



On-Campus Course Syllabus

HUM 204a

The Modern World

Fall 2020

Class Information

Day and Time: Tuesday 7:30 – 10:00pm

Room Number: E211

Contact Information

Instructor Name: Kirk Spencer

Instructor Email: kspencer@criswell.edu

Instructor Phone: 469.834.5211 (Please Text First)

Instructor Office Hours: Thursday 10am to 12 and Wednesday 12pm to 2pm

Course Description and Prerequisites

A survey of Enlightenment and Romanticism and how these opposing forces shaped philosophy, literature, art, and music. Various movements are examined such as the revolution, evolution, and World War I.

Course Objectives

Upon completion of this course the student should be able to:

- A. Demonstrate a working knowledge of the basic geography and history of Europe and how the Modern World fits within this context.
- B. Distinguish between Enlightenment and Romantic movements explain the impact of those ideas on history and culture.
- C. Appreciate the humanities as an interdisciplinary tool for life-long learning, applicable to both private and public life.
- D. Evaluate modernity in the light of Christ, Christianity, and Biblical teachings, and to use that evaluation to consider how to represent Christ in a modern context.
- E. Research and present areas of interest related to the Modern World.

Required Textbooks

Any complete History of Western Civilization Text.

A Student's Guide to Liberal Learning, by James V. Schall. Intercollegiate Studies Institute, 2000. ISBN: 978-1882926534.

Course Requirements and Assignments

A. Participation

As a seminar course, it is very important that you attend and participate in class. A participation grade will be given based primarily on your attendance and the quality of questions asked and comments made during classroom discussions. Every unexcused absence will reduce your participation grade by 4 points. Your participation grade will determine **10%** of your final grade.

B. Reading

To reduce your cost for textbooks and to add a variety of backgrounds for class discussion, it will be up to you to find any textbook on the History of Western Civilization. You can purchase it used from half-price books, off Amazon or borrow one from a friend. As soon as you have purchased this text, you should bring it to class and have it approved by the instructor. During the semester you should read the sections from the Medieval Period through the first of the 20th century. To keep the amount of reading uniform across different texts, each student should carefully choose about 50 pages to read from each of the four time divisions of the course: Middle Ages to Renaissance (5th Century to 16th century), Age of Reason to Enlightenment (17th & 18th Century), Romanticism and the Gilded Age (19th Century) and Late Modern Period (1914-1986). Readings should be paced to stay up with class discussion and discussion board posts. As you read through the text material, mark-up the text and write notes, ideas and comments in the margins. This will document that you have read the assigned pages. At the end of the semester I will collect your textbook to determine how thoroughly you have read the material. Your reading grade will determine **5%** of your final grade.

C. Projects

Two maps and one timeline project will be given at the beginning of the semester. Each of these projects will determine 10% of your final grade. Together they will total **30%** of your final grade.

D. Discussion Board Posts

On Canvas, there are four discussion boards, one for each of the divisions of the Modern World: Middle Ages to Renaissance (5th Century to 16th century), Age of Reason to Enlightenment (17th & 18th Century), Romanticism and the Gilded Age (19th Century) and Late Modern Period (1914-1986). During the weeks we are covering these periods of history, and each student is reading about these centuries in their text, you will be expected to start one thread on the appropriate discussion board on Canvas. You are free to write anything you want about what you are learning, however, you should also craft a discussion question about the time period. You should monitor your thread and respond to comments and lead the discussion about your selected topic. Each student should read the other threads and thoughtfully respond to at least two other threads. A discussion board grade will be given based upon fulfillment of the assignment, promptness in submissions and the quality of discussion. The average of your discussion board grades will determine **40%** of your final grade.

E. Research

Each student will select an area of interest that falls within the Modern Era: 16th Century to the 20th Century and do research for the first half of the semester. It is important to get an early start so as soon as you know send an email to the Professor defining what it is. All students should have their topic selected by the end of the second week of class (this will give us enough time to make a schedule. During the first two months of the course each student should become knowledgeable in their particular area and prepare to lead class discussion. The week before you are scheduled to lead the class, you should prepare a document of at least one page and now more than three pages in length summarizing the basic information about area of research. During scheduled class time, you will present your findings to the other students and answer any questions. A grade will be assigned for the project based upon the summary handout and the quality of presentation. This grade will determine **15%** of your final grade.

Course/Classroom Policies and Information

Online Exam Protocol

Online test will be timed tests. You should take the exam as quickly as possible from memory.

Here is a list of activities which will be considered cheating:

- Talking to someone about the exam to give or get information about the content of the exam.
- Using the timeline or maps to find the answer to a question before you have submitted the exam.
- Using any other source material to look up answers while taking the exam.
- Letting someone else take the exam for you.
- Taking the exam for someone else.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grade Weight

Participation	10%
Reading	5%
Nation Map Project	10%
City Map Project	10%
Time Line Project	10%
Discussion Board	40%
<u>Research</u>	<u>15%</u>
Total	100%

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	Superior Work
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	Above Average Work
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	Average Work
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	Below Average Work
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	Unacceptable Work

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Weekly Session

Assignment

Week 1 (August 17-21)

Introduction

When the Modern World began?

Decide on Research Topic
Study City and Nation Map

Middle Ages to Renaissance

(5th Century to 16th Century)

Week 2 (August 24-28)

Early Middle Ages

Report Research Topic to Professor
Text Reading (5th – 16th Century)
Study Timeline

TAKE CITY AND NATION MAP TEST

Week 3 (August 31-September 4)

High Middle Ages

Text Reading (5th – 16th Century)
Research Topic
Start Discussion Thread
Study TimeLine

Week 4 (September 7-11)
Renaissance

Interact on Discussion Board
Research Topic
Study TimeLine

TIMELINE TEST

Week 5 (September 14-18)
Renaissance

Interact on Discussion Board
Research Topic

Age of Reason to Enlightenment (17th and 18th Century)

Week 6 (September 21-25)
Age of Reason (Science)

Text Reading (17th – 18th Century)
ResearchTopic

Week 7 (September 28-October 2)
Age of Reason

Text Reading (17th – 18th Century)
Start Discussion Thread
Research Topic

Week 8 (October 5-9)
Enlightenment

Interact on Discussion Board
Research Topic

Week 9 (October 12-16)
Enlightenment

Interact on Discussion Board
Research Topic

Romanticism and the Gilded Age (19th Century)

Week 10 (October 19-23)
Romanticism

Text Reading (19th Century)
Research Topic
Presentations

Week 11 (October 26-30)
Romanticism

Text Reading (19th Century)
Start Discussion Thread
Research Topic
Presentations

Week 12 (November 2-6)
The Gilded Age

Interact on Discussion Board
Research Topic
Presentations

Week 13 (November 9-13)
The Gilded Age

Interact on Discussion Board
Research Topic
Presentations

Late Modern (1914-1986)

Week 14 (November 16-20)
Late Modern

Text Reading (1914 - 1986)
Start Discussion Thread
Presentations

Thanksgiving Break (November 23-27)
No Classes

Week 15 (November 30 – December 4)
Late Modern

Interact on Discussion Board

Week 16 (May 7-11)

Finish all Assignments

EXTRA CREDENTIALS

I encourage students to take the learning experience beyond the walls of the classroom. I call the extra work “extra credentials” rather than extra credit. Any learning experience related in some way to the Greek or Roman culture will do. This can include such activities as:

- Visiting museums,
- Watching good feature length historical film,
- Reading a good historical novel,
- Attending expert lectures or society meetings on other campuses
- Participating (and organizing) historic parties with costumes, historical movies and period refreshments.

If the student participates in these learning experiences, they should keep record of what they have done and a very brief description of what they have learned. This can be recorded in whatever format the student chooses. Turn in this list to me at the end of the semester.



On-Campus Course Syllabus

ADDENDUM FOR FA-20

HUM 204a
The Modern World

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Course Requirements and Assignments

A. Participation

Classes will meet as a conference in Zoom through Canvas. Attendance will be taken at the beginning of each session. To assure that you are actually in class you will need to have your video on, so chose a more remote location to attend the course. As a seminar course, it is very important that you attend and participate in class. A participation grade will be given based primarily on your attendance and the quality of questions asked and comments made during classroom discussions. Every unexcused absence will reduce your participation grade by 4 points. Your participation grade will determine **10%** of your final grade.

B. Reading

To reduce your cost for textbooks and to add a variety of backgrounds for class discussion, it will be up you to find any textbook on the History of Western Civilization. You can purchase it used from half-price books, off Amazon or borrow one from a friend. As soon as you have purchased this text, you should bring it to class and have it approved by the instructor. During the semester you should read the sections from the Medieval Period through the first of the 20th century. To keep the amount of reading uniform across different texts, each student should carefully choose about 50 pages to read from each of the four time divisions of the course: Middle Ages to Renaissance (5th Century to 16th century), Age of Reason to Enlightenment (17th & 18th Century), Romanticism and the Gilded Age (19th Century) and Late Modern Period (1914-1986). Readings should be paced to stay up with class discussion and discussion board posts. As you read through the text material, mark-up the text and write notes, ideas and comments in the margins. This will document that you have read the assigned pages. At the end of the semester I will collect your textbook to determine how thoroughly you have read the material. Your reading grade will determine **5%** of your final grade.

C. Projects

Two maps and one timeline project will be given at the beginning of the semester. Each of these projects will determine 10% of your final grade. Together they will total **30%** of your final grade.

D. Discussion Board Posts

On Canvas, there are four discussion boards, one for each of the divisions of the Modern World: Middle Ages to Renaissance (5th Century to 16th century), Age of Reason to Enlightenment (17th & 18th Century), Romanticism and the Gilded Age (19th Century) and Late Modern Period (1914-1986). During the weeks we are covering these periods of history, and each student is reading about these centuries in their text, you will be expected to start one thread on the appropriate discussion board on Canvas. You are free to write anything you want about what you are learning, however, you should also craft a discussion question about the time period. You should monitor your thread and respond to comments and lead the discussion about your selected topic. Each student should read the other threads and thoughtfully respond to at least two other threads. A discussion board grade will be given based upon fulfillment of the assignment, promptness in submissions and the quality of discussion. The average of your discussion board grades will determine **40%** of your final grade.

E. Research

Each student will select an area of interest that falls within the Modern Era: 16th Century to the 20th Century and do research for the first half of the semester. It is important to get an early start so as soon as you know send an email to the Professor defining what it is. All students should have their topic selected by the end of the second week of class (this will give us enough time to make a schedule. During the first two months of the course each student should become knowledgeable in their particular area and prepare to lead class discussion. The week before you are scheduled to lead the class, you should prepare a document of at least one page and now more than three pages in length summarizing the basic information about area of research. **During scheduled class-time, you will present your findings to the other students and answer any questions. This will be accomplished via Zoom on Canvas.** A grade will be assigned for the project based upon the summary handout and the quality of presentation. This grade will determine **15%** of your final grade.

Class Attendance

Instructor, if you specified attendance policies in your syllabus that were not included in the section above, please paste those here and highlight any changes or notes you are making. Delete this section if not used.

Remote Class Sessions: Identity and Participation Verification

Instructor, if you specify that synchronous class sessions will be required, please specify how you will expect students to verify their identity and participation. For example, may they join by phone? Will they be required to turn on their video at the beginning and end of the class session? Will you allow them to keep their video blacked out, but expect them to respond when called upon?