COURSE OUTLINE FALL 2008

HIS 101	Western Civilization to 1648	3
Course Number	**Course Title**	**Credits**

3				15 weeks
Class or Lecture Hours	**Laboratory Hours**	**Clinical or Studio**	**Practicum, Co-op, Internship**	**Course Length**

Minimum CLEP -50   Face-to-face and Online
Performance on an Examination/Demonstration   **Alternate Delivery Methods**

Required Materials: (Starting Fall, 2007)

Brian Levack, Edward Muir, Michael Maas, and Meredith Veldman, *The West: Encounters & Transformations*. Volume 1 – To 1715. Concise Edition. NY: Pearson Longman, 2007. (Text comes with student access to MyHistoryLab)

Catalog Description:

An introduction to the political, social, cultural, and economic events that distinguished Western Civilization from its earliest roots to the Thirty Years' War (1648). Major topics include Ancient Near Eastern Civilizations, Greece and Rome, the Middle Ages, and the Renaissance and Reformation. 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: **Corequisites:**
None   None

Latest Review: Spring 2008

Course Coordinator (name, email, phone extension): Linda Bregstein Scherr, bregstel@mccc.edu; ext. 3839

Available Resources:
Textbook comes with student access to MyHistoryLab
Other resources: "The Western Tradition," video series if available in the MCCC library and by Video on Demand at: http://www.learner.org/resources/series58.html

Learning Center Resources: No tutors or study groups as of now.

Course Competencies/Student Learning Outcomes:

Students 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 (whether they seem more "historical," "literary," or "philosophical") 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.
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.
6. *use information technologies in acquiring new knowledge and perspective.*
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence.
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.*

General Education Objectives.
Gen Ed Mission:
- Students will be competent in critical…thinking;
- Students will be immersed in the critical study of what it means to be human;
- Students read, evaluate, appreciate and write about a wide range of texts and experiences;
- Students will learn how to integrate their learning into a lifelong process of understanding themselves, others, and the world

General Education Knowledge Goals:
- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **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.
- **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.
  - 7.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.
  - 7.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers' point of view.
  - 7.3. Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.

- **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

Gen Ed 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 C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.
- **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 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 (from MyHistoryLab and other sources) 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).
  - o A minimum of two (2), but preferable three (3), writing assignments:
    - o At least one (1) essay should concentrate on primary documents
    - o 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
  - o 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 **(Course Competencies 1, 2, 6, 7, 8; Gen Ed Goals 1, 7, 8; Gen Ed Core Skills: Critical Thinking, Information Literacy)**

For further tips on the preparation of class assignments, see the document, "Tips for Making Assignments in the Western Civilization Classroom: Papers, Reports, and Projects"

Units of Study in Detail. The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer's Western Civilization survey courses.

Introduction to the Scope and Sources of Western Civilization

Learning Objectives: *Students will be able to*
- Explain what is meant by "The West." **(Course Competencies 3, 4, 5, 8; Gen Ed Goal 7)**
- Demonstrate an understanding of the periodization and chronology of the course. **(Course Competency 4; Gen Ed Goal 7)**
- Identify primary vs. secondary sources and discuss the uses and limitations of each. **(Course Competencies 1, 2; Gen Ed Goals 1, 7)**

Unit I: The Ancient World

1. The Beginnings of Civilizations, Early Mesopotamia and Egypt
Learning Objectives: *Students will be able to*
- Describe the skills and customs developed in Palaeolithic societies. **(Course Competencies 4, 8; Gen Ed Goal 7)**
- Explain the link between the Neolithic food-producing revolution and the emergence of civilizations. **(Course Competencies 4, 5, 7; Gen Ed Goal 7)**
- Analyze the ways the Neolithic Revolution affected the lives of men and women. **(Course Competencies 3, 4, 8; Gen Ed Goals 7, 8, 9; Gen Ed Core Skill: Critical Thinking)**
- Define the term "civilization" and discuss some explanations for the emergence of early civilization. **(Course Competencies 3, 4, 7, 8; Gen Ed Goal 7)**
- Identify the causes that transformed early communities in Southwest Asia into the first cities, kingdoms, and empires. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Analyze how and why cultures developed distinctively in different parts of the eastern Mediterranean, and how this shaped legal, religious, technological and scientific development. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**
- Assess the contributions of ancient Egyptian and western Asian civilizations to the West. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Assess key written and archaeological sources available for the study of early civilization (e.g., archaeological finds, the Code of Hammurabi, Egyptian and Mesopotamian Royal Inscriptions, etc.) **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 6, 7, 9; Gen Ed Core Skill: Ethical Decision-making)**

2. The International Bronze Age and its Aftermath: Mesopotamia, Egypt, and Neighboring Civilizations
Learning Objectives: *Students will be able to*
- Explain how Egypt during the New Kingdom used warfare and diplomacy to develop an empire. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe the political, religious, and cultural traditions of the Hittite, Assyrian, and Babylonian empires. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**
- Explain how the Persian Empire brought diverse peoples together in a stable realm. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**

- Compare and contrast the Assyrian, Babylonian and Persian empires, especially in terms of military power, administration, and imperial policy. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Discuss the political and religious beliefs and institutions that gave Hebrew civilization its unique character. **(Course Competencies 2, 3, 4, 5; Gen Ed Goals 7, 8, 9)**
- Describe the results of the Hebrews' interactions with other peoples. **(Course Competencies 3, 4, 5; Gen Ed Goals 5, 7)**
- Evaluate key primary sources available for early religions and identify the major problems in writing history from religious (biblical) sources. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 7)**
- Analyze the interconnections between religious ideas and culture in both the Jewish tradition and Zoroastrianism. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8, 9)**
- Assess the sources available for the study of 1st millennium BCE civilizations (e.g., archaeological finds, biblical texts [with special attention to the biblical Flood story as compared to the flood in the *Epic of Gilgamesh*] Assyrian and Persian Royal Inscriptions, etc.) **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 6, 7, 9)**

3. **The Origins and Development of Ancient Greece**
   Learning Objectives: *Students will be able to*
   - Explain how the geography of Greece affected Greek history. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Describe the rise of Minoan and Mycenaean civilization. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
   - Analyze the cultural relationships between the Aegean civilizations (Minoans and Mycenaeans) and the early Greeks. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**
   - Identify the Homeric epics and discuss what they reveal about early Greek culture. **(Course Competencies 1,2, 3, 4, 5; Gen Ed Goal 7)**
   - Explain the development of the Greek city-states, with particular attention to the comparing and contrasting political developments in Athens and Sparta. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Describe the intellectual, social, and political innovations of Classical Greece **(Course Competencies 3, 4, 5, 6; Gen Ed Goals 7, 9)**
   - Assess the role of sexuality, gender, and citizenship in Greek society. **(Course Competencies 3, 4, 5; Gen Ed Goals 5, 7, 8, 9)**
   - Describe the effects of the two great conflicts of the fifth century – the Persian Wars and the Peloponnesian War - on Greek civilization. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Trace the development of Greek rationalism from the Archaic through the Classical period. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Relate Greek culture (religion, art, philosophy, drama, literature, historical writing) to the Greek belief in the importance of excellence and the relationship of the individual to the community. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
   - Assess the written sources available for the study of ancient Greece, with special attention to the works of the pre-Socratic philosophers, Herodotus, Thucydides, and Plato. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 6, 7, 9)**

4. **The Hellenistic Age (ca. 336-31 BCE)**
   Learning Objectives: *Students will be able to*
   - Describe the rise of Macedonia under Philip II. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Explain how Alexander the Great created an empire in which Greek civilization flourished amid many different cultures. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**

- Identify the distinguishing characteristics of Hellenistic society and culture. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Discuss with authority the ways Greek civilization of the Hellenistic era differed from the Classical period. **(Course Competencies 3, 4, 5; Gen Ed Goal 6, 7)**
- Assess the position of women, slaves, and native peoples in Hellenistic society. **(Course Competencies 3, 4, 5; Gen Ed Goals 5, 7, 8, 9)**
- Describe important religious, intellectual, and artistic developments of the Hellenistic period. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**

5. **The Roman Republic (ca. 509-31 BCE)**

Learning Objectives: *Students will be able to*
- Describe the influences of Etruscan and Greek civilization on early Rome. **(Course Competencies 3, 4, 5, 6; Gen Ed Goal 7)**
- Explain the government of the Roman Republic, and assess its legacy to the later political tradition of Western Civilization, including American republicanism. **(Course Competencies 3, 4, 5; Gen Ed Goals 5, 7)**
- Explain how the Roman Republic came to dominate the Mediterranean world in this period. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Evaluate the position of women, conquered peoples, and slaves in Roman society, paying particular attention to the evidence of written sources. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8, 9)**
- Discuss the influence of Greece on Roman military, cultural, and political life. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Assess the role of conquest on the economic, social, military, and political problems of the Late Republic. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Identify the political and social changes that brought the Roman Republic to an end. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Assess key written sources available for the study of early Rome, with special attention to the Twelve Tables and the historical works of Livy. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 7, 9)**

6. **The Roman Empire (ca. 31 BCE- 235 CE)**

Learning Objectives: *Students will be able to*
- Explain the shift from a Republic to an imperial political state and describe the role played by Augustus. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe the political developments of the Roman Empire, with attention to the roles of the emperor, senate, army, and Rome itself. **(Course Competencies 3, 4, 5, 7; Gen Ed Goal 7)**
- Assess the socioeconomic effects of the Roman peace (*Pax Romana*). **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe how provincial peoples assimilated to or resisted Roman rule. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Relate Augustan and Silver Age artistic expression to social and cultural values. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
- Describe the rise of Christianity and explain the characteristics of Christianity that enabled it to grow and triumph in the Roman empire. **(Course Competencies 3, 4, 5; Gen Ed Goal 7, 8)**
- Identify the major problems in reconstructing early Christianity from religious sources. **(Course Competencies 1,2, 3, 4, 5, 6; Gen Ed Goals 1, 7, 8)**
- Assess key written sources available for the study of the Roman Empire, with special attention to Augustus' auto-biography, New Testament excerpts, and Tacitus. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 7, 9)**

7. **The World of Late Antiquity and the Decline of Rome (284-ca. 600)**
   Learning Objectives: *Students will be able to*
   - Discuss the problems faced by the Roman Empire in the third century. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Describe how the Roman Empire successfully reorganized after the instability of the third century (Diocletian and Constantine). **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Explain how Christianity became the dominant religion in the Roman Empire. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Describe the main features of Germanic law and society and explain how they differed from those of the Romans. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8, 9)**
   - Assess the impact of the Germanic peoples on the western Roman Empire. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Explain how and why the Roman Empire in the West disintegrated. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Discuss the chief characteristics of Benedictine monasticism and describe the role of monks in both the conversion of Europe to Christianity and the intellectual life of the Germanic kingdoms. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**
   - Assess the experience of continuity and change by different social groups in late antiquity. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**

Unit II: The Middle Ages

8. **Early Medieval Civilizations: Byzantium, Islam, and the Latin West**
   Learning Objectives: *Students will be able to*
   - Discuss how the Byzantine Empire managed to survive and preserve Christian Roman traditions. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Distinguish Byzantine political, religious, and cultural developments from their Roman predecessors. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
   - Describe the development of Islam in Arabia. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**
   - Describe the core beliefs and requirements of Islam and gain a sense of the *Quran* by reading excerpts. **(Course Competencies 3, 4, 5; Gen Ed Goal 6, 7, 8, 9)**
   - Explain how the followers of Islam created a vast empire so quickly. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Appreciate the major contributions of Islam to the development of European civilization. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7, 8)**
   - Identify the ways in which the new kingdoms of western Europe built on Rome's legal and governmental legacies. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 9)**
   - Evaluate the role of religious, ethnic, and regional differences in the rise of early medieval civilizations. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**
   - Assess the successes and failures of the Frankish and Anglo-Saxon kingdoms. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
   - Identify the ways in which the Carolingian Empire contributed to establishing a distinctive western European culture. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
   - Compare and contrast the political, economic, and social traditions of the Islamic, Byzantine, and Western worlds. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**

9. **The High Middle Ages (900-1300)**
Learning Objectives: *Students will be able to*
- Explain how European monarchies (Germany, France, England) strengthened themselves. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Assess the causes of European political and military expansion in the High Middle Ages. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Explain the relationship between the Church and European political developments. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Assess the religious, political and social factors behind the causes and consequences of the Crusades. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Define the three orders (clergy, nobility, peasants), and relate those medieval ideas to rural and urban realities. **(Course Competencies 3, 4, 5; Gen Ed Goals 5, 7)**
- Discuss the appeal of spiritual movements, and explain why some were considered heretical. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Assess the role of logic in spurring intellectual growth and Scholasticism. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
- Describe the major developments in medieval vernacular literature and architecture. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
- Evaluate the reasons why the Crusades happened whey they did and analyze the importance of Pope Urban II's 1095 speech for understanding the rise of the Crusades. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 7, 9; Gen Ed Core Skill: Ethical Decision-Making)**

10. **The Later Middle Ages**
Learning Objectives: *Students will be able to*
- Identify the causes of the deaths of so many Europeans in the 14th century. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe how forces outside of Europe, in particular the Mongol and Ottoman Empires, affected conditions in the West. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Discuss why the church failed to provide leadership and spiritual guidance during the disastrous 14th century. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Explain how incessant warfare transformed the most powerful medieval states (Hundred Years' War). **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe how European culture offered explanations and solace for the calamities of the times. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
- Compare and contrast the political make-up of Europe in 1500 with that of 1300. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**

Unit III: Renaissance and Reformation

11. The Renaissance
Learning Objectives: *Students will be able to*
- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe "humanism" and show its effect on philosophy, education, attitudes toward politics, and the writing of history. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
- Discuss the impact of classical values on Renaissance thought. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**

- Evaluate the impact of classical models on Renaissance art, and what was "new" about Renaissance art. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. **(Course Competencies 3, 4, 5; Gen Ed Goals 6, 7)**
- Discuss how the monarchies of western Europe gathered the strength to become more assertive and effective ("New Monarchies"; "Renaissance states"). **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources from the Renaissance. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 6, 7)**

12. **The Significance of Global Encounters, 1450-1650**
Learning Objectives: *Students will be able to*
- Assess technological and cultural preconditions to European exploration. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Explain why Europeans began to embark on voyages of discovery and expansion at the end of the 15th century. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Compare and contrast the goals and achievements of Portuguese and Spanish explorers. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe colonial, political, and economic developments. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Discuss how the arrival of Europeans in the Americas transformed native cultures and life. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Ethical Decision-making)**
- Explain why the European encounter with Asian civilizations was far less disruptive than those in Africa and the Americas. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe how the world was tied together in global biological and economic systems. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Ethical Decision-making)**

13. **The Reformation of Religion, 1500-1560**
Learning Objectives: *Students will be able to*
- Explain the late medieval context of popular piety and reform ideas preceding Luther's call for change. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- State how Luther's basic ideas on religion differed from those of Catholicism and analyze how he arrived at his conclusions. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Analyze how imperial political problems contributed to the spread of reformed religion in the Holy Roman Empire. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Identify the principal Protestant traditions that emerged in the 16th century and how they differ from each other and from Roman Catholicism. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Discuss the different application and development of reformed religion in England, France, and other states. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Discuss how the Catholic Church reformed itself during this period. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Evaluate the effect of the Reformation on society, morality, and community life. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Discuss how the religious turmoil of the 16th century transformed the role of the visual arts in public life. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Analyze the writings of Martin Luther and identify his main disagreements with the Roman Catholic Church. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 7, 9)**

14. **Europe in the Age of Religious Wars (1560-1648)**
Learning Objectives: *Students will be able to*

- Describe the role of religion in the European wars of the 16th century. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**
- Explain how economic change affected tradition urban and rural society. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Assess how religion motivated and affected political action in Spain, France, and England. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Evaluate the causes and effects of the Thirty Years' War. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Discuss how art and literature of this age reflect political, social, and religious tensions. **(Course Competencies 3, 4, 5; Gen Ed Goals 1, 6, 7)**