



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 102	Western Civilization since 1648	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	None	Fall 2022

Catalog description: An introduction to the political, social, cultural, and economic events that have distinguished Western Civilization since the Thirty Years' War (1648). Major topics include Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution, Industrialization, Nationalism, the Great War, World War II, and recent trends. Emphasis is placed on close readings of primary works, including literary and visual sources, in order to provide a deeper appreciation for the events and people that have helped shape the modern world.

General Education Category: Course coordinator: Padhraig Higgins x3475 higginsp@mccc.edu
Goal 7: Historical Perspective
Goal 6: Humanities

Required texts & Other materials: Joshua Cole, and Carol Symes, *Western Civilizations*. Vol. 2. 5th Brief Edition. NY: W.W. Norton. 2020.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6,7, 8, 9)
2. analyze and interpret primary sources (whether they seem more “historical,” “literary,” or “philosophical”) and use them as evidence to support historical arguments. (ILG 1, 5, 6, 7, 8, 9)
3. identify and describe the significance of major figures, ideas, and events of western civilization. (ILG 1, 5, 6, 7, 8, 9)
4. describe and analyze the context of major movements, trends, and developments of western civilization. (ILG 1, 5, 6, 7, 8, 9)
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of western civilization. (ILG 1, 5, 6, 7, 8, 9)
6. use information technologies in acquiring new knowledge and perspective. (ILG 4, 7, 10, 11)
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence. (ILG 1, 5, 6, 7, 8, 9)

8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Learning Objectives: *Students will be able to*

- Explain what is meant by "The West." (SLO 1-8)
- Demonstrate an understanding of the periodization and chronology of the course. (SLO 1-8)
- Identify primary vs. secondary sources and discuss the uses and limitations of each. (SLO 1-8)

Unit I: The Early Modern World [SLO 1-8]

1. Absolutism and State Building in Europe (ca. 1648-1715)

The student will be able to:

- Discuss the characteristics that distinguish the Early Modern Era.
- Discuss the theory and practice of Absolute monarchy in Louis XIV's France.
- Identify the causes and long-term consequences of the English Civil War.
- Compare and contrast the fortunes of Eastern and Central European states after the Thirty Years' War.
- Understand the process of State Building in a comparative context.
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, including, but not limited to Hobbes' *Leviathan*.

2. The Scientific Revolution

The student will be able to:

- Describe the broad historical preconditions and environment leading to Copernicus's theoretical explorations.
- Analyze the effects of science on the social and philosophical order.
- Explain the development of scientific methods, disciplines, and standards.
- Assess a selection of literary, historical and artistic primary sources from the Scientific Revolution, including, but not limited to Galileo Galilei, *Letter to the Grand Duchess Christina*.

3. Empire, Trade and War, 1650-1850

The student will be able to:

- Describe the process of economic and cultural exchange during this period.
- Analyze the effects of European expansion and conquest.
- Explain the ideas of the relationships between state and economic theories, such as Mercantilism.
- Understand the rise of the Atlantic World and centrality of the Slave trade and slave labor to the emergence of this new economic, political, and cultural configuration.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Olaudah Equiano's *Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*.

4. Enlightenment and Modernity

The student will be able to:

- Understand the influence of the Scientific Revolution on the Enlightenment and be able to explain what the idea of Enlightenment encompasses.
- Analyze the ideas of the leading *philosophes*.
- Assess the broader influence of Enlightenment ideas on European society and the social and cultural contexts in which these ideas were encountered.
- Examine the centrality of understandings of gender and race to Enlightenment ideas.
- Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period.
- Assess a selection of literary, historical and artistic primary sources from the Enlightenment, including, but not limited to Voltaire's *Candide*.

5. The French Revolution and the Age of Democratic Revolutions

The student will be able to:

- Relate the ideas of the Enlightenment to the crisis in Old Regime politics and society.
- Explain the short- and long-term causes of the Revolution.
- Understand the chronology of the Revolution and key events from 1789 to 1799.
- Assess the role of culture and gender in the course of the Revolution.
- Understand the international context of the French Revolution and compare it to other revolutionary movements during this period.
- Assess the rise of Napoleon and his impact on the Revolution and broader European politics.
- Assess a selection of literary, historical and artistic primary sources from the French Revolution, including, but not limited to the *Declaration of the Rights of Man and the Citizen*.

Unit II: The Nineteenth Century: Industry, Ideology and Empire [SLO 1-8]

1. Industrial Revolution

The student will be able to:

- Assess the conditions favoring an Industrial Revolution in Britain.
- Understand the spread and social impact of the Industrial Revolution.
- Describe the key technological innovations of the period as well as the cultural context of these innovations.
- Evaluate the impact of the Revolution on the emerging class of factory workers and ways in which gender and class shaped Industrial society.
- Analyze the global impact of the industry and the relation between Empire and Industrialization.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Friederich Engels, *The Condition of the Working Class in England in 1844*.

2. Ideological Conflicts and National Unification, 1815-1871

The student will be able to:

- Explain the various ideologies that emerged during the nineteenth century, such as liberalism, socialism, conservatism, and nationalism.
- Understand the goals of the Congress of Vienna and the new European order that emerges after 1815.
- Describe the Concert of Europe and other measures taken by European governments to maintain the balance of power.
- Examine the political consequences of new ideologies in the various nationalist and liberal movements from 1820-1846.
- Analyze the causes and results of the Crimean War.
- Discuss the significance of British liberalism and the confrontation with Irish nationalists over the Irish Question.
- Describe the process of national unification in Italy and Germany between 1848 and 1871.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to John Stuart Mill, *On Liberty* and Karl Marx, *The Communist Manifesto*.

3. The Coming of Mass Politics, 1870-1914

The student will be able to:

- Examine attempts to define the political nation during this period.
- Understand the continuing impact of industrial transformation during this period.
- Outline the course of the Second Industrial Revolution.
- Discuss urban development programs, including sanitation systems and housing reform.
- Describe the condition of women, the cult of domesticity, and the rise of political feminism.
- Comment on the extent of Jewish emancipation.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Emmeline Pankhurst, *Why We Are Militant*.

4. New Imperialism, 1870-1914

The student will be able to

- Understand the causes of European Imperial expansion during this period.
- Describe the economic, religious and racial ideologies that underpinned this expansion.
- Analyze the character of European expansion and rule in a variety of contexts.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Rudyard Kipling, *The White Man's Burden*, 1899.

Unit III: The Twentieth Century [SLO 1-8]

1. World War I and the Russian Revolution

The student will be able to

- Explain the immediate origins and course of World War I.
- Discuss the causes and consequences of the Bolshevik Revolution in Russia.
- Analyze the Versailles Treaty and its legacies.
- Analyze the experience on the Home Front and the ways in which the war impacted women.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Erich Maria Remarque's *All Quiet on the Western Front*.

2. **Between the Wars: Reconstruction and Polarization**

The student will be able to

- Examine the economic and political disorder in the post-Great War years.
- Analyze the Soviet Union's far-reaching political and economic experiment.
- Discuss Fascism in Mussolini's Italy.
- Summarize French efforts to enforce the Versailles Treaty, including the Ruhr crisis of 1923.
- Describe the Weimar Republic's efforts to create a stable, democratic Germany.
- Explain factors contributing to the Great Depression in Europe.
- Compare the coalition governments of the Right and the Left in the National Government of Britain and the Popular Front of France.
- Summarize the Nazi seizure of power in Germany and its effects.
- Discuss central economic planning in Italian Fascist "corporatism" and the Soviet Five Year Plans.
- Describe the human costs of Soviet Communism, including collectivization, shortages of housing and consumer goods, and the purges.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Benito Mussolini's *What is Fascism?*

3. **World War II and the Holocaust**

The student will be able to

- Outline the long-term and immediate causes of World War II.
- Describe the main events and battles of the war.
- Analyze Nazi racism and the Holocaust.
- Compare the impact of the war on the different peoples of Europe, with particular attention to minorities.
- Discuss wartime diplomatic relations and plans for the postwar world.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Primo Levi's *Survival In Auschwitz*.

4. **Redefining the West**

The student will be able to

- Analyze the origins of the Cold War and the division of Europe into rival eastern and western blocs.
- Outline significant Cold War conflicts, including the Three Crises of 1956, the Cuban missile crisis, and the Korean and Vietnam wars.
- Discuss the process of decolonization.
- Summarize political and economic developments in western Europe, particularly the emergence of the European Union.
- Describe the revolutions of 1989, the collapse of the Soviet Union, and civil war in Yugoslavia.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the *Constitution of Japan*.

5. **The West in the Contemporary World**

The student will be able to

- Discuss the expansion and contraction of the European welfare state.
- Compare the changing roles and aspirations of women in a variety of different national contexts..
- Describe the rapid growth of Western Europe's consumer economy.
- Analyze the ongoing role of religion in Western political and intellectual life.

- Examine the particular problems confronting European social, political, and economic development within the contemporary Western and world orders.
- Assess how the relationship between Western Europe and the United States changed with the end of the Cold War.
- Discuss the history and actions of radical political Islamism.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to *Israel-PLO Declaration of Principles on Interim Self-Government Arrangements*.

Evaluation of student learning:

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course are designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors will emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses will, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ♦ Textbook as well as primary documents will be clearly assigned to the students

Exams & Quizzes

- ♦ At least two (2), one-hour exams
- ♦ A final exam
- ♦ Exams should include at least a short essay component.

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

A minimum of two (2), but preferable three (3), writing assignments:

- At least one (1) essay should concentrate on primary documents
- At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- Length of the essays may be determined by the instructor; short (e.g., two-three page) essays are acceptable
- Writing assignments should all be designed to develop student learning outcomes in critical thinking, information literacy, and writing

For further tips on the preparation of class assignments, see the document, Tamara Hunt, “Making Assignments in the Western Civilization Classroom: Papers, Reports, Projects.” In *Instructor’s Guide to Accompany The Making of the West: Peoples and Cultures* by Lynn Hunt, et. al. pp. 142–146. New York: Bedford/St. Martin’s Press, 2001.