

BENEDICTINE UNIVERSITY

Spring 2008

Joyce Surbeck-Harris

L13

Office Hours by Appointment

6:00 – 10:00 p.m.

217-787-2244

Every Other Wednesday, beginning January 9, 2008 (Psychology Cohort)

CONVERGING HEMISPHERES HUMN 240

I. Course Description

Studies the increasingly global encounter of peoples, ideas, and cultures from the Age of Exploration (from 1400 A.D.) into the Twentieth Century. Drawing upon the resources of the Roman Catholic and Benedictine traditions, the course explores the shift in emphasis from “person in community” to “individual and society” in terms of social identity and the values of freedom, equality and responsibility. Examines the construction of the modern era focusing on scientific revolutions, economic transformations, religious reformations and revolutions, resistance and republicanism. 3 semester hours

II. Textbook and Materials

Required Text:

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

The Broken Spears, Miguel Leon Portilla

The Muslim Discovery of Europe, Bernard Lewis

Supplemental Materials provided by the instructor

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 – Students will synthesize understanding of the modern world through acquisition of knowledge of many of the most significant historical events, individuals, and movements. The overarching goal of this course is to examine various concepts of person and community and how these concepts interrelate. The student shall be able to demonstrate knowledge of the history and heritage of western civilization to include:

B. Common Student Learning Objectives (CSLOs)

- 1) The contributions of religious faith and philosophical thought to understanding the individual in community
- 2) The relationship of the individual to society: membership and participation in groups and institutions
- 3) 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
- 4) Developing an understanding of global society, cultural diversity, mutual relationships and the interdependence of peoples and nations
- 5) Applying liberal learning in problem solving contexts as preparation for active participation in society and life
- 6) Making informed, ethical decisions that promote personal integrity, the legitimate rights and aspirations of individuals and groups and the common good.

C. Course-based Student Learning Objectives (CBSLOs) – For successful completion of this course, the student will:

- 1) Locate key geopolitical features of the modern era in their historical context;

- 2) Describe the pivotal components of the construction of the modern era: scientific revolutions; economic transformations; religious experiences and reformations; and, revolutions, resistance and republicanism;
- 3) Analyze how these elements interrelate to constitute the modern era; and,
- 4) Identify and discuss the central and pivotal historic events that inform the present 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 two 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

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?

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.

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 Dictionary, 8th 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 = 50% of total grade

Paper 1 = 20% of total grade

Paper 2 = 20 % of total grade

Personal Journal = 10% of total grade

There is no final examination. Paper 2 will serve as a final project for the course.

VIII. Topical Course Outline

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

- 1st Meeting

course introduction

class introductions

1st journal entry

Discussion – The End of the Middle Ages (15th Century) – The Players: European, Turkish, African, Native American; Events: the context; Trends: mercantilism, the Renaissance, exploration

Reading: *A History of the World Societies, Vol II Since 1500*, Introduction and Chapter 16

- 2nd Meeting

2nd journal entry

Discussion – The Age of Exploration (16th Century) – Europe and The Turks, The “New World”, Reformation

Reading: *A History of World Societies, Vol II Since 1500*, Chapter 17; *The Broken Spears*

- 3rd Meeting

3rd journal entry

Discussion – The Age of Enlightenment (17th Century) – The Enlightenment, Absolutism, Europe Following the Peace of Westphalia

Reading: *A History of World Societies, Vol II Since 1500*, Chapter 18

Paper #1 Due – Topic selected by the student with approval from Instructor and must be related to Europe’s Encounter with Native America

- 4th Meeting

4th journal entry

Discussion – The Age of Revolution (18th Century): American and France, Capitalism and Freedom, Colonialism

Reading: *A History of World Societies, Vol II Since 1500*, Chapters 19-22; *The Muslim Discovery of Europe*

- 5th Meeting

5th journal entry

Discussion – The Birth of the Modern World (19th Century and beyond): The Industrial Revolution, Ideologies and Upheavals, World War I

Reading: *A history of World Societies, Vol II Since 1500*, Chapters 23, 24, 29

Paper #2 Due – Topic selected by the student with approval from Instructor and must be related to Europe’s Encounter with the Islamic States

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.

XI. Illinois Articulation Initiative

HUMN 240 has been approved by the Illinois Articulation Initiative as meeting the criteria stipulated for