

Tamkang University Academic Year 108, 2nd Semester Course Syllabus

Course Title	WESTERN HISTORY AND HISTORICAL FIGURES	Instructor	LIN, CHIACHI
Course Class	TNUPB0A HISTORY STUDIES, 0A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester
A c a d e m i c A i m o f E d u c a t i o n			
<p>I. To develop the ability of understanding those new or unknown happenings through learning historical experiences.</p> <p>II. To fulfill the ability of thinking with a multiplicity of viewpoints through using plentiful historical sources.</p> <p>III. To develop the ability of interpreting the world with both local and global views.</p>			
S u b j e c t S c h o o l w i d e e s s e n t i a l v i r t u e s			
<p>1. A global perspective. (ratio:50.00)</p> <p>5. Independent thinking. (ratio:50.00)</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 correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.			
<p>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</p> <p>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</p> <p>II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</p> <p>III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</p>			
No.	Teaching Objectives		objective methods

1	To guide students to discover connections between the past and present.	Cognitive
2	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.	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1		15	Lecture, Discussion	Testing, Report(including oral and written)
2		15	Lecture, Discussion	Testing, Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	109/03/02 ~ 109/03/08	A. Introduction: 1. Should we evaluate historical figures? 2. And its' difficulties. 3. Criteria for evaluation of historical figures; 4. The attitude for evaluating historical figures.	
2	109/03/09 ~ 109/03/15	B. Historical figures: 1. Aristotle (384-322 B.C.) and Greek philosophy	
3	109/03/16 ~ 109/03/22	2. Alexander the Great (356-323 B.C.) and his empire	
4	109/03/23 ~ 109/03/29	3. Julius Caesar (100-44 B.C.) and The Roman Empire	
5	109/03/30 ~ 109/04/05	4. Machiavelli (1463-1527) and Italian Renaissance	
6	109/04/06 ~ 109/04/12	5. Christopher Columbus (1451-1506) and Age of discovery	
7	109/04/13 ~ 109/04/19	6. Martin Luther (1483-1546) and Protestant Reformation	
8	109/04/20 ~ 109/04/26	7. Peter the Great (1672-1725) and The modernization in Russia	Group list
9	109/04/27 ~ 109/05/03	Midterm Exam Week	
10	109/05/04 ~ 109/05/10	8. Isaac Newton (1642 –1727) and British Industrial Revolution	
11	109/05/11 ~ 109/05/17	9. Voltaire (1694-1778) and The Enlightenment	
12	109/05/18 ~ 109/05/24	10. Margaret Hilda Thatcher (1925-2013) and Modern Europe	

13	109/05/25 ~ 109/05/31	Group presentation I	
14	109/06/01 ~ 109/06/07	Group presentation II	
15	109/06/08 ~ 109/06/14	Group presentation III	
16	109/06/15 ~ 109/06/21	Group presentation IV	
17	109/06/22 ~ 109/06/28	Final Exam Week (Date:109/6/18-109/6/24)	
18	109/06/29 ~ 109/07/05	Supplementary teaching: Answering the Essay/Short Answer Exam Question	
Requirement	1. No eating, sleeping, drinking, chatting and using cell phone.(Mark of usual: 10%) 2. Absence points: -1. More than 5 times, final score=0. 3. No plagiarized in Assignments. Plagiarized=0. 4. Please feel free to ask questions by email, and remember mention your name and Course Title in email subject. 5. The teacher keeps the right to change syllabus depending on the schedule, please do not quote this syllabus without permission.		
Teaching Facility	Computer, Projector		
Textbooks and Teaching Materials	Fathers of international thought, Boulder, Colo., 2000.		
References	1. John Najemy, Italy in the Age of the Renaissance, Oxford; New York : Oxford University Press, 2004. 2. Asa Briggs and Patricia Clavin, Modern Europe, 1789-Present, 2d. ed., Longman, 2003. 3. Wolfgang Schivelbusch, The Railroad Journey: The Industrialization and Perception of Time and Space, University of California Press, 1987. 4. H. G. Koenigsberger and G. Mosse, Europe in the Sixteenth Century. London; New York: Longman, 1989. 5. D. H. Pennington, Europe in the Seventeenth Century. London; New York: Longman, 1989. 6. Matthew Anderson, Europe in the Eighteenth Century. London; New York: Longman, 1989.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 10.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 40.0 % ◆ Other < > : %		
Note	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 . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		