HONORS WESTERN CIVILIZATION II
HIS 2480

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Summer 01

Catalog Course Description:

A survey of the modern Western world from 1715 to the present that through use of primary and secondary sources and extensive class discussion seeks to develop a conceptual understanding of the underlying assumptions of our present civilization.

Entry Level Standards:

Students must be able to read with a questioning mind and write essay answers to examinations in order to perform well in this course. They must be "active learners" in the sense that they should seek to do more than memorize and passively absorb reading and lecture material. Each student should be prepared to spend at least two hours preparation time outside of class for each hour in class.

Prerequisite:

Consent of instructor an ACT composite score of 24

Textbook(s) and Other Reference Materials Basic to the Course:

3 Examination Booklets purchased from the bookstore. These are REQUIRED for all examinations!!! NO exceptions!!

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction The 18th Century--A Society of Order(s)?</td>
</tr>
<tr>
<td>2</td>
<td>The Enlightenment</td>
</tr>
<tr>
<td>3</td>
<td>The French Revolution</td>
</tr>
<tr>
<td>4</td>
<td>The Triumph and Defeat of Napoleon The Industrial Revolution in Britain</td>
</tr>
<tr>
<td>5</td>
<td>Test 1 pp. 541-547; Chapters 17, 19-20 The 19th Century-A Ferment of Ideas</td>
</tr>
</tbody>
</table>
II. Course Objectives*:

A. Promote toleration through understanding, especially challenging "presentism" (i.e. the belief that the present is better than the past). IV

B. Determine how present assumptions and values emerged from previous ideas and institutions (i.e. how we are, wittingly or unwittingly, the product of our past). IV

C. Reveal how different cultures--and even our own culture in an earlier era--hold values different from our own. IV

D. Examine significant stages in the development of Western religion, rational thought, statecraft, urbanization and social class, and to master the fundamental terms associated with the development of those concepts. I.5, IV

E. Foster the capacity for analytical (critical, problem-solving) and conceptual (imaginative, synthetic) thought and encourage students to formulate their own interpretations in clear, precise language. III.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Read the text and use critical thinking skills to relate factual material to the themes of the
course. *Communication Outcome, Problem Solving and Decision-Making Outcome*

2. Listen effectively to lectures, take notes, and use critical thinking skills to organize their lecture notes in preparation for exams. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy*

3. Write analytical essays about the past. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy*

4. Through participation in class discussions and/or group projects, exchange ideas with their peers. *Communication Outcome, Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.*

**IV. Expectations for Student Performance***:

Upon successful completion of this course, the student should be able to:

1. Understand the significant stages of the development of Western religion, rational thought, statecraft, social classes, and economics. D

2. Understand how different cultures – and even our own culture in an earlier era – hold values different from their own. C

3. Develop a greater appreciation of cultures and beliefs different from their own.

4. Understand how present assumptions, values, and practices emerged from previous ideas and institutions (i.e., the realization that we are products of our past). A, B

5. Be more aware of social, political, economic, and environmental issues in contemporary society. D

6. Possess a fuller capacity for analytical and conceptual thought. E

7. Demonstrate the ability to write analytical essays about historical issues. E

*Letters after performance expectations reference the course objectives listed above.*

**V. Evaluation**:  

**A. Testing Procedures:**

Test 1: 150 points  
Test 2: 200 points  
Test 3: 250 points  
Attendance is required at all examinations. Absences will only be considered in the case of extreme, documented emergencies and only if the student informs the instructor no later than 24 hours after the test is administered. Failure to follow this policy will result in a zero for that test.

**B. Laboratory Expectations:**

N/A

**C. Field Work:**
Daily Questions: 100 points
Classroom Leadership Project: 150 points
Assignments should be turned in on time. Daily questions will be considered in class assignments and will be taken up at the beginning of the class period in which they are due. Late work will only be accepted under extreme circumstances. Documentation may be required.

D. Other Evaluation Methods:

Capstone Project: 150 points

E. Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>899-870</td>
<td>B+</td>
</tr>
<tr>
<td>869-800</td>
<td>B</td>
</tr>
<tr>
<td>799-770</td>
<td>C+</td>
</tr>
<tr>
<td>769-700</td>
<td>C</td>
</tr>
<tr>
<td>699-600</td>
<td>D</td>
</tr>
<tr>
<td>599-0</td>
<td>F</td>
</tr>
</tbody>
</table>

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Attendance, promptness and participation are essential to success in college courses. The History Program at PSTCC has a standard attendance policy. Students may miss 6 (six) class periods without penalty. Please note an absence is defined as not being present in class. Every absence counts toward the class maximum. After a student has taken her/his maximum allowable absences, one-half letter grade will be deducted from that student’s final course average for every class missed after the maximum. Since promptness is also important I strongly encourage you to come to class on time and not to leave early. Both late arrival and early departure will count as tardies. Three tardies will equal one absence. If you are tardy, it is your responsibility to tell the instructor on the same day that you are tardy to change your absence to a tardy or the absence will remain on the record. Special circumstances (i.e. extended illnesses or emergencies) need to be discussed with the instructor when they arise. It is the responsibility of the student to inform the instructor of circumstances that may prevent her/him from being in class. In order to encourage good attendance, points will be added to the final average on the following basis: 0 Absences = +10 Points; 1-2 Absences = +5 Points.

B. Academic Dishonesty:

According to PSTCC policy, any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with the grade of an F. Academic honesty includes: plagiarism (representing someone else's words or ideas as your own) and collusion (allowing other people to write, to revise, or to alter significantly the text of an assignment that is supposed to be your work alone).

C. Other Policies:

In accordance with PSTCC policy, children may not attend college classes.