is a General Education elective as well as a required course for prospective history majors in all Utah State institutions of Higher Education, as well as BYU and Westminster College. It is included in the articulation agreements with the afore-mentioned nine Utah State institutions and is also transferrable to Brigham Young University and Westminster College.

Student Learning Outcomes:

Through lectures, study of historical primary and secondary sources, in-class discussion and review, and weekly question & answer sessions, students who complete the course will know:

The historical developments of the cultures, societies, nations, and eras they have studied.

The religious value systems and philosophies of the various cultures and societies.

The politics, economic bases, class structures, and legal systems of societies.

The aesthetic and artistic achievements of various cultures.

The contributions of the leading historical figures to their respective societies.

The role which ideologies play in history and societies.

The effects that wars and international relations have on societies.

By means of assignments of research in primary source materials, writing of short essays, and the requirement of submitting written questions to the instructor at the completion of the lectures, students who complete this course will be able to do the following:

Interpret and explicate historical primary and secondary sources.

Employ the tools of historical scholarship in historical research and writing.

Interpret current events through the application of historical knowledge and historical understanding to contemporary developments.

Think critically and analytically about historical developments and events, cause and effect relationships, and the meaning and significance of historical and current events.

Through the use of the comparative method in the study of the subject matter, the study of primary source documents from both Western and non-Western cultures, the use of slides and visual materials dealing with the artistic and aesthetic dimensions of cultures, students who complete the course will learn to feel or appreciate:

The uniqueness and individuality of historical and contemporary events.

How historical understanding widens intellectual horizons and liberates the human spirit and mind from the confines of parochial thinking.

The diversity and richness of the human experience.

The value of withholding judgment of others or to impose one's own values on others.

Empathetic understanding of the challenges and tribulations which have confronted humankind.

Content:

Modern World Civilizations 1510 studies civilizations and cultures from the Western Renaissance into the 21st century, C.E. Emphasis is placed on a study of the political, cultural, aesthetic, religious, economic, philosophical, and societal developments of these civilizations.

Subjects studied include:

Centers of Civilization Before 1500, C.E.: The Historical Background of the Modern World;

The Renaissance: Italian & North European Humanism;

Renaissance Artists, Scientists, and Warriors;

The Development of European Nation States;

European Expansion: Voyages of Discovery and Colonization;

The Reformation: Martin Luther and His Movement;

Other Reformers;

L'Etat C'est Moi: Absolutism & Power Politics in Europe, 1648-1763;

Social Changes & Weakening: The "Old Regimes" in Europe, 1714-1774;

The European Dream of Enlightenment and Progress: The Age of Scientific Revolution & The Age of Enlightenment;

The Rights of Man: Revolution in the Western World: America & France;

The European Shadow Over Africa & Asia, 1650-1815;

Industrialization & European Global Hegemony;

The Cultural Dominance of the European Middle Class, 1815-1914;

European Politics, 1815-1871;

European Politics, 1861-1914;

Transplanted Europes, 1815-1914;

Africa & The Middle East, 1800-1914;

Asia, 1800-1914;

World War I & The Tragic Peace;

The Economic & Political Collapse of the Democracies, 1918-1939;

The Quest for Total Power;

The Middle East, Asia, & Africa, 1918-1939;

Diplomatic Failure & World War II, 1920-1945;

The Cold War: Russia & Eastern Europe, 1945-1995;

The Developed World;

The Developing World;

Epilogue.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are assigned reading materials in the course textbook, primary and secondary source materials on Electronic Reserve, and in-class handouts. They are required to demonstrate comprehension as well as interpretive abilities pertaining to these documents through in-class discussion and instructor questioning.

Analysis of these documents is stressed by means of the Socratic method, whereby the students comprehension of the materials is tested. The instructor assesses each student's understanding of the materials by means of questions whose purpose is to guide the student to achieve and demonstrate historical understanding. Additionally, students are encouraged to engage in debate pertaining to the content and meaning of the readings. They are evaluated on the basis of demonstrated ability in presenting cogent, analytical arguments in defense of their position. The students mastery of the reading material is further evaluated by means of short essays and written examinations and quizzes.

2) Write clearly, informatively, and persuasively.

Students submit two questions pertaining to the material presented in the lectures. The content of these questions addresses their ability to identify the core ideas of the lecture, areas of vagueness, problems in understanding specific subjects of the lecture, and the raising of issues regarding alternative interpretations and viewpoints of the material. Students writing is evaluated on the basis of clearly defining the problems they experience with the lecture material, conciseness of expression, as well as the ability to differentiate between the core ideas and peripheral material. The instructor provides students with written evaluations of their submissions, addressing both weaknesses and strengths of their understanding of the lectures. Additionally, students writing performances are evaluated on essay questions and examinations.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students must utilize the primary and secondary historical source materials on Electronic Reserve, which requires them to access these materials via computer. Additionally, they have access to web-site research materials through the textbook CD, furnished by the publisher. These materials supplement the textbook materials. Further, the course makes use of audio-visual materials (slides, DVDs, etc), which requires students to interpret the arts, and aesthetic dimensions of cultures and civilizations. The examinations include subject matter that students must access from computers as well as in-class media presentations.

5) Apply a cultural and historical awareness to a variety of phenomena.

Everything presented in this course requires students to demonstrate historical understanding of the subject matter. Students must provide evidence of their ability to understand civilizations and cultures on a comparative basis, to demonstrate an understanding of the interactions of civilizations, cause and effect relationships, and significance and meaning of civilizations. Their ability to do so is evaluated by means of examinations, in-class participation and discussions, submission of written questions, and quizzes.

8) Apply ethical reasoning to a variety of contexts.

Historical understanding requires students to engage in the evaluation and comparison of different, unique, and conflicting cultural values, religions, legal systems, and philosophies. They must come to grips with humanity's varying means of confronting, and attempts at solving, the human dilemma of existence and make judgments pertaining to the effectiveness of civilizational solutions to these problems. Examinations test the students comprehension of these ethical conundrums, their ability to explain differences, and their capacity for distinguishing the reasons for the variety of historical responses to these problems. Students also address these ethical issues in the questions they are required to submit to the instructor for evaluation of their comprehension of this subject matter.

9) Respond with informed sensitivity to an artistic work or experience.

The course exposes students, by means of slides, videos, and historical primary source documents, to the artistic and aesthetic dimensions of history. Students are expected to demonstrate an ability to describe and distinguish between Eastern and Western art, the art of successive periods of history and cultures. Their comprehension of these aspects of history is evaluated on examinations, questions they must submit at the end

of the lecture, and class discussion.

Key Performance Indicators:

Three midterm examinations = $2/3$ of Final Course Grade

One Final Examination = $1/3$ of Final Course Grade

Periodic quizzes. determine border line "+" and "-" of the Final Course Grade

Submission of two questions per lecture to the instructor pertaining to each lecture, determine border line "+" and "-" of the Final Course Grade.

Representative Text and/or Supplies:

Brummett, Palmira, et.al. *Civilization: Past & Present*.

Vol. II. New York: Addison-Wesley Educational Publishers, Inc. 2000.

Optimum Class Size: 45

Maximum Class Size: 45

Signatures:

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)