

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
HIST 1013

Course Title
Western Civilization Since 1700

Course Description
This course is a general survey of the history of western civilization since the early modern period.

College Mission
South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes
Critical Thinking Responsibility Communication

ACTS Course **Program Course**

ACTS Outcomes
 1. The student will develop and utilize critical thinking and communications skills in order to gain a global and historical perspective.

Program Outcomes

Course Learner Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Analyze the development of the Enlightenment and its impact on the American and French Revolutions.	I. 1-5	1		CT1			Embedded questions in unit exam.
CLO 2	Describe the changes in Europe and the West between 1815 and 1914.	II. 1-3.	1		CT1			Embedded questions in unit exam.
CLO 3	Analyze and evaluate the economic, political, and cultural trends behind the rise, fall, and development of nations.	III. 1-4.	1		CT1	C1		Research Paper Graded With Rubric

Unit Outcomes/ Competencies

- I. The Birth of the Modern West
 The Enlightenment (1687-1789)
 Colonization and Consolidation: The Colonial Wars (1687-1763)
 The Age of Revolution (1763-1799)
 The Age of Napoleon (1799-1815)
 Industrial Revolution (1750-1850)
 Objectives: Students should understand the causes and effects of the Enlightenment, the American and French Revolutions, the wave of industrialization sweeping Western Europe at this time, and the Napoleonic Wars. Students should also know the major social and political ideas of the era and how the major nations coped with the problems of colonial development. Readings from selected articles and Spielvogel, pp. 513-633.
 At the end of the unit, students should be able to:
 1. Understand the causes and effects of the Enlightenment.
 2. Describe the events surrounding the American Revolution.

3. Describe the events and effects of the French Revolution.
4. Explain the rise and spread of the Industrial Revolution.
5. Identify the major social and political ideas of the era and how the major nations coped with the problems of colonial development.

II. New Peace, New Nations, New Threats

Peace of Vienna (1815-1830)
 Revolution and Reform (1830-1848)
 Age of Nationalism and Realism (1836-1894)
 The New Nation-States (1848-1913)
 New Uncertainties and the Collapse of the Peace (1894-1914)
 World War I (1914-1918)

Objectives: Students should know the shape of the Peace of Vienna, the causes and effects of the revolutions of 1830 and 1848, and how the new nations emerged during this time. Students should also understand the causes and course of World War I. Readings from selected articles and Spielvogel, pp. 636-797.

At the end of the unit, students should be able to:

1. Describe the Peace of Vienna and its effects.
2. Understand and explain the causes and effects of the Revolutions of 1830 and 1848.
3. Describe the development of nations during this time period.
4. Describe the events surrounding World War I.

III. Wars and Rumors of Wars in a Democratic Age

Failure of Versailles (1919-1933)
 The Rise of Fascism and World War II (1933-1945)
 Rebuilding Democracy (1945-1948)
 The Cold War Begins (1948-1968)
 The Modern West Emerges (1950-1979)
 The End of the Cold War (1968-1991)
 Into the Modern Age (1991-present)

Objectives: Students should know the terms of the Treaty of Versailles and the problems emerging from the treaty. Students should also understand the causes and course of World War II and the Cold War as well as understand the problems faced by the major nations caused by the end of the colonial age and new instability in the Middle East, the Balkan Peninsula, and Latin America since the 1960s and the attempts to correct these problems. Readings from selected articles and Spielvogel, pp. 797-978.

At the end of the unit, students should be able to:

1. Explain the Treaty of Versailles and its effects.
2. Understand the causes and course of World War II.
3. Describe the developments of the Cold War.
4. Understand the problems faced by the major nations caused by the end of the colonial age and new instability in the Middle East, the Balkan Peninsula, and Latin America since the 1960s.

Assessment Description(s)

Assessments will be evaluated using the department rubric.

Materials and Technological Requirements:

Spielvogel, Jackson J. *Western Civilization*, 8th ed. Stamford, CT: Wadsworth, 2012.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week.....2 absences
 Courses that meet twice per week3 absences

Courses that meet four times per week 5 absences

Summer Session

Courses that meet four times per week in a five week session 3 absences

Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.

- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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