



Benedictine University
At
Springfield College in Illinois

Bus '08Summer

Instructor: Fletcher A. Crews

E-mail: fcrews@sci.edu

Room: D103

Office: Resource Center Room L31

Meets: Thursdays – weeks of 6/9/08 – 8/17/08 - meeting every other week (5 class meetings)
6:00 pm through 10:00 pm

The Contemporary World - HUMN 250

I. Course Description:

Drawing upon the resources of the 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.

II. Text & Materials:

A History of World Societies, Vol II Since 1500, (6th ed. Or 7th ed.) McKay, Hill, Buckler, Brey

The Ends of the Earth, Kaplan

The Clash of Civilizations and the Remaking of World Order, Huntington

"The Waste Land", a poem by T. S. Eliot (available on-line)

III. Mission Statement – Benedictine University is dedicated to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. As an academic community committed to liberal arts and professional education distinguished and guided by our Roman Catholic tradition and Benedictine heritage, we prepare our students for a lifetime as active, informed and responsible citizens and leaders in the world community

IV. Goals, Objectives, and Student Learning Outcomes

A. Goals - students will:

- Demonstrate an effective level of cognitive, communicative, and research skills;
- Read about and discuss social issues with regards to power structures, social structures, economic structures, science and technology from a range of perspectives and disciplines.
- Develop an increased understanding of global society, cultural diversity, mutual relationships, and the interdependence of persons, peoples, and nations;

- Make informed ethical decisions that promote personal integrity, respect the legitimate rights and aspirations of both individuals and groups, and contribute to the common good.

B. Common Student Learning Objectives (CSLOs)

- The contributions of religious faith and philosophical thought to understanding the individual in community
- The relationship of the individual to society: membership and participation in-groups and institutions
- Scientific literacy through a knowledge of the history, the methods and the impact of science on the individual, society and the environment artistic and literary heritage
- Developing an understanding of global society, cultural diversity, mutual relationships and the interdependence of peoples and nations
- Applying liberal learning in problem solving contexts as preparation for active participation in society and life
- Making informed, ethical decisions that promote personal integrity, the legitimate rights and aspirations of individuals and groups and the common good.

C. Objectives - students will:

- Identify the forces, events, movements, conflicts, and ideas which have shaped, and which are continuing to shape the contemporary world.
- Examine the diverse concepts, ideas & interactions, and experiences of person and community in contemporary culture.
- Discuss and analyze the wide range of cultural, ideological, intellectual, political, religious, scientific, social, and technological forces which sculpt human interactions in the contemporary world.
- Discuss, describe, analyze, and explain the effects of religion, philosophy, and religious and philosophical related thought to the late 19th, 20th, and early 21st century contemporary life and culture.
- Discuss, describe, analyze, and explain the contributions of science and technology to the contemporary social order.
- Discuss, describe, analyze, and explain the effect of various educational developments and trends to the contemporary social order.
- Appreciate unique developments and contributions of diverse cultures/societies
- Identify and comprehend the historical roots of current issues and controversies
- Perceive patterns in cause and effect relationships and human experiences, and relate this knowledge to current events and issues
- Compare and contrast diverse societal responses to common human issues
- Understand the experiences and effects of global transformations in political, social, economic and technological systems
- Synthesize complex material presented in written and verbal format
- Communicate in oral and written form to present clearly argued and supported analysis
- Assess and evaluate historical material on the Internet
- Continue investigating and analyzing historical information and issues as a life long learner

D. Student Learning Outcomes: students will:

- Locate key geopolitical features of the modern era in their historical context;
- Describe the major events of 20th century in a broad chronology.
- Articulate some of the causes and effects of those major events.
- Explain how religious and philosophical systems provide a comprehensive framework for understanding reality, and how such systems influenced cultural diversity.
- Describe how the industrialized nations of the world interacted and mutually influenced each other.
- Describe the diversity of the nature of the relationship of the individual to society via membership and participation in groups and institutions.
- Elucidate the theme "Person in Community" as exemplified in the diverse ways that people of the modern world have seen themselves affiliated with each other.

The course will provide historical context to the modern world by considering some of the most significant global interactions, which have occurred since the beginning of the 20th Century.

- To provide an opportunity for students to test the historical concepts of contingency, causation, motivation, and intent
- To inform students through a range of cultural perspectives

V. Teaching Methods

This course is constructed for interactive learning utilizing the adult learning model. In order for the interactive format of this class to function properly, attendance, preparedness and class participation are essential not only for you but for your classmates. Proliferation of information is a salient characteristic of the modern world. Students are encouraged to read the assigned texts early, and to inquire into these topics through exploration of the “suggested supplementary texts” and the vast resources available on the internet. Students must prepare for class participation by reading the assigned texts and seeking other sources of information to reach informed opinions on the major discussion topics listed. A well-prepared group of adult learners can exchange and synthesize information more effectively than through a traditional lecture instruction method. Students will work together in small groups to develop presentations that will be delivered to the class. Details will be provided in class. Lectures will also play a major role in most class sessions. These lectures may incorporate such media as overheads, slides, videotapes, audiotapes, or other audio-visual sources. Class discussion will play an important role in most, if not all, class sessions. You will be expected to have done the assigned readings, including any supplemental readings, and be prepared to participate in class discussions every class session.

VI. Course Requirements - Class Meetings: 6 pm to 10 pm, five alternate Thursdays

History/Humanities should not merely be a random collection of names and dates. Human society is a product of human development, therefore studying history will reveal insights into the human condition. In this course, we will attempt to study History in an inter-disciplinary manner to better understand the era studied. Through its requirements, this course will encourage the development of research, writing and study skills. The lectures and the texts will be used as the foundations of the course, with papers, presentations and discussion adding additional insight.

This course, like the contemporary world, requires substantial reading.

Attendance/Participation Policy

Attendance and participation is required, and students must be prepared to discuss their readings in class to receive full credit for the day's attendance and participation. The participation part of the grade will be based on classroom etiquette, advance preparation for the class, and voluntary contributions to classroom discussions and activities each class session without seeking to dominate any discussion or activity.

Written Assignments

Paper - Each student is required to produce one paper. Papers must be submitted in class, on the day that it is due, or they will not be accepted unless accompanied by a verified medical excuse. The papers are to be 2500-3000 words in length, excluding footnotes/endnotes. The papers must conform to APA or MLA standards in format. In particular they must contain citations to both the two required texts, as well as to at least two other scholarly sources.

Written work will be properly noted, cited, and referenced where appropriate. Papers should comply with APA or MLA style standards. Excessive mechanical and grammatical errors will result in a reduction of grade for the paper. Both the APA manual and the MLA manual may be found on-line at <http://owl.english.purdue.edu/>.

Plagiarism - SC-BU Academic Integrity Statement: "Thou Shalt Not Steal"*

Academic and professional environments require honesty and integrity, and these qualities are expected of every student at Springfield College-Benedictine University. In accordance with such expectations, academic integrity requires that you credit others for their ideas. "By its very nature, education and the accumulation of knowledge is a shared enterprise" (Taylor), and as scholars, we are both recipients of and contributors to that "enterprise," but we must always approach the principle of "shared" with integrity. Plagiarism, whether intentional or not, is a grievous offense. Any time you use words or ideas that are not your own, you must give credit to the author, whether or not you are quoting directly from that author. Failure to do so constitutes plagiarism.

Diana Hacker explains: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words" (359). Plagiarism is defined by the Council of Writing Program Administrators as follows: "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." Academic authorities also consider "carelessly or inadequately citing ideas and words borrowed from another source" to be a form of plagiarism (CWPA Best Practices Statement). The faculty at SC-BU will work closely with students to make the distinction between acting "deliberately" and acting "carelessly."

Each of the following is an example of plagiarism and/or academic dishonesty:

- attempting to pass off all or part of someone else's work as your own (e.g. exams, essays, speeches, lesson plans, art projects, lab data, etc.);
- attempting to pass off someone else's idea(s) as your own (see list of examples above)
- buying entire or partial assignments from the Internet or another source;
- having a friend, classmate, or relative write an essay or complete an assignment for you;
- "cutting and pasting" text, whole or partial, from the Internet without documentation;

- “borrowing” text or ideas, whole or partial, from the Internet or another source without documentation;
- using a paper or parts of a paper you wrote for a previous or current class without approval and guidance from the instructor (self-plagiarism);
- failing to use quotation marks when using another writer’s exact words;
- repeating or improperly paraphrasing another writer’s words; and
- failing to properly cite someone else’s writing or ideas.

This list is by no means exhaustive. Any incident of plagiarism and/or academic dishonesty may result in serious consequences. Penalties for plagiarism vary depending of the severity or extent of the problem but are always serious. The College has instituted a “two-strike” policy concerning any offense deemed deserving, and repeat offense will receive zero-tolerance.

The following are consequences you may face for academic dishonesty:

- a failing grade or “zero” for the assignment;
- dismissal from and a failing grade for the course; or
- dismissal from the Institution.

Ultimately, the consequences for violating academic integrity pale in comparison to what is lost by an individual in terms of their own integrity and learning growth. Consult with your instructor to discover the documentation style (e.g. MLA, APA, Turabian, CMS, AP, etc.) required for the course and conventions of your specific discipline. Consult the specific style guide or the SCI library Website (listed under “Websites”) for proper instruction regarding documentation in academic and other discourse communities and disciplines.

The Springfield College-Benedictine University campus uses SafeAssign for the protection of both the student’s and others’ intellectual property. Additionally, SafeAssign can be used as a tool to help you with an essential aspect of academic discourse: the proper way to incorporate and cite source material in your own writing. SafeAssign also helps protect your work, your own intellectual property, from being subject to plagiarism. Specified assignments must be submitted electronically to SafeAssign (in Blackboard) by the due date, along with turning in a hard copy to the instructor.

Works Cited

Council of Writing Program Administrators. “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.” *Council of Writing Program Administrators*. January 2003. 4 March 2008 <<http://wpacouncil.org/node/9>>

*God. “The Ten Commandments.” *The Bible*. Exodus 2:17.

NOTE: Though considered common knowledge (and common sense), and having passed through the hands (or tablets) of a secondary source, attribution belongs to the primary source, and that would be God.

Hacker, Diana. *A Writer’s Reference*. 6th ed. Boston: Bedford / St. Martin’s, 2007.

Taylor, Bill. “Academic Integrity: A Letter to My Students.” *Center for Academic Integrity*. 4 March 2008 <http://www.academicintegrity.org/educational_resources/pdf/Letter_To_My_Students.pdf>

Group Presentations. Students working in small groups will develop and present one 20-30 minute presentations. The groups will compose and distribute an executive summary (one to two paragraphs) of the presentation during the class session that precedes the presentation day class. This executive summary will serve to focus your audience on your presentation during the next class.

VII. Means of Evaluation

- Class Participation 50% (attendance does not equal participation)
- Group Presentation 25%
- Paper 25%

VIII. Course Outline

1st Meeting – 12 June 2008

Course Introduction

Discussion Topics - Nationalism, Industrialization, and Imperialism

- Industry and urbanization
- The growth of nationalism
- Socialism and unionism
- Western imperialism

Readings:

A History of World Societies, Vol. II Since 1500. McKay, Hill, Buckler, Brey. Chapters 25 & 26

2nd Meeting – 26 June 2008

Discussion Topics - Imperialism, Revolution, and Manifest Destiny

- Colonies and "spheres of influence" in Asia
- Revolutions and independence in Latin America
- "manifest destiny" and slavery in North America

Readings:

A History of World Societies, Vol. II Since 1500. McKay, Hill, Buckler, Brey. Chapters 27 and 28.

Executive Summary of Group Presentations # 1 - "The Waste Land"

3rd Meeting – 10 July 2008

Discussion Topics - Nationalism in Asia and Anxiety in the West

- War and revolution in Asia
- Modern thought and modern art
- The Great Depression and its legacy

Readings:

A History of World Societies, Vol. II Since 1500. McKay, Hill, Buckler, Brey. Chapter 30 & 31.

"The Second Coming", W.B. Yeats

"The Waste Land", T. S. Eliot

Group Presentations # 1 - "The Waste Land"

4th Meeting – 24 July 2008

Discussion Topics - The Rise of Authoritarian States; Developments in Asia and Africa

- Stalinism, Fascism, and Nazism
- China and Japan
- South Asia
- The Arab-Israeli Conflict
- Imperialism and Nationalism in Black Africa

Readings:

A History of World Societies, Vol. II Since 1500. McKay, Hill, Buckler, Brey. Chapters 32 & 34.

The Ends of the Earth, Kaplan

The Clash of Civilizations and the Remaking of World Order, Huntington

Paper is due - 2500-3000 Word Argumentative Essay on Globalization drawn primarily from Kaplan and Freidman's ideas

5th Meeting – 7 August 2008

Discussion Topics - The Development of the Third World and Globalization

- Economic and social challenges
- The effects of urbanization
- Mass culture and contemporary thought
- World politics
- Global interdependence
- Patterns of thought and cultural conflict

Readings:

A History of World Societies, Vol. II Since 1500. McKay, Hill, Buckler, Brey. Chapters 35 & 36.

The Ends of the Earth, Kaplan

The Clash of Civilizations and the Remaking of World Order, Huntington

IX. Americans with Disabilities Act (ADA) Statement

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

X. Assessment: Classroom Assessment Techniques

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus. The instructor will use rubrics, reflective essays, and other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures.

Students will submit a "Lesson Assessment" at the end of each class to receive credit for attendance for the day. For the Lesson Assessment each student should provide a response to three questions;

- 1) What they learned that day or what most interested them
- 2) What they were uncertain about
- 3) What would they would like to learn more about

This survey provides an opportunity for reflection and understanding for the student, and is a valuable assessment tool for the instructor. Student input may influence the discussion in the following classroom session and will definitely influence next term's course.

XI. Other

Recommended Supplementary Readings

Powershift Knowledge, Wealth, and Power at the Edge of the 21st Century, Tofler, Bantam, ISBN 0553292153

The Lexus and the Olive Tree: Understanding Globalization, Thomas L. Friedman, Anchor, ISBN 0385499345

The World Is Flat: A Brief History of the Twenty-first Century, Thomas L. Friedman, Farrar, Straus and Giroux, ISBN 0374292884

Jihad vs. McWorld: How Globalism and Tribalism Are Reshaping the World, Benjamin Barber, Ballantine Books, ISBN 0345383044

Heart of Darkness, Joseph Conrad, Penguin Books Ltd, ISBN 0141182431

Things Fall Apart, Chinua Achebe, Anchor, ISBN 0385474547

Arrow of God, Chinua Achebe, Anchor, ISBN 0385014805