

LAST REVIEW: 2010-2011

(i.e. 2006-2007)

NEXT REVIEW: 2015-2016

(i.e. 2011-2012)

STATUS: A

(A, I, D)

COURSE TITLE: Survey of Western Civilization II

COMMON COURSE NUMBER: EUH 1001

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: **48**

Lab:

Clinic:

Other:

PREREQUISITE(S): ELIGIBILITY FOR ENC 1101

COREQUISITE(S): NONE

PRE/COREQUISITE(S): NONE

COURSE DESCRIPTION *(750 characters, maximum)*: This course surveys the major political, social, economic, cultural and international developments that shaped Western Civilization from the 17th century to the 21st century. Major topics include the evolution of the European nation-state, the emergence and consequences of modern political ideologies, and the roles of revolution, war, industrialization and technological innovations in an era that saw Europe achieve and then lose world hegemony. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):

Area **3A, 8**

General Education Requirements – Associate in Science Degree (AS), meets Area(s):

Area **3**

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s):

Area **3**

UNIT TITLES

- 1. INTRODUCTION TO HISTORY**
- 2. WRITING ABOUT WESTERN CIVILIZATION**
- 3. REFORMATION EUROPE AND THE AGE OF CONFSSIONAL DIVISION**
- 4. ABSOLUTISM AND STATE-BUILDING**
- 5. SCIENTIFIC REVOLUTION**
- 6. EMPIRE, TRADE, AND WAR, 1650-1815**
- 7. EIGHTEENTH-CENTURY SOCIETY AND CULTURE**
- 8. FRENCH REVOLUTION AND NAPOLEON, 1789-1815**
- 9. INDUSTRIAL REVOLUTION**
- 10. IDEOLOGICAL CONFLICT AND NATIONAL UNIFICATION**
- 11. WORLD WAR I AND WORLD WAR II**
- 12. POST-WAR LEGACIES**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.0, 2.1, 2.3, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
2. Write clearly and coherently**	2.2, 2.5, 2.6
3. Demonstrate literacy as appropriate within a given discipline**	Information: 2.1, 2.3, 2.4 Cultural: 1.4, 3.2, 3.4, 3.5, 3.6, 3.7, 4.4, 5.1, 5.5, 6.3, 6.4, 7.2, 7.3, 7.5, 8.2, 8.3, 8.4, 9.4, 10.1, 10.3, 10.4, 11.2, 11.3, 11.4, 11.5, 11.9, 11.10, 12.2, 12.4
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.1, 1.2, 1.3, 2.1, 2.2, 2.6, 3.4, 3.7, 4.2, 4.4, 5.4, 6.4, 7.3, 8.1, 8.7, 9.3, 10.2, 11.4, 11.5, 11.9, 12.1, 12.2, 12.3,
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	5.1, 5.2, 5.3, 5.5, 6.2, 6.3, 7.2, 8.4, 9.3, 9.4, 11.4, 11.5, 11.9, 11.11, 12.2
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.4, 3.7, 4.4, 6.3, 7.3, 10.2, 10.3, 11.4, 11.8, 11.9, 12.2
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.

f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) **Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.0, 2.0
2. Short essays	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
3. Research Papers	1.0, 2.0
4. Group projects	
5. Discussions (In class and online)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
6. Multiple Choice tests	3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
7. Presentations	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
10. Take-home tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
11. Summaries, critiques, and analyses	1.0, 2.0
12. Reaction papers	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
16. Classroom debates and colloquia	3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	

UNITS

Unit 1: INTRODUCTION TO HISTORY AND HISTORICAL METHODOLOGY

General Outcome:

- 1.0 The students shall identify and employ the components of historical research and analysis.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Identify the way historians frame questions in order to study the past.**
- 1.2 Identify the arguments of historical interpretations.**
- 1.3 Identify and evaluate differences in historical interpretation.**
- 1.4 Recognize patterns of continuity and change over the course of time.**
- 1.5 Distinguish between primary and secondary sources and explain how each are used to make historical claims.**
- 1.6 Interpret multiple forms of evidence (textual, visual, statistical, archaeological/material culture).**

Common Course Number: EUH 1001

Unit 2: WRITING ABOUT WESTERN CIVILIZATION

General Outcome:

- 2.0 The students shall produce clearly organized, thoroughly developed writing assignments, including but not limited to short essays, research assignments, or research papers, which express defensible conclusions based on historical analysis.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 Locate and identify evidence to research a problem or question about Western Civilization from an online research database or course resource lab.**
- 2.2 Construct a clear, concise thesis statement in response to a problem or question about Western Civilization.**
- 2.3 Evaluate and interpret primary and secondary evidence from a course text, an online research database, and/or an online course resource lab to support a thesis statement.**
- 2.4 Employ proper citation of both primary and secondary sources using reference guides provided in class or found online.**
- 2.5 Employ formal styles of argumentation and presentation used by professional historians.**
- 2.6 Compose written conclusions drawn from historical research.**

Common Course Number: EUH 1001

Unit 3: REFORMATION EUROPE AND THE AGE OF CONFESSIONAL DIVISION

General Outcome:

- 3.0** The students shall identify and explain the causes of the Protestant and Catholic Reformations, the events and individuals associated with the Reformations, and the impact of this period on the growth of individualism. Students will examine questions of governance, discipline, and church-state relations, which played an important role as doctrinal issues and provoked political crises from the early 16th through the mid-17th centuries.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1** Examine the causes of the religious rebellion that began in German-speaking lands and spread through much of northern Europe.
- 3.2** Interpret how the Lutheran reformation created a new kind of religious culture.
- 3.3** Assess how the Catholic Church responded to the threat to its religious dominance in the West.
- 3.4** Analyze the interplay between religion, nationalism, and politics in the spread of the Reformation.
- 3.5** Assess how Europe's expanding population and price revolution increased religious and political tensions.
- 3.6** Examine how religious and political authorities attempted to discipline the people.
- 3.7** Assess how religious differences provoked violence and started wars.

Common Course Number: EUH 1001

Unit 4: ABSOLUTISM AND STATE-BUILDING

General Outcome:

- 4.0** The students shall examine absolutism as a manifestation of control rather than the arbitrary exercise of absolute power, and analyze how political leaders sought to enact the ideals of absolutism by consolidating the power of monarchs, increasing their armies, and enhancing their stature. Students shall assess how representative institutions dwindled in importance as absolute monarchs sought to tighten their control over their subjects, and evaluate the effects of territorial ambitions during this period.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1** Analyze absolutism, both as a political theory and as a practical program.
- 4.2** Examine the encounters that took place in seventeenth-century France and Spain, and assess how these resulted in the establishment of absolutism.
- 4.3** Assess the nature of royal absolutism in Central and Eastern Europe.
- 4.4** Examine the policies of the Ottoman Empire and Russia, and assess how these helped to establish the boundaries of the West during this period.
- 4.5** Question why absolutism failed to take root in England and the Dutch Republic during the seventeenth century.

Common Course Number: EUH 1001

Unit 5: SCIENTIFIC REVOLUTION

General Outcome:

- 5.0 The students shall examine and evaluate the origins of the Scientific Revolution, the ancient and medieval foundation upon which it was built, its major figures and discoveries, how it differed from medieval thinking, and the contributions of the Scientific Revolution to Western Civilization.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Appraise the scientific achievements and discoveries of the late sixteenth and seventeenth centuries that historians refer to as the Scientific Revolution.**
- 5.2 Assess the methods scientists used during this period to investigate nature, and how they thought nature operated.**
- 5.3 Examine why the Scientific Revolution took place in Western Europe at this particular time.**
- 5.4 Analyze how the Scientific Revolution influenced the development of philosophical and religious thought in the seventeenth and early eighteenth centuries.**
- 5.5 Evaluate how the Scientific Revolution changed the way in which seventeenth- and eighteenth-century Europeans thought of their relationship to the natural world.**

Common Course Number: EUH 1001

Unit 6: EMPIRE, TRADE, AND WAR, 1650-1815

General Outcome:

- 6.0 The students shall examine and analyze Europe's dominant position in world trade and the effect of European ideologies on the mercantile world, with a focus on two sub-themes: the economic doctrine of capitalism and development of the nation-state in Western Europe. Students will assess how intense rivalry abroad led the states of Western Europe to develop a new world trade system.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 6.1 Analyze how the composition and the organization of European empires changed during the seventeenth and eighteenth centuries.**
- 6.2 Assess the ways in which the wars waged by European powers in this period involved competition for overseas possessions and trade routes.**
- 6.3 Appraise the cultural encounters between European and Asian peoples, and how those encounters changed Western attitudes toward outsiders.**
- 6.4 Analyze why the European powers began to lose control of some of their colonies, especially those in the Americas, between 1775 and 1825.**

Common Course Number: EUH 1001

Unit 7: EIGHTEENTH-CENTURY SOCIETY AND CULTURE

General Outcome:

- 7.0** The students shall examine and analyze the social, economic, political, and cultural structure of Europe, including the series of challenges to the dominant aristocracy from the rural peasantry, the urban bourgeoisie, and the ideas of the Enlightenment. Students will discuss and assess the Enlightenment as the defining cultural and intellectual movement of the eighteenth century, and will analyze the political and social ideals that became the basis of a new Western identity.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 7.1** Examine the composition of the eighteenth-century aristocracy, and how they exercised their power and influence.
- 7.2** Analyze how subordinate social groups, rural peasants and urban dwellers in particular, challenged the aristocracy in the late eighteenth century.
- 7.3** Assess the diversity that characterized the bourgeoisie, and the role of this group in eighteenth-century society.
- 7.4** Analyze the main features of Enlightenment thought.
- 7.5** Assess how Enlightenment thought presented a threat to the old order.
- 7.6** Evaluate the impact of the Enlightenment on Western culture and politics.

Common Course Number: EUH 1001

Unit 8: FRENCH REVOLUTION AND NAPOLEON, 1789-1815

General Outcome:

- 8.0** The students shall examine and evaluate the progression of the Revolution from moderate phases through radical to reactionary phases, the social impact of the Revolution upon all classes of French society, its experimentation with several political forms, and its permanent achievements. The students will also examine and assess both the positive and negative aspects of Napoleon's rule of France and of Europe.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 8.1** Analyze why the Old Regime in France collapsed in 1789.
- 8.2** Assess the revolutionary changes that took place in French government and society between 1789 and 1791.
- 8.3** Interpret how, beginning in 1792, a more radical revolution led to the creation of a regime using the power of the state in the Reign of Terror.
- 8.4** Assess the ways in which the political events of the revolution changed French cultural institutions and created a new political culture.
- 8.5** Analyze how the authoritarian rule of Napoleon Bonaparte from 1799 to 1815 both confirmed and betrayed the achievements of the French Revolution.
- 8.6** Examine the impact Napoleon's conquests had on Europe and the world.
- 8.7** Evaluate what the French Revolution ultimately achieved and in what ways it changed the course of European and Western history.

Common Course Number: EUH 1001

Unit 9: INDUSTRIAL REVOLUTION

General Outcome:

- 9.0 The students shall examine and interpret the important changes the Industrial Revolution produced in human life and the nature of the new social structures and new economic systems which resulted from it.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 9.1 Analyze what historians mean when they refer to the Industrial Revolution of the late eighteenth and nineteenth centuries.**
- 9.2 Assess the social and economic changes that made industrial development possible.**
- 9.3 Examine how industrialization spread from Great Britain to the rest of Europe and the United States.**
- 9.4 Evaluate the economic, social, and cultural effects of the Industrial Revolution.**
- 9.5 Analyze the relationship between the growth of industry and Britain's dominance in trade and imperial strength during the nineteenth century.**

Common Course Number: EUH 1001

Unit 10: IDEOLOGICAL CONFLICT AND NATIONAL UNIFICATION

General Outcome:

10.0 The students shall examine reform movements, uprisings, and revolutions in Europe between 1815 and 1871, with a focus on the ideologies, or theories of society and government, that lay the foundation for political action. Students will analyze how these ideologies (liberalism, conservatism, socialism, and nationalism) were produced by Western historical developments and endowed the West with a distinctive political culture.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 10.1** Examine the main features of the ideologies that inspired people to political action from 1815 to 1871.
- 10.2** Analyze how encounters among people who adhered to these ideologies shaped the political history of Europe between 1815 and 1848.
- 10.3** Assess how liberal and conservative leaders used nationalism to unite people into nation-states between 1848 and 1871.
- 10.4** Evaluate the role ideology played in international warfare and diplomacy, especially in efforts to maintain the balance of power during this period.

Common Course Number: EUH 1001

Unit 11: WORLD WAR I AND WORLD WAR II

General Outcome:

11.0 The students shall explore the causes, events, and outcomes of World War I; analyze the concept of total war; and assess how the First World War challenged many of Western culture's core assumptions and reshaped the political structures of Europe. Students will then examine the causes, events, and outcomes of World War II, with special attention to global power relations, patterns of economic dependency, and the changing relationship between the West and the rest of the world.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 11.1** Examine the factors that led to the outbreak of World War I, and the expectations of the participants.
- 11.2** Assess when, where, and how the Allies defeated the Central Powers.
- 11.3** Analyze the impact of World War I on the home front.
- 11.4** Evaluate the consequences of World War I for the European, as well as the global, social, political, and international order.
- 11.5** Assess the impact of World War I on European cultural life.
- 11.6** Examine the factors that led to the polarization of European politics in the 1930s.
- 11.7** Assess the expectations concerning war in the 1920s and 1930s.
- 11.8** Analyze how European hopes and fears led to armed conflict in both Europe and Asia.
- 11.9** Interpret how Nazi Germany conquered the continent of Europe by 1941.
- 11.10** Evaluate why the Allies won in 1945.
- 11.11** Assess what total war meant on the home front.

Common Course Number: EUH 1001

Unit 12: POST-WAR LEGACIES

General Outcome:

12.0 The students shall examine the aftermath of the war which left Europe facing an uncertain future in a radically changed world and also deepened the commitment of the West to democracy.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 12.1 Analyze why and how the world moved from World War II to the Cold War.**
- 12.2 Examine American influence in Western Europe and Soviet domination in Eastern Europe.**
- 12.3 Analyze how ideology shaped public policy in the post-war West.**
- 12.4 Assess questions of gender and gender roles in the post-war West.**