

Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	MODERN EUROPEAN HISTORY	Instructor	LIN, CHIACHI
Course Class	TAHXB3A DEPARTMENT OF HISTORY, 3A	Details	<ul style="list-style-type: none"> ◆ Required ◆ 2nd Semester ◆ 2 Credits
Departmental Aim of Education			
<p>I. To train students in the study of history and the uses of historical knowledge.</p> <p>II. To develop historical thinking skills with objectivity and independent judgment.</p> <p>III. To provide information on career opportunities in various levels of Government service, teaching, cultural interpretation, and the administration of historical documents and local history.</p>			
Departmental core competences			
<p>A. To foster students with humanities and basic capability of collecting historiography.</p> <p>B. The basic ability to interpret, organize and utilize historical materials, such as pictures, documents.</p> <p>C. Based on different historical fields, learning relevant domain knowledge and skills.</p> <p>D. To develop the basic ability of fieldwork and using historiography.</p>			
Course Introduction	<p>This course is one of the Western periodical history courses, focusing on the period between 1789 (the French Revolution) and 1914 (World War I) , and the description in detail on the politics, economics, society, and cultural phenomenon. Course topics include the French Revolution (1789~1799) , Napoleonic Era (1799~1815) , Congress of Vienna (1814~1815) , Industrial Revolution (1770~1830~1870) , Growth of Democracy, Development of Nationalism, Expansion of New Imperialism, and Western Civilization.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

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| (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-Characterizing, | A6-Implementing |

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Students will understand the development of modern Western history thoroughly the course, and further have capability discuss the influence of Western civilization on other parts of the world.	C3	A
2	Students will understand the background and influence of French Revolution, Napoleonic Era, Industrial Revolution, Growth of Democracy, Development of Nationalism, Expansion of New Imperialism.	C2	B

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students will understand the development of modern Western history thoroughly the course, and further have capability discuss the influence of Western civilization on other parts of the world.	Lecture, Discussion	Written test, Report, Participation

2	Students will understand the background and influence of French Revolution, Napoleonic Era, Industrial Revolution, Growth of Democracy, Development of Nationalism, Expansion of New Imperialism.	Lecture, Discussion	Written test, Report, Participation
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	108/02/18 ~ 108/02/24	導論：西洋史的斷限與近代史的分期	
2	108/02/25 ~ 108/03/03	奧地利繼承戰與七年戰爭 I：The War of the Austrian Succession and the Seven Years' War, 1740–1763	
3	108/03/04 ~ 108/03/10	奧地利繼承戰與七年戰爭 II：The War of the Austrian Succession and the Seven Years' War, 1740–1763	課堂作業：Arc GIS 上傳至iclass
4	108/03/11 ~ 108/03/17	啟蒙運動 I：The Enlightenment, c. 1750	
5	108/03/18 ~ 108/03/24	啟蒙運動 II：The Enlightenment, c. 1750	
6	108/03/25 ~ 108/03/31	農業改革 I：The Agricultural Revolution, c. 1750	繳交分組名單與主題
7	108/04/01 ~ 108/04/07	Teaching Observation Period	

8	108/04/08 ~ 108/04/14	農業改革 II : The Agricultural Revolution, c. 1750	
9	108/04/15 ~ 108/04/21	工業革命 I : The Industrial Revolution, c. 1775	報告Arc GIS 大綱
10	108/04/22 ~ 108/04/28	Midterm Exam Week	
11	108/04/29 ~ 108/05/05	工業革命 II : The Industrial Revolution, c. 1775	
12	108/05/06 ~ 108/05/12	法國大革命 I : The French Revolution, 1789–1799	
13	108/05/13 ~ 108/05/19	法國大革命 II : The French Revolution, 1789–1799	
14	108/05/20 ~ 108/05/26	法國大革命 III : The French Revolution, 1789–1799	
15	108/05/27 ~ 108/06/02	Group presentation I	
16	108/06/03 ~ 108/06/09	Group presentation II	
17	108/06/10 ~ 108/06/16	Group presentation III	
18	108/06/17 ~ 108/06/23	Final Exam Week	
Requirement	<p>1. No eating, sleeping, drinking, chatting and using cell phone.(Mark of usual: 10%)</p> <p>2. Absence points: -1. More than 5 times, final score=0.</p> <p>3. No plagiarized in Assignments. Plagiarized=0.</p> <p>4. Please feel free to ask questions by email, and remember mention your name and Course Title in email subject.</p> <p>5. The teacher keeps the right to change syllabus depending on the schedule, please do not quote this syllabus without permission.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	<p>1. John E. Findling & Frank W. Thackeray. Events That Changed the World in the Eighteenth Century. Westport, Conn. : Greenwood Press, 1997.</p> <p>3. 王曾才編著·西洋近世史。台北市：國立編譯館出版：正中印行·民65·初版。</p>		
Reference(s)	<p>1. Asa Briggs and Patricia Clavin, Modern Europe, 1789-Present, 2d. ed. (Longman, 2003).</p> <p>2. Wolfgang Schivelbusch, The Railroad Journey: The Industrialization and Perception of Time and Space (University of California Press, 1987)</p> <p>3. Modris Eksteins, Rites of Spring: The Great War and the Birth of the Modern Age (Mariner Books, 2000).</p> <p>4. Christopher Browning, Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland (Harper Perennial, 1993).</p> <p>5. Françoise Gaspard, A Small City in France (Harvard University Press, 1995).</p> <p>6. 菲立普·費南德茲—阿梅斯托(Felipe Fernandez-Armesto)著；謝佩姘譯·《一四九二：那一年，我們的世界展開了》·新北市：左岸文化·2012。</p> <p>7. A. J. Grant, H. Temperley 合著；劉光炎譯·西洋現代史。台北市：正中·民59。</p> <p>8. G. N. Clark等著；鐘建閱譯·近代歐洲文化史。台北市：正中·民52。</p> <p>9. 王繩祖著·歐洲近代史。台北市：台灣商務·民69。</p> <p>10. 耿淡如著·西洋近代史。台北市：正中·民82。</p> <p>11. 鄧元忠著·西洋近代文化史。台北市：五南·民79。</p> <p>12. Franklin L. Baumer著；李日章譯·西洋近代思想史。台北市：聯經·民77。</p> <p>13. 浦薛鳳著·西洋近代政治思潮。台北市：台灣商務·民73再版。</p>		

Number of Assignment(s)	1 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 40.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other (Assignment) : 10.0 %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>