

Central Community College Dual Credit Course

HIST 1010 Western Civilization After 1700

Course Outcome Summary

Course Information

Description A survey examination of the Age of Absolutism, the French Revolution and Napoleon, the rise of Liberalism and Nationalism, Imperialism, and both world wars.

Homework Expectations:

For each hour of classroom time, typically you can expect two hours of homework per week. (This is the college expectation)

Course History

Purpose/Goals

Explain the major stages of the political/governmental evolution in Western culture from the Age of Absolutism to the appearance of democratic systems in the 20th century.

Identify the economic, social and technological changes that resulted from the Industrial Revolution.

Discuss international rivalries and imperialistic behavior and how this led to wars and/or produced dangerous world tensions during the 19th and 20th centuries.

Describe the key features of the major philosophies and ideologies that influenced the course of Western culture from 1500 to the present day.

Target Population

This course is designed as a transfer course.

Course Competencies

1. Analyze the changes forced upon the Ancient Regime by the Enlightenment. *Domain Cognitive Level Applying Status Active*

Learning Objectives

- 1.a. Explain how European views of nature changed during the Enlightenment.
- 1.b. Describe the core principles of the Enlightenment.
- 1.c. Define enlightened absolutism and give examples of where it occurred.
- 1.d. Explain constitutionalism.
- 1.e. Identify the key people and places related to the Enlightenment.

Criteria

Performance will meet expectations when the student:

- 1.1. distinguishes between absolutism, constitutionalism and enlightened despotism
- 1.2. describes how the Enlightenment changed Europe
- 1.3. discusses the impact of the Enlightenment on the modern world

2. Analyze the expansion of Europe between 1650 and 1800.

Domain Cognitive Level Applying Status Active

Learning Objectives

- 2.a. Describe the expansion of European agriculture.
- 2.b. Identify growth in rural European industry.
- 2.c. Summarize the development of European guilds.
- 2.d. Explain the explosion of European colonial markets.
- 2.e. Describe the changes in European daily life as a result of expansion.

Criteria

Performance will meet expectations when the student:

- 2.1. examines the key changes in agriculture during European expansion
- 2.2. examines the key economic changes during European expansion
- 2.3. examines the key changes in social life during European expansion

3. Assess the events and long term significance of the French Revolution and the rise of Napoleon.

Domain Cognitive Level Evaluating Status Active

Learning Objectives

- 3.a. Explain how the events of 1789 resulted in a constitutional monarchy in France.
 - 3.b. Identify how and why the French Revolution took a radical turn.
 - 3.c. Specify why Napoleon took control of France and much of Europe and the changes that he made.
- Criteria**

Performance will meet expectations when the student:

- 3.1. organizes the events of the French Revolution in proper sequence
- 3.2. examines the significance of the French Revolution
- 3.3. examines the significant contributions of Napoleon

4. Analyze the Industrial Revolution and its social consequences.

Domain Cognitive Level Creating Status Active

Learning Objectives

- 4.a. Identify the factors that caused the Industrial Revolution to begin in Britain.
- 4.b. Explore the ways countries other than Britain responded to the challenges of industrialization.
- 4.c. Explain how work and daily life evolved during the Industrial Revolution.
- 4.d. Identify the social consequences of industrialization.

Criteria

Performance will meet expectations when the student:

- 4.1. analyzes the key events and challenges of the Industrial Revolution
- 4.2. discusses the early labor movement
- 4.3. examines the impact of the Industrial Revolution on society

5. Examine ideologies competing for precedence from 1815 to 1850.

Domain Cognitive Level Analyzing Status Active

Learning Objectives

- 5.a. Identify the characteristics of the romantic movement.
- 5.b. Enumerate the causes and results of the revolutions of 1848.
- 5.c. Trace the evolution of popular nationalism.
- 5.d. Describe socialism and how it grew.

Criteria

Performance will meet expectations when the student:

- 5.1. examines the key characteristics of each ideology
- 5.2. examines key personalities in each ideology
- 5.3. examines countries associated with each ideology

6. Assess Europe's global impact from 1815 to 1914.

Domain Cognitive Level Evaluating Status Active

Learning Objectives

- 6.a. Explain how urban life changed in the 19th century.
- 6.b. Identify the global consequences of European industrialization.
- 6.c. Explain how massive migration was an integral part of Western expansion.
- 6.d. Indicate how Western imperialism changed after 1880.

Criteria

Performance will meet expectations when the student:

- 6.1. describes an image of social and economic life in Europe between 1815 and 1914 using historical facts
- 6.2. discusses the impact of migration during this period
- 6.3. analyzes imperialism between 1815 and 1914

7. Identify the causes, events and legacies of World War I.

Domain Cognitive Level Analyzing Status Active

Learning Objectives

- 7.a. Identify the causes of World War I.
- 7.b. Indicate the ways in which World War I differed from all previous wars.
- 7.c. Explain how World War I changed life on the home front.
- 7.d. Explain how World War I led to revolution in Russia and that Revolution's outcome.
- 7.e. Identify flaws in the Allied peace settlement after World War I.

Criteria

Performance will meet expectations when the student:

- 7.1. examines the causes of World War I
- 7.2. examines the geographical location and sequence of events in World War I
- 7.3. analyzes the significance and legacy of World War I

8. Analyze the Age of Anxiety in terms of its impact on Western civilization.

Domain Cognitive Level Analyzing Status Active

Learning Objectives

- 8.a. Describe how intellectual developments reflected the general crisis in Western thought.
- 8.b. Explain how modernism revolutionized Western culture.
- 8.c. Recall how consumer society changed everyday life.

- 8.d. Identify the obstacles faced by European leaders who sought peace.
- 8.e. Summarize the causes and consequences of the Great Depression.

Criteria

Performance will meet expectations when the student:

- 8.1. examines the characteristics of the Age of Anxiety
- 8.2. analyzes the impact of the Age of Anxiety

9. Explain the growth of totalitarianism and the causes, events and legacies of World War II. II. Domain Cognitive Level Analyzing Status Active

Learning Objectives

- 9.a. Identify the characteristics of Communist and Fascist totalitarian dictatorships.
- 9.b. Explain the policies of Nazi Germany and how they led to World War II and the Holocaust.

9.c. Describe the aftermath of World War II and the Holocaust in terms of the world they left behind. **Criteria**

Performance will meet expectations when the student:

- 9.1. analyzes key events and individuals from World War II and the Holocaust
- 9.2. examines the geographic locations and sequence of events of World War II and the Holocaust
- 9.3. examines the legacies of World War II and the Holocaust

Grading Information (This is the college grading scale) Your college grade will be adjusted to the high school scale at the end of the semester.)

- 90-100 A
- 87-89 B+
- 80-86 B
- 77-79 C+
- 70-76 C
- 67-69 D+
- 60-66 D
- ≤59 F

Grading:

- Summative assessment 70% (tests, quizzes, projects and papers)
- Formative assessment 30% (homework, classwork)

Late and Absent Work: Any academic work turned in late will not receive full credit. Work will be accepted for a maximum of 70% until the summative assessment for that unit.

Excused absence work will fall in line with school policy and will not be considered late. If work is turned in after the grace period given, it will be considered late. All electronic work must also be submitted **before** the class period. (If not it is considered to be late.)

General Guidelines

1. You will not be marked tardy if you are in your seat when the bell rings. If you are not in your seat, only a signed note from a teacher will excuse the tardy.
2. Everyone will be better off if only one person talks at a time.
3. Don't be afraid to ask questions, particularly if something seems difficult.
4. Read the material before the assigned class period.
5. Be careful with all classroom materials, especially your books. Take your materials with you after class including garbage, to keep the room clean.
6. Bring your own pens, papers, books, etc. every day.
7. Remember that your performance and behavior in this class is your responsibility and yours alone. A major part of maturity is accepting responsibility without blaming other people.
8. Things happen in life that do not appear to be fair from all perspectives---this classroom is no exception. Not everything will always seem fair to everyone, but part of growing up is learning to understand and deal with it.
9. Not everything in class can necessarily be made up. Please try to be here and complete any absent work as soon as possible.
10. All of you are talented enough to do the assigned work without any help from each other. If you need help with completing an assignment I am more than willing to answer questions before the assignment is due. "Working together" does not mean sharing answers. All of your work should reflect your own individual expression of the subject matter and should not be rephrased or copied off someone else.
11. In group projects and activities, all members of the group are expected to contribute equally to the overall success of the project.
12. In this room, students are graded on production, not talent. Be prepared to prove yourselves over and over again but always keep in mind that I want you to do well.