



COURSE OUTLINE FALL 2008

<u>HIS 102</u>	<u>History of Western Civilization Since 1648</u>
Course Number	Course Title
3	3
Credits	Hours: lecture/laboratory/other (specify)

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.

Prerequisites:

None

Corequisites:

None

Required texts/other materials:

Brian Levack et al., *The West: Encounters and Transformations, Volume II, Since 1550 Concise Edition* (Pearson Longman, 2007)

Last revised: Spring 2008

Course coordinator: Padhraig Higgins, ext. 3495, higginsp@mccc.edu

Information resources: [Http://www.myhistorylab.com](http://www.myhistorylab.com)

Other learning resources:

Course Competencies/Goals:

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.
2. Analyze and interpret primary sources and use them as evidence to support historical arguments.
3. Identify and describe the significance of major figures, ideas, and events of western civilization.
4. Describe and analyze the context of major movements, trends, and developments of western civilization.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

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.

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

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. 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.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Examinations and Required Work:

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

Exams & Quizzes

- At least (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)

- At least two (2), but preferably (3), writing assignments.
- At least one (1) 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 page) essays are acceptable

Unit I: The Early Modern World

Introduction to the Scope and Sources of Western Civilization

Learning Objectives:

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

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. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Discuss the theory and practice of Absolute monarchy in Louis XIV's France. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Identify the causes and long-term consequences of the English Civil War. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Compare and contrast the fortunes of Eastern and Central European states after the Thirty Years' War. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Understand the process of State Building in a comparative context. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, including, but not limited to Hobbes' *Leviathan*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

2. The Scientific Revolution

The student will be able to:

- Describe the broad historical preconditions and environment leading to Copernicus's theoretical explorations. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the effects of science on the social and philosophical order. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Explain the development of scientific methods, disciplines, and standards. **(Course Competencies 3 & 4; Gen Ed Goal 7)**

- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

3. Empire, Trade and War, 1650-1850

The student will be able to:

- Describe the process of economic and cultural exchange during this period. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the effects of European expansion and conquest. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Explain the ideas of the relationships between state and economic theories, such as Mercantilism. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- 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. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

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. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the ideas of the leading *philosophes*. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Assess the broader influence of Enlightenment ideas on European society and the social and cultural contexts in which these ideas were encountered. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Examine the centrality of understandings of gender and race to Enlightenment ideas. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Assess a selection of literary, historical and artistic primary sources from the Enlightenment, including, but not limited to Voltaire's *Candide*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

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. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Explain the short- and long-term causes of the Revolution. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Understand the chronology of the Revolution and key events from 1789 to 1799. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Assess the role of culture and gender in the course of the Revolution. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**

- Understand the international context of the French Revolution and compare it to other revolutionary movements during this period. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Assess the rise of Napoleon and his impact on the Revolution and broader European politics. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

Unit II: The Nineteenth Century: Industry, Ideology and Empire

1. Industrial Revolution

The student will be able to:

- Assess the conditions favoring an Industrial Revolution in Britain. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Understand the spread and social impact of the Industrial Revolution. **Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the key technological innovations of the period as well as the cultural context of these innovations. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Evaluate the impact of the Revolution on the emerging class of factory workers and ways in which gender and class shaped Industrial society. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the global impact of the industry and the relation between Empire and Industrialization. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

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. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Understand the goals of the Congress of Vienna and the new European order that emerges after 1815. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the Concert of Europe and other measures taken by European governments to maintain the balance of power. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- 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. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss the significance of British liberalism and the confrontation with Irish nationalists over the Irish Question. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the process of national unification in Italy and Germany between 1848 and 1871. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

3. The Coming of Mass Politics, 1870-1914

The student will be able to:

- Examine attempts to define the political nation during this period. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Understand the continuing impact of industrial transformation during this period. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Outline the course of the Second Industrial Revolution. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss urban development programs, including sanitation systems and housing reform. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Describe the condition of women, the cult of domesticity, and the rise of political feminism. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Comment on the extent of Jewish emancipation. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Emmeline Pankhurst, *Why We Are Militant*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

4. New Imperialism, 1870-1914

The student will be able to

- Understand the causes of European Imperial expansion during this period. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the economic, religious and racial ideologies that underpinned this expansion. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the character of European expansion and rule in a variety of contexts. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- 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. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

Unit III: The Twentieth Century

1. World War I and the Russian Revolution

The student will be able to

- Explain the immediate origins and course of World War I. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss the causes and consequences of the Bolshevik Revolution in Russia. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the Versailles Treaty and its legacies. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the experience on the Home Front and the ways in which the war impacted women. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

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. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the Soviet Union's far-reaching political and economic experiment. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss Fascism in Mussolini's Italy. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Summarize French efforts to enforce the Versailles Treaty, including the Ruhr crisis of 1923. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the Weimar Republic's efforts to create a stable, democratic Germany. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Explain factors contributing to the Great Depression in Europe. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Compare the coalition governments of the Right and the Left in the National Government of Britain and the Popular Front of France. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Summarize the Nazi seizure of power in Germany and its effects. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss central economic planning in Italian Fascist "corporatism" and the Soviet Five Year Plans. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the human costs of Soviet Communism, including collectivization, shortages of housing and consumer goods, and the purges. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Benito Mussolini's *What is Fascism?* **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

3. World War II and the Holocaust

The student will be able to

- Outline the long-term and immediate causes of World War II. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the main events and battles of the war. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze Nazi racism and the Holocaust. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Compare the impact of the war on the different peoples of Europe, with particular attention to minorities. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss wartime diplomatic relations and plans for the postwar world. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Primo Levi's *Survival In Auschwitz*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

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. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Outline significant Cold War conflicts, including the Three Crises of 1956, the Cuban missile crisis, and the Korean and Vietnam wars. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss the process of decolonization. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**

- Summarize political and economic developments in western Europe, particularly the emergence of the European Union. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the revolutions of 1989, the collapse of the Soviet Union, and civil war in Yugoslavia. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the *Constitution of Japan*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

5. The West in the Contemporary World

The student will be able to

- Discuss the expansion and contraction of the European welfare state. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Compare the changing roles and aspirations of women in a variety of different national contexts.. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Describe the rapid growth of Western Europe's consumer economy. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Analyze the ongoing role of religion in Western political and intellectual life. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Examine the particular problems confronting European social, political, and economic development within the contemporary Western and world orders. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Assess how the relationship between Western Europe and the United States changed with the end of the Cold War. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss the history and actions of radical political Islamism. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- 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*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course objectives. Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Student learning will be assessed using examinations, tests, quizzes, research papers, case studies, and assignments. Multiple-choice, matching, case studies, short essays, and fill-in-the-blank questions will be given.

Academic Integrity Statement:

Students who cheat or plagiarize on any assignment in this class will receive a "0" on that assignment which may result in the failure of the course and will be subject to further disciplinary action as deemed appropriate by MCCC's Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another's words for a paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material. See http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf.