

BENEDICTINE UNIVERSITY



Spring, 2007

D229

6:00 – 10:00 p.m.

Every Other Wednesday

Beginning 2/14/07 and

Ending 4/29/07

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Office Hours by Appointment  
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**CONTEMPORARY WORLD, HUMN 250**

**I. Course Description**

Drawing upon the resources of the Roman Catholic and Benedictine traditions, this course examines a variety of interpretations of the current world situation in light of the theme: person in community. Have the notions of person and community changed, or are they being changed through current political, economic, cultural and technological challenges? 3 semester hours

**II. Textbook and Materials**

**Required Text:**

A History of World Societies, Vol II Since 1500, (7<sup>th</sup> ed.) McKay, Hill, Buckler, Brey  
Terrorism and 9/11, Logevall, Fredrik, ed.

**Supplemental Materials**

Familiarity with use of the Internet  
Personal Journal

**III. Mission Statement**

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.

**IV. Goals, Objectives, and Outcomes**

- A. Goals – The course will provide the student an opportunity to expand his or her research skills, acquire knowledge of history and heritage of western civilization to include: a) the contributions of religious faith and

philosophical thought to understanding the individual in community; b) the relationship of the individual to society: membership and participation in groups and institutions; c) scientific literacy through knowledge of the history, the methods and the impact of science on the individual, society and the environment; d) artistic and literary heritage. Through readings and discussion the student will gain an understanding of global society: cultural diversity, mutual relationships, interdependence of peoples and nations. The personal journal portion of the course is designed to teach the student to make informed ethical decisions that promote personal integrity that demonstrate an understanding of the legitimate rights and aspirations of individuals and groups, and the common good. Through small group work, the student will apply liberal learning in problem solving contexts as preparation for active participation in society.

- B. Common Student Learning Objectives – specific concepts (CSLOs)
- 1) To encourage an awareness of the world's growth, development, and change during this period focusing on the convergence of the world's cultures as they come into play during this period. This will include specifically, but not limited to, an introduction to the following topics:
    - i. Imperialism and decolonization
    - ii. Economic imperialism and the growth of the western centered world economy
    - iii. The spread of industrialization
    - iv. World War I and World War II
    - v. The Cold War
    - vi. Political developments and revolutions
    - vii. The post Cold War world
  - 2) To improve skills in study, research, writing, and to introduce the student to basic historical methods of research
  - 3) To introduce the distinctions between primary and secondary sources and how to utilize both in historical inquiry
  - 4) To encourage the ability to present historical material while demonstrating a clear understanding of important events, ideas and individuals within appropriate historical context.
- C. Course-based Student Learning Objectives – (CBSLOs) what will students be able to do as a result of completing this course
- 1) Locate key geographical features of the modern era within their national context
  - 2) Describe the pivotal components of the construction of the modern world: revolutions, resistance, and imperialism; global conflict; and economic transformations
  - 3) Analyze how these elements interrelate to constitute the modern era
  - 4) Describe and defend the central and pivotal historic events from that era.

## V. Teaching Method

This course is constructed for student-centered, interactive learning utilizing concepts of adult learning with the instructor as a learning facilitator. In order for this model to function effectively, attendance, preparedness and full class participation are essential for each student.

## **VI. Course Requirements**

### **Attendance policy**

Class attendance from beginning to end of class and full, positive participation is expected. Repeated absences or any other practices that indicate lack of commitment to quality work or classroom interaction will impact your grade. Please notify the professor of emergency absences or tardiness via e-mail or voice-mail, prior to class.

Each student should notify Dr. Surbeck-Harris regarding all absences. One excused absence is allowed with no negative impact on one's grade. For each unexcused absence over one, one of two things will happen:

- The student will turn in a three-page paper on a topic, for grading, approved by the instructor; or the student's overall score for the course will be reduced by 20 points.
- Students are expected to be punctual and arrive at class on time each day.
- Class participation is mandatory and includes:
  - Completing a number of short, written response activities throughout the course that will be scheduled sporadically and unannounced (and cannot be made up if absent). In order for these written responses to count toward your participation score, you will be expected to:
    - Complete the assignment as directed;
    - Demonstrate breadth and depth of understanding;
    - Utilize critical thought and effort; and,
    - Provide a neat and readable paper.
- Arriving at class prepared to participate in open discussion and any small group activities.
- Being supportive and non-judgmental of peers.
- Demonstrating an open mind and willingness to learn.

All assignments are due on the dates designated in this syllabus or adjusted by the instructor. Work turned in late will not be accepted until the next class meeting and, to be fair to those students who did turn in their work as scheduled, points will be deducted for late papers.

### **Reading assignments**

The student shall arrive at each class meeting fully prepared to discuss the assigned reading materials. The instructor may bring in additional materials for readings, videos, or small group discussions.

### **Written assignments**

Each student is required to produce three papers. Papers must be submitted in class on the date due or they will not be accepted unless accompanied by a verified medical excuse. The papers are to be 2500 words (five pages plus a title/cover page and reference page). Footnotes and endnotes shall be used. Papers must comply with either APA or MLA style standards

All assignments are reviewed for grammar, mechanics, usage and spelling in addition to content. All written work completed outside of class is to be word-processed, spell-checked, and edited prior to submission. Please adhere to the APA format for stylistic and reference guidelines. Back-up copies of computer files are expected and assignments submitted late due to computer or printer problems remain late assignments.

Each student must submit a “Lesson Assessment” or “Learning Assessment” at the close of each class in order to receive credit for attendance. Each student must answer the following:

- Provide three statements of learning regarding the class meeting
- State any points in the readings that were unclear for you

What point from the readings and/or discussions would you like to explore further?

### **Plagiarism**

Plagiarism is defined as follows: “The deliberate and knowing presentation of another person’s original ideas or creative expressions as one’s own. Generally, plagiarism is immoral but not illegal. If the expression’s creator gives unrestricted permission for its use and the user claims the expression as original, the user commits plagiarism but does not violate copyright laws. If the original expression is copied without permission, the plagiarist may violate copyright laws, even if credit goes to the creator. And if the plagiarism results in material gain, it may be deemed a passing-off activity that violates the Lanham Act.” Black’s Law Diction, 8<sup>th</sup> ed (2004), p. 1187. Also useful to establish guidelines for delineating plagiarism is Diana Hacker’s definition: “Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotations marks, and (3) failing to put summaries and paraphrases in your own words.” (A Writer’s Reference by Diana Hacker, Bedford St. Martin’s Press, 2003, page 331.)

If a student is found to be wantonly involved in direct plagiarism he or she will be dismissed from the class and dropped from the course.

## **VII. Means of Evaluation**

Class Participation = 30% of total grade

Paper 1 = 20% of total grade

Paper 2 = 20% of total grade

Paper 3 = 20% of total grade

Personal Journal = 10% of total grade

## **VIII. Topical Course Outline**

Material will be covered in both a linear, chronological sequence as well as a holistic, multidimensional manner

- 1<sup>st</sup> Meeting – Feb. 14
  - Introductions
  - 1<sup>st</sup> journal entry
  - Discussion – Africa and Asia 1800-1914; Latin America, Canada, the US and Australia in the 19<sup>th</sup> Century
  - Reading: end of Chapter 27, and end of Chapter 28, primary text
- 2<sup>nd</sup> Meeting – Feb. 28
  - 2<sup>nd</sup> journal entry

- Discussion – World War I, Russian Revolution; Peace Settlement; Nationalism in Asia 1914-1939; Middle East; Indian and Gandhi; Nationalist China; Japan’s growth; SE Asia and colonialism
- Reading: Chapters 29 and 30, primary text
- 3<sup>rd</sup> Meeting – Mar. 21 (No Class on 3/14 – Spring Break)
  - 3<sup>rd</sup> journal entry
  - Discussion – Post World War I Recovery; Age of Anxiety; Great Depression; Totalitarianism, Stalinism, Fascism, World War II, Holocaust
  - Reading: Chapters 31 and 32, primary text
  - 1<sup>st</sup> paper due – the student must choose a topic from the readings thus far with the Instructor’s approval, and
    - discuss how and event or set of events have affected the world today
    - this paper must be five pages in length plus a title/cover and reference page
    - endnotes or footnotes must be used
    - writing style should be APA or MLA
  - Outline for Opinion paper due
- 4<sup>th</sup> Meeting – Apr. 4
  - 4<sup>th</sup> journal entry
  - Discussion – Cold War and post-Cold War: Europe divided; de-Stalinization; Gorbachev and the end of the USSR: European unity; Americas: US political and social changes through post World War II, civil rights, culture changes, redefining US in 1970s and 1980s; Latin American economic nationalism; authoritarianism vs democracy
  - Reading: Chapter 33
  - Opinion Paper due
- 5<sup>th</sup> Meeting – Apr. 18
  - 5<sup>th</sup> journal entry
  - Discussion – Contemporary Asia: Communism in China; Japan’s “American Revolution”; India since independence; SE Asia, Vietnam; Contemporary Middle East: Arab-Israeli conflict, nationalism, fundamentalism; Iraq and Iran; Persian Gulf Wars; Contemporary Africa: National unity; Nigeria’s growth; South Africa; Reforms since 1990; Defining Three Worlds; poverty, population explosion; industrialization and agriculture changes; urbanization, Globalization, mass culture
  - Reading: Chapter 34, 35
  - Final Paper due on Logevall text

## **IX. Americans with Disabilities Act (ADA)**

Springfield College in Illinois/Benedictine University provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Director of the Resource Center as early as possible.

**X. Assessment**

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus in Sections IV and VI. Instructor will use background knowledge probes, one-minute papers, reflective essays and/or other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction.