

## Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	WESTERN HISTORY AND HISTORICAL FIGURES	Instructor	LIN, CHIACHI
Course Class	TLFXB1A DEPARTMENT OF INTERNATIONAL BUSINESS, 1A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Academic Aim of Education			
<p>I. To cultivate the ability to appreciate world classics and their modern significance.</p> <p>II. To develop knowledge of classical and modern literature, and immersed in the literary classics and the spirit of humanism.</p>			
Schoolwide essential virtues			
<p>A. A global perspective.</p> <p>B. Information literacy.</p> <p>C. A vision for the future.</p> <p>D. Moral integrity.</p> <p>E. Independent thinking.</p> <p>F. A cheerful attitude and healthy lifestyle.</p> <p>G. A spirit of teamwork and dedication.</p> <p>H. A sense of aesthetic appreciation.</p>			
Course Introduction	<p>There are two segments of the course : The introductory segment explains how to analyze and assess historical figures. The other segment includes choosing major historical figures from Western history and provides reasonable critical studies of their lives, actions and outstanding contributions.</p>		

## The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,  
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,  
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,  
A4-Organizing, A5-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Schoolwide essential virtues that correspond to each teaching objective. Each objective may correspond to one or more Schoolwide essential virtues at a time. (For example, if one objective corresponds to three Schoolwide essential virtues: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Schoolwide essential virtues
1	To guide students to understand "the cause of how opportunities make a hero or a hero brings a change of the circumstances." from the assessment of Western historical figures.	C2	A
2	To guide students to discover connections between the past and present.	C3	A
3	To guide students to develop effective argument through a combination of close reading and independent research on Western history and historical figures.	C3	A
4	To guide students evaluate and integrate secondary criticism into our own arguments.	C3	A
5	To guide students to search for a role model among the historical figures to serve as a guidepost for life and thus create a better future.	C3	A

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To guide students to understand "the cause of how opportunities make a hero or a hero brings a change of the circumstances." from the assessment of Western historical figures.	Lecture, Discussion	Written test, Report, Participation

2	To guide students to discover connections between the past and present.	Lecture, Discussion	Written test, Report, Participation
3	To guide students to develop effective argument through a combination of close reading and independent research on Western history and historical figures.	Lecture, Discussion	Written test, Report, Participation
4	To guide students evaluate and integrate secondary criticism into our own arguments.	Lecture, Discussion	Written test, Report, Participation
5	To guide students to search for a role model among the historical figures to serve as a guidepost for life and thus create a better future.	Lecture, Discussion	Written test, Report, Participation

#### Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	A. Introduction I	
2	103/02/24 ~ 103/03/02	A. Introduction II: 1. Should we evaluate historical figures? 2. And its' difficulties. 3. Criteria for evaluation of historical figures; 4. The attitude for evaluating historical figures.	
3	103/03/03 ~ 103/03/09	B. Historical figures: 1. Aristotle (384-322 B.C.) and Greek philosophy	
4	103/03/10 ~ 103/03/16	2. Alexander the Great (356-323 B.C.) and his empire	
5	103/03/17 ~ 103/03/23	3. Julius Caesar (100-44 B.C.), Octavian Augustus (63 B.C.-14 A.D.) and The Roman Empire	
6	103/03/24 ~ 103/03/30	4. Petrarch (1304-1374) and Italian Renaissance	
7	103/03/31 ~ 103/04/06	Children's Day	
8	103/04/07 ~ 103/04/13	5. Christopher Columbus (1451-1506) and Age of discovery	
9	103/04/14 ~ 103/04/20	6. Martin Luther (1483-1546) and Protestant Reformation	
10	103/04/21 ~ 103/04/27	Midterm Exam Week	
11	103/04/28 ~ 103/05/04	7. Peter the Great (1672-1725) and The modernization in Russia	

12	103/05/05 ~ 103/05/11	8. Isaac Newton (1642 –1727), James Watt (1736 – 1819) and British Industrial Revolution	
13	103/05/12 ~ 103/05/18	9. Voltaire (1694-1778) and The Enlightenment	
14	103/05/19 ~ 103/05/25	10. Napoleon I (1769-1821) and First French Empire (1804-1815)	
15	103/05/26 ~ 103/06/01	Group report I	
16	103/06/02 ~ 103/06/08	Group report II	
17	103/06/09 ~ 103/06/15	Group report III	
18	103/06/16 ~ 103/06/22	Final Exam Week	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	Fathers of international thought, Boulder, Colo., 2000.		
Reference(s)	<p>1. John Najemy, Italy in the Age of the Renaissance, Oxford; New York : Oxford University Press, 2004.</p> <p>2. Asa Briggs and Patricia Clavin, Modern Europe, 1789-Present, 2d. ed., Longman, 2003.</p> <p>3. Wolfgang Schivelbusch, The Railroad Journey: The Industrialization and Perception of Time and Space, University of California Press, 1987.</p> <p>4. H. G. Koenigsberger and G. Mosse, Europe in the Sixteenth Century. London; New York: Longman, 1989.</p> <p>5. D. H. Pennington, Europe in the Seventeenth Century. London; New York: Longman, 1989.</p> <p>6. Matthew Anderson, Europe in the Eighteenth Century. London; New York: Longman, 1989.</p>		
Number of Assignment(s)	2 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 %    ◆ Mark of Usual : 10.0 %    ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other &lt;Assignments&gt; : 30.0 %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>		