

# Western Civilization II

## History 1110 / Humanities 1110

Fall 2006 / MWF 11:00-11:50 a.m. / 3 credit hours / MC 106

**Professor: Dr. Ace G. Pilkington**

**Office Hours: MWF 2:00-3:00 p.m., TR noon-12:30 p.m., and by appointment**

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### TEXTS:

J. M. Roberts' *The Penguin History of Europe*

Henry A. Kissinger's *Diplomacy*

### DEPARTMENT COURSE OBJECTIVES:

1. Students will demonstrate knowledge of human development and the human condition.
2. Students will understand the ideas, people, and events in the past that are generally thought to be important.
3. Students will develop informed points of view based on knowledge in psychological, social, economic, and/or political theory which can be expressed orally or in writing.

### COURSE STRUCTURE AND GOALS:

Successful students will understand the broad intellectual, social, economic, political, scientific, and aesthetic development of western civilization from the Restoration to the present.

They will be able to discuss intelligently (and even define) Western versions of such terms as humanness, family, city, state, civilization, science, technology, philosophy, reason, religion, art, literature, architecture, war, and work.

They will read and understand texts and apply that material in classroom discussions and on test essays.

They will make connections between the past and present and will understand the direct impacts which history has on them.

Because this is a course about civilization, the creation of a first-rate work of art will be treated as though it is at least as important as the death of a third-rate politician. Of necessity, the focus of the course is selective; one semester is not enough time to cover any subject in great depth, let alone the whole of western history and culture. The texts suggest which periods and countries will be emphasized. Students should gain an overall view of western civilization, a better understanding of historical and aesthetic periods and movements, and, as a result, a clearer vision of themselves and the time in which they live. Although learning facts is important in this class, it is more important for a student to know how the facts changed the world than to have memorized the dates when the changes supposedly began.

## **GRADES are based on the following:**

**Three one hundred point tests** containing multiple choice and essay questions: The first test will come approximately five weeks into the semester, the second test approximately ten weeks into the semester, and the third test during the time scheduled for our final (Wednesday, Dec. 13, from 10:00 a.m. to 12:00 noon.).

**Class Enlightenment Essay:** Typed, double-spaced, correctly punctuated and so forth, this assignment is worth 100 points. You should keep a record of your experiences and thoughts in this class. It should include something of your classroom experiences, responses to the books you're reading for this class, and perhaps even preparations for the tests. Finally, it should say something about how this class has affected you, what you've learned, and how you've changed (if you have). Everything should relate directly to this class. You should turn in your essay no later than Friday, Nov. 3, 2006. You must include an accurate word count with your essay. Falsifying the word count or making creative margins (or any similar activity) will be considered cheating, and you will get no points for this assignment. An A paper will have at least 2500 words; an A- 2250, a B 2000, a C 1750, a D 1500. Assume that a typed page using 12 point font will have approximately 250 words. However, you must use your word processor to give me an accurate word count. Also, number your pages and include the name of the class.

**Extra credit:** Reading any of the titles on the book list, writing a 100 word reaction to it, and discussing it with me is worth 5 points. Writing a 500 word paper is worth 5 points for the paper, plus 5 points for the book, and no discussion is necessary. You may earn up to 15 points of extra credit in this way. All extra credit must be in two weeks before the semester ends.

**Attendance:** While I don't grade on attendance as such, missing more than half the class sessions also means missing a passing grade.

**NOTE:** Test dates will be announced well in advance, and there will always be a review on the class day before the test. If you miss a test, you must make it up within one week of the test date. Failing that (so to speak), your only alternative is to take the optional comprehensive final to replace your missing score.

## **NUMERICAL-LETTER GRADE EQUIVALENTS**

**95-100 = A**  
**90-94 = A-**  
**86-89 = B+**

83-85 = B  
80-82 = B-  
76-79 = C+  
73-75 = C  
70-72 = C-  
63-65 = D  
60-62 = D-  
0-59 = F

If you are a student with a medical, psychological, or learning disability, or think that you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center, Room 201. The Disability Resource Center will determine eligibility based on your professional documentation and determine the appropriate accommodations related to your disability.