

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 118 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The Department of History and Global Studies proposes the inclusion of the following course to the newly Created Historical Literacy menu in the University Requirements:

HIST 118 – Civilization II

(Please see attached explanation and syllabus.)

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan	
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A									--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A									--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A									--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A									--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A									--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A									--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A									I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A									I
9.	Major – Discontinue (proposed by the Provost)	See below.																		
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A									--
11.	Minor — Revise course selection	A	A	A	I				I	--	I									--
12.	Minor — Add	A	A	A	A				A	--	A									--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A									--
14.	Minor – Discontinue (proposed by the Provost)	See below.																		
15.	Degree — Add	A	A	A	A				A	A	A									I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A									I
17.	Degree – Discontinue (proposed by the Provost)	See below.																		
18.	Any change to a graduate degree program	A	A	A	A				A	--	A									--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

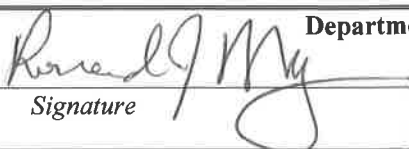
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	2/8/16 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

As approved by the UGEC and UUAC in January 2016, courses that satisfy the 3-hour Historical Literacy Requirement must fulfill the following criteria. [Note to Council members: Color-coding of the criteria shows their correspondence to SLO's and Measurements from the course syllabus (below).]

1. Students will demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations, including issues of gender and social diversity.
2. Students will encounter and analyze primary sources in their historical context.
3. Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.
4. Students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography).

Student Learning Outcomes & their Measurement

Competency <i>Students will successfully ...</i>	Measurement ... through the following exercises.
Demonstrate broad knowledge of the building blocks of U.S. history, including issues of gender and social diversity.	In weekly objective (short answer) quizzes over assigned readings, <i>identify</i> key persons, events, concepts, documents, conflicts, movements, as well as subaltern actors and voices, in U.S. history. In three major exams, <i>identify, describe, and analyze</i> the significance of key persons, events, concepts, or movements in U.S. history since 1865.
Interpret historical documents in their historical contexts.	Individuals will make weekly summative and analytical posts on assigned historical documents in Canvas; as small teams, they will discuss said documents in the classroom setting. Many of the documents will reflect subaltern perspectives (gender, ethnic, and socioeconomic diversity). On essay exams, students will use evidence from primary sources to make their historical arguments.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in U.S. history.	In three exams, critically compare and contrast cases, explain cause and effect, make arguments for continuity vs. change, or justify periodization.
Describe, analyze, and critique the process of historical narrative creation in public memory.	In the "Memorials" project, student teams make audio-visual in-class presentations on public memorialization of major historical conflicts, including the World Wars, Holocaust, Atlantic Slave Trade, Cold War, etc. To this end, they focus their analysis on museums, cemeteries, public art installations, etc. Analysis will explore the ideological, pedagogical, and socio-psychological aims and effects of such projects.

(HIST 118) Western Civilization since 1660

Dr. Ronald J. Morgan, Professor of History

Contacting Dr. Morgan

Email: rxm03c@acu.edu

Office: Ad Building 324

History Dept. Phone: 674-2370

Dr. Morgan's office: 674-2150

Course Times and Places

Time: MFW, 1:00-1:50

Ad Building 321

Office Hours: by appointment

ACU Catalog course description

Survey of the social, economic, religious, political and aesthetic activities of western civilization from 1660 to the present. May be used to satisfy University Requirement. (3 hours credit)

Professor's Course description

For centuries, intellectuals and statesmen of Europe and their diaspora civilizations have defended the notion that their "Western Civilization" was unique in the world, indeed, superior to all others. Putting aside the value-laden view that this civilization is superior to all others, there can little doubt that "the West" has influenced the shape of the modern world in marking and dynamic ways. From scientific innovation to democratic institutions, from economic expansion to political and cultural penetration, Western Civilization has played a central, if not always dominant role, in the development of global civilization. This course explores the history of Western Civilization from 1660 to the present, the slice of human history during which the seeds of Western Civilization spread worldwide. While time limitations demand that we focus primarily on the unfolding of a particularly "Western" narrative, we will pause periodically to consider mutually transformative interactions between Western and non-Western societies.

Required Texts

1. Dennis Sherman & Joyce Salisbury, *The West in the World: 1600 to Present* (4th ed.)
2. Dennis Sherman, *Western Civilization: Sources, Images, and Interpretations* (8th ed.)
3. Selected essays posted in Canvas.

Student Learning Outcomes & their Measurement

Competency	Measurement
<i>Students will successfully ...</i>	<i>... through the following exercises.</i>
Demonstrate broad knowledge of the building blocks of U.S. history, including issues of gender and social diversity.	In weekly objective (short answer) quizzes over assigned readings, <i>identify</i> key persons, events, concepts, documents, conflicts, movements, as well as subaltern actors and voices, in U.S. history. In three major exams, <i>identify, describe, and analyze</i> the significance of key persons, events, concepts, or movements in U.S. history since 1865.
Interpret historical documents in their historical contexts.	Individuals will make weekly summative and analytical posts on assigned historical documents in Canvas; as small teams, they will discuss said documents in the classroom setting. Many of the documents will reflect subaltern perspectives

Interpret historical documents in their historical contexts.	(gender, ethnic, and socioeconomic diversity). On essay exams, students will use evidence from primary sources to make their historical arguments.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in U.S. history.	In three exams, critically compare and contrast cases, explain cause and effect, make arguments for continuity vs. change, or justify periodization.
Describe, analyze, and critique the process of historical narrative creation in public memory.	In the "Memorials" project, student teams make audio-visual in-class presentations on public memorialization of major historical conflicts, including the World Wars, Holocaust, Atlantic Slave Trade, Cold War, etc. To this end, they focus their analysis on museums, cemeteries, public art installations, etc. Analysis will explore the ideological, pedagogical, and socio-psychological aims and effects of such projects.

Demonstrating Student Learning Outcomes (i.e., Making the Grade)

The *final grade* reflects the student's innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is based on the following scale: A=92-100, B=83-92, C=74-83, D=65-74; an F reflects a course average below 65%.

I. Classroom Participation (18%)

- Demonstrate evidence of daily reading by contributing to classroom learning process through comments, questions, or answers to the professor's questions (8%)
- Individual Written Posts (Canvas) & Team Presentations on Primary Documents (10%)
Guidelines:

- Locate your team in Canvas [Choose left tab for "Student Teams."]
- Each week, find your team's assigned primary source in Canvas. By class time each Friday, post a written summary and analysis of your assigned document in Canvas. See "Requirements: Primary Source Summaries" in Canvas.
- Bring an accessible version of your individual post to class on Fridays.
- In class, discuss the assigned document with your team; collectively summarize key themes in order to share those with the class.

II. Online quizzes over assigned readings (10%).

There will be quizzes in Canvas on selected Wednesdays.

III. "Memorials" Project (18%).

In assigned teams, create an audio-visual presentation on two public Memorials on a related global conflict or event. Assignment details TBA.

IV. Three essay exams (3x18%=54%).

On three essay exams, students will demonstrate the ability to explain major themes in World History, using primary sources as evidence.

Course Calendar: With Major Topics, Assignments & Due Dates

Key: S&S = Sherman & Salisbury (*The West in the World*)
WC = Sherman, *Western Civilization: Sources, Images, and Interpretations*

Date	Topic	Assignment
Aug.26	A Mountain, 2 Virgins, an Emperor & a Banker	

Aug.28	European Society & Politics (1600-1715)	S&S 13
Aug.30		WC (Trevelyan 12)
Sept.2	Age of Reason & Reform (1600-1800)	S&S 14; WC (Descartes 16)
Sept.4		WC (Kant 40, Porter 49)
Sept.6	Group Work: Primary Sources	
Sept.9	Competition in the Old Regime	S&S 15
Sept.11		WC (Roberts 34, Wiesner 36)
Sept.13	Group Work: Primary Sources	
Sept.16	Challenging the Social & Political Order: French Revolution & Napoleon	S&S 16; WC (Sieyès 57)
Sept.18	No Class meeting - Summit	WC (Lefebvre 67, Graham 69, Lyons 79, Smith 80)
Sept.20	French Revolution, continued	
Sept.23	Group Work: Primary Sources	
Sept.25	Industrialization, Urbanization & Social Change	S&S 17
Sept.27	<i>Exam 1: European Expansion to Napoleon</i>	S&S 18
Sept.30	Ideology, Politics and Revolution	
Oct.2	Karl Marx's grand explanation	Excerpts from <i>Communist Manifesto</i>
Oct.4	Nationalism & Unification, 1850-70	S&S 19
Oct.7		
Oct.9	Democracy & the New Imperialism, 1870-1914	S&S 20
Oct.11	Group Work: Primary Sources	
Oct.14	Nationalism, Anti-Semitism, & American Immigration	
Oct.16	Modern Life & the Culture of Progress	S&S 21
Oct.18	World War and Communist Revolution	S&S 22
Oct.21		
Oct.23	<i>Exam 2: Congress of Vienna to the Great War</i>	
Oct.25	Fall Break	
Oct.28	Guest Lecturer on World War I	
Oct.30	Darkening Decades & the rise of Totalitarianism: 1920-39	S&S 23
Nov.1	Group Work: Primary Sources	
Nov.4	"Memorials" presentation (Team 1)	
Nov.6	Totalitarianisms East and West	WC, pp. 186-191
Nov.8	Totalitarianisms East and West	S&S 24
Nov.11	World War II, 1939-1945	
Nov.13	Allied victory: Normandy & Hiroshima	
Nov.15	Group Work: Primary Sources	
Nov.18	The World plays "Cold War"	
Nov.20	"Memorials" presentation (Team 2)	
Nov.22	Group Work: Primary Sources	
Nov.25	Superpower Struggles, Global Transformations	S&S 25
Nov.27	Thanksgiving Holiday	
Nov.29	Thanksgiving Holiday	
Dec.2	21 st Century: The Present in Perspective	S&S 26, WC, pp. 216-221
Dec.4	"Memorials" presentation (Team 3)	
Dec.6	Review for Final Exam	
Dec.12	Comprehensive Final Exam: Thurs., 8-9:45 am	Happy "Our Lady of Guadalupe" Day!

General Policies for this Course

Attendance policy: A student does not gain points by attending, but may add points to or lose points from the final course average by missing class, as follows: 0 = +1; 1=0; 1.5=-1; 2=-2.5; 3=-4; 4=-9; 5 = -13; 6 = -20; 7 = fail. (Note: I do not distinguish between “excused” and “unexcused” absences; any and all misses are included in one’s attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss. Missing half of the Monday night session counts as 0.5 misses.)

Late Work: Unless I approve an extension prior to an assignment’s due date, a late project will be penalized 1 letter grade for the first day late and one-half letter grade per day for each additional day late up to one week. After that, the assignment, if completed, will receive an “F,” (i.e., 55%).

Weekly quizzes: Take-home quizzes are assigned for some, but not all, weeks. They are to be completed prior to 5 p.m. on Mondays. The purpose of these quizzes is to reward completion of assigned readings, as well as to prepare the student for that week’s classroom interactions. Each quiz covers the reading assignment for the present week, as well as the previous week’s classroom material.

Note: Because the quizzes are completed on your own time outside of the classroom, there are no make-ups.

Essay Exams. There are 3 essay exams. *A make-up exam may be possible* in the following circumstances only: (1) Absence due to your participation in an official ACU-related activity; you must request and complete a make-up exam **in advance of the original exam date**; (2) Illness or family crisis; you may bring written medical (or otherwise appropriate) proof and arrange to make up the exam within one week of the original exam date. **Be on notice! No make up is offered** for any personal preference reasons (travel, non-emergency medical, etc. – Before you arrange such things, check your syllabus and avoid exam dates).

If you **miss an exam for an unexcused reason**, you will receive a grade of zero.

NOTE: You must bring two 8.5” x 11” exam blue books to class by Monday, Sept.30. Please write your name and the course number on the cover. Failure to turn these in on time will result in a 5-point deduction from your first essay exam score.

Academic Integrity: It is expected that all students will adhere to the University’s Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost’s office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments. **Consequences for violations** include a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order

to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Policy on phones, social media, or recording in the classroom

Please set cell phones to “silent” during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

Policy on questionable material

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- *Does the material simulate or portray actual life experience that enhances the learning potential of this course?
 - *Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
 - *Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?
- When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

General Guidelines for Student Communication, Discussion and Wiki Content

The online environment is such that opportunities exist for students to post items that may not be tasteful or appropriate. Students, faculty and facilitators are expected to participate in all interactions with a tone of congeniality, professional courtesy, morality and Christian standards. The following items are not considered appropriate.

- * Content that may infringe on the rights of a third party.
- * Items that make inappropriate use of hate or racist symbols or materials that glamorize the actions of hate or racist organizations or their leaders, past or present.
- * Use of marks that signify hate towards another group of people.
- * Inappropriate content, nudity or images that defame (deprecate) the human body.
- * Content that exploits images or the likenesses of minors.
- * Obscene and vulgar comments and offensive remarks that harass, threaten, defame or abuse others.
- * Content that glamorizes violence, is obscene, abusive, fraudulent or threatening.
- * Content that glamorizes the use of "hard core" illegal substances and drugs.

* Use of God's or Jesus Christ's name, image or representation in a way that is offensive, as determined by Christian standards and the standards of Abilene Christian University. The list outlined above should NOT be construed as an exhaustive list of offensive material but rather as a general guideline for you to follow. The lead teacher of each course will determine whether your content is in compliance with the guidelines outlined on this page. Both the lead teacher and the facilitator retain the right to immediately remove any content that is deemed inappropriate.

Sanctions for Flagrant Abuse of above guidelines

If the facilitator and the lead teacher determine that a student has flagrantly abused the conduct standards as delineated above, the lead teacher will submit a request in writing to the department chair that the student be removed from the course with a failing grade. Documentation of the offense(s) must accompany the request. The student will receive a copy of this request as it is submitted. The department chair will make the final decision.

Upon determination by the department chair that the infraction is deliberate and flagrantly abuses the conduct standards, a request will be submitted to the Dean of the Graduate School that the student be removed from the program. The student will receive a copy of this request as it is submitted. If a student is removed from a course or from a program, he or she may appeal the decision using the established ACU academic appeal process at: <http://www.acu.edu/campusoffices/registrar/suspension.html>.

Contacting Dr. Morgan

To visit with me about the course, an assignment, or life in general, please send me an email. When you email me, please do the following:

- Include HIST222 and your name in the subject line so I can easily distinguish your mail from the numerous messages I receive each day.
- Label any attached document with your last name and a descriptive label (e.g., Smith Greatest Generation).