

## Bus '06 – Group 2



**Benedictine University**  
**Springfield College in Illinois**

**AA MOD 2, 2006**

**Class/Lab Location D114**

**Class Meeting Times 6:00pm-10:00pm**

**Dates Oct 11, Oct 25, Nov 8, Nov 22, Dec 6**

**Fletcher Crews - Instructor**

**Office Location and Hours – N/A**

[fcrews@sci.edu](mailto:fcrews@sci.edu)

**Every other Wed. for ten weeks**

### **Converging Hemispheres - HUMN240**

#### **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 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.

#### **II. Textbook and Materials**

##### **A. Required Texts**

A History of World Societies, Vol II Since 1500, (6<sup>th</sup> ed.) McKay, Hill, Buckler, Brey  
The Broken Spears, Miguel Leon Portilla  
The Muslim Discovery of Europe, Bernard Lewis

**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 Student Learning 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. A primary objective of this course is to examine various concepts of person and of community and how these concepts interrelate. Student should 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. Objectives** - The course will attempt to synthesize diverse views of the world's major cultures as they interacted with increasing frequency over the past five hundred years. We will explore the shift in emphasis from "person in community" to "individual and society" in terms of the values of freedom, equality, and responsibility. We will examine some of the foundational ideas and root metaphors--mechanism, evolution, secularism, revolution, hegemony, and individualism--which shape the ideologies of the modern world. And we will analyze the process and consequences of constructing personal and social identities, including race, gender, nationality, ethnicity, religion, and class.

The course will provide historical context to the modern world by considering some of the most significant the global interactions, which occurred since the late Middle Ages.

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

**D. Course-based Student Learning Objectives (CBSLOs)** - For successful completion of this course, students 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; and,
- 3) Analyze how these elements interrelate to constitute the modern era; and,
- 4) Recognize the central and pivotal historic events that inform the present era.

## **V. Teaching Method**

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.

## **VI. Course Requirements - Class meetings: 6 pm to 10 pm, five alternate Wednesdays. (See first page heading for class dates.)**

History 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.

### **In-Class Participation**

We will rely heavily upon the adult learning model. 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.

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.

### **Written Requirements**

Each student is required to produce two papers. Papers must be submitted in class on the day they are due, or they will not be accepted unless accompanied by a verified medical excuse. The papers are to be 2500 words in length, excluding footnotes/endnotes. Papers should comply with APA or MLA style standards.

Students must submit a "*Lesson Assessment*" at the end of each class to receive credit for attendance for the day. For the Lesson Assessment each student must 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 information for the instructor. Student input may influence the discussion in the following classroom session and will definitely influence next term's course.

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, 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 quotation 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.

## VII. Means of Evaluation

Class Participation = **60%**

Paper #1 = 20%

Paper #2 = 20%

## VIII. Course Outline

Material will be covered in a roughly linear, chronological sequence

### 1<sup>st</sup> Meeting

#### Course Introduction

#### Discussion Topics - The End of the Middle Ages (15<sup>th</sup> Century)

- The Players - European, Turkish, Africa, Native American
- Events - the context
- Trends - mercantilism, the Renaissance, exploration

Reading:

*A History of World Societies, Vol II Since 1500*, McKay, Hill, Buckler, Brey, Introduction, and Ch 16

### 2<sup>nd</sup> Meeting

#### Discussion Topics - The Age of Exploration (16<sup>th</sup> Century)

- Europe and The Turks
- The “New World”
- Reformation

Reading:

*A History of World Societies, Vol II Since 1500*, McKay, Hill, Buckler, Brey, Ch 17  
*The Broken Spears*, Miguel Leon Portilla

### 3<sup>rd</sup> Meeting

#### Discussion Topics - The Age of Enlightenment (17<sup>th</sup> Century)

- The Enlightenment
- Absolutism
- Europe Following the Peace of Weshphalia

Reading:

*A History of World Societies, Vol II Since 1500*, McKay, Hill, Buckler, Brey, Ch 18

**\*PAPER #1 DUE** - Topic selected by the student, related to Europe’s Encounter with Native America

### 4<sup>th</sup> Meeting

#### Discussion Topics - The Age of Revolution (18<sup>th</sup> Century)

- America and France
- Capitalism and Freedom
- Colonialism

Reading:

*A History of World Societies, Vol II Since 1500*, McKay, Hill, Buckler, Brey, Ch 19-22

*The Muslim Discovery of Europe*, Bernard Lewis

**5<sup>th</sup> Meeting**

**Discussion Topics - The Birth of the Modern World (19<sup>th</sup> Century and beyond)**

- The Industrial Revolution
- Ideologies and Upheavals
- World War I

Reading

*A History of World Societies, Vol II Since 1500*, McKay, Hill, Buckler, Brey, Ch 23, Ch 24, and Ch29

**\*PAPER #2 DUE** - Topic selected by the student, related to Europe's Encounter with the Islamic States

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

Springfield College in Illinois 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 requirements should contact the instructor 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 evaluated requirements, *Lesson Assessment*, 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.

**XI. Other**

**Additional Text Suggestions**

*Guns, Germs, and Steel: The Fate of Human Societies*, Jared Diamond  
*The Clash of Civilizations and the Remaking of the World Order*, Samuel Huntington

*A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East*, David Fromkin

*Constantine's Sword: The Church and the Jews - A History*, James Carroll

*Things Fall Apart*, Chinua Achebe

*Heart of Darkness*, Joseph Conrad

A note on the readings: Due to the complexity of the issues and events that comprise the time period this course covers there is considerable reading. These issues demand considerable attention in reading and thinking. With is in mind, this course is not about memorization of names, dates and facts. Rather, we are looking to develop an understanding of the process by which history—events and outcomes—have unfolded to influence contemporary society and world structure

