COURSE INFORMATION

COURSE TITLE

HIS102 - Western Civilization: 1650-Present

COURSE DESCRIPTION:

Explores a number of events, peoples, groups, ideas, institutions, and trends that have shaped Western Civilization from 1650 to the present. Reflects the multiple perspectives of gender, class, religion, and ethnic groups. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in this discipline.~This course is one of the Statewide Guaranteed Transfer courses (GT-HI1).

CREDIT HOURS:

3

GT PATHWAYS

The Colorado Commission on Higher Education has approved HIS102 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to Guaranteed Transfer (GT) Pathways General Education Curriculum. For REQUIRED SYLLABUS information that is to be included on all syllabi starting Fall 2018 go to Required Course Syllabus Language.

- HIS102 Required Syllabus Info HI1
CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

OVERVIEW

This course uses Open Educational Resources (OER) and does not require the purchase of any materials. All of the course content is online -- either within D2L or linked to it through our course shell.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the Internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

REQUIRED TEXT:

All required course lectures and videos are linked in each module. There is no single textbook for this course.
COURSE COMPETENCIES AND OBJECTIVES

STUDENT OUTCOMES:

The competencies you will demonstrate in this course are as follows:

STANDARD COMPETENCIES

I. Four general goals integrate history with workplace skills:
   A. Acquire information from many sources.
   B. Break complex and multiple sources of information down into parts to create clearer understanding.
   C. Understand the impact of time and space on perspective.
   D. Develop narrative structures and arguments based on evidence.

II. Throughout the course, students will be introduced to course content, practice using course content, and demonstrate they can:
   A. Describe how peoples, groups, cultures, and institutions covered in this course change over time.
   B. Understand the events covered in the course in historical context and recognize how social, cultural, gender, race, religion, nationality and other identities affect historical perspective.
   C. Communicate orally and in writing about the subject of the course and select and apply contemporary forms of technology to solve problems and compile information.
   D. Use different resources for historical research, including libraries, databases, bibliographies and archives.
   E. Analyze secondary sources and recognize differences in historical interpretation.
   F. Identify types of primary sources, the point of view and purpose of their author or creator.
   G. Create substantive writing samples which employ critical analysis of primary and secondary sources, and document those sources correctly.
   H. Construct knowledge in the discipline and synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifact and critically analyze, interpret and evaluate many different points of view to construct historical arguments.

MODULE OBJECTIVES

Module objectives that help students to demonstrate course competencies are as follows:

MODULE 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe the major course requirements and expectations found in the course syllabus and schedule.</td>
<td>I.a</td>
</tr>
<tr>
<td>2 Successfully navigate to desired course components.</td>
<td>I.a, I.b</td>
</tr>
<tr>
<td>3 Describe the scope of history covered in the course content.</td>
<td>I.b</td>
</tr>
<tr>
<td>4 Introduce yourself to peers and instructor in introductory discussion.</td>
<td>II.c</td>
</tr>
<tr>
<td>5 Review the ideas, discoveries, and cultural changes, which evolve into the Scientific Revolution.</td>
<td>I.a, I.b, II.a, II.c</td>
</tr>
<tr>
<td>6 Discuss the rise of economic mercantilism.</td>
<td>I.a, I.b, II.a, II.c</td>
</tr>
<tr>
<td>7 Explore research tools available at the CCCOnline Library. Submit a brief summary of research tools available, ask questions, and begin basic research for final assignment (History Detective).</td>
<td>I.a, I.b, II.a, II.c</td>
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MODULE 2

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Outcomes
1. Explore the relationship between the major intellectual, socio-cultural, economic, and political movements to the events of the period.
3. Explain the birth of the middle class (the bourgeoisie) and how that changed social values.
4. Utilize online research resources to identify and locate primary and secondary source items related to specific term.

Module 3
Outcomes
1. Identify the causes and effects of the French Revolution.
2. Describe post-Revolutionary France.
3. Evaluate the rise of Napoleon.
4. Analyze the effect of the Industrial Revolution on the European Economy.
5. Identify the major characteristics and discuss the social and economic impact of changes to population growth, economics, agriculture, and industry in the 18th century.
6. Create a Weblography on a term related to the module using proper citation format

Outcomes
1. Describe the ideology of conservatism and the several ideologies of change: liberalism, nationalism, and early socialism.
2. Explain and critique the successes and failures of the early 19th century efforts to order society, such as via prison reform and police forces.
3. Understand the rise of and be able to recognize works from the Age of Romanticism.
4. Identify and evaluate the successes and failures of the major personalities of the 18th century to the mid-19th century.
5. Analyze the relationship between the major intellectual, socio-cultural, economic and political movements during the 18th century to the mid-19th century.
6. Examine the paths various nations took to consolidate their power.
7. Evaluate and compare a Primary and a Secondary source on the same topic.

Module 4
Outcomes
1. Identify the major characteristics of the "Age of Nationalism," the "Age of Progress," and the "Age of Imperialism."
2. Recognize the importance and effect of the writings of Darwin, Marx, Einstein, and Freud, and the social struggles of the female and ethnic minorities from the mid-19th century to the early 20th century.
3. Identify the major characteristics and discuss the social and economic impact of mass markets and mass social organization.
4. Identify and evaluate the successes and failures of the major personalities of the mid-19th century to the early 20th century.
5. Identify the major characteristics and discuss the social and economic impact of mass markets, and mass social organization, and mass culture
6. Create a timeline of events.

Competencies
I.a, I.b, I.c, II.c, II.d, II.e, II.f
I.a, I.b, II.d, II.e, II.g
I.b, II.b, II.c, II.d, II.e, II.g
I.b, II.b, II.c, II.d, II.e, II.g

Module 5
Outcomes
1. Identify the major characteristics of the "Age of Nationalism," the "Age of Progress," and the "Age of Imperialism."
2. Recognize the importance and effect of the writings of Darwin, Marx, Einstein, and Freud, and the social struggles of the female and ethnic minorities from the mid-19th century to the early 20th century.
3. Identify the major characteristics and discuss the social and economic impact of mass markets and mass social organization.
4. Identify and evaluate the successes and failures of the major personalities of the mid-19th century to the early 20th century.
5. Identify the major characteristics and discuss the social and economic impact of mass markets, and mass social organization, and mass culture
6. Create a timeline of events.

Competencies
I.a, I.b, II.a, II.e, II.h
I.a, I.b, II.a, II.e, II.h
I.a, II.c, II.d, II.g, II.h
I.a, I.b, II.a, II.e, II.h
I.a, II.d.
I.a, II.d.
**Module 6**

**Outcomes**
1. Identify the major characteristics and describe the outcomes of World War I.
2. Identify the major intellectual, socio-cultural, economic and political movements surrounding World War I.
3. Understand the differences and historical applications of authoritarian, totalitarian, dictator, and democratic leadership.
4. Understand the causes and social, cultural, and political results of the Great Depression.
5. Identify the major characteristics and discuss the social and economic impact of mass markets, and mass social organization, and mass culture.
6. Identify and evaluate the successes and failures of the major personalities of the first half of the 20th century.
7. Analyze the relationship between the major intellectual, socio-cultural, economic, and political movements of the first half of the 20th century.
8. Produce a complete well-researched draft of the History Detective assignment.

**Competencies**
- I.a, I.b, I.c, II.d, II.e, II.f
- I.a, I.b, II.c, II.e, II.f
- I.a, I.b, II.a, II.c, II.d, II.e, II.g
- I.a, I.b, I.c, II.d, II.e, II.f
- I.a, I.b, II.c, II.e, II.f
- I.a, I.b, II.a, II.c, II.d, II.e, II.g
- I.a, I.b, II.a, II.c, II.d, II.e, II.g
- I.a, II.d.

**Module 7**

**Outcomes**
1. Identify the major characteristics and describe the outcomes of World War II.
2. Identify the major characteristics of the intellectual, socio-cultural, economic, and political movements surrounding World War II.
3. Identify the major characteristics and describe the outcomes of the Cold War.
4. Recognize the major characteristics of the end of European colonization and the rise of the Welfare State.
5. Explain the role of the Civil Rights Movement and the Women’s Liberation Movement.
6. Compose a first person, historical narrative illustrating your knowledge of events, people, and culture in the early 20th century.
7. Review and evaluate the research skills of yourself and your peers through a peer review discussion.

**Competencies**
- I.a, I.b, II.c, I.d, II.a, II.b, II.c, II.e, II.f, II.g, II.h
- I.a, I.b, II.c, I.d, II.a, II.b, II.c, II.e, II.f, II.g, II.h
- I.a, I.b, II.c, I.d, II.a, II.b, II.c, II.d, II.e, II.f, II.g, II.h
- I.a, I.b, II.a, II.c
- I.a, I.b, II.a, II.c
- I.a, I.b, II.a, II.c
- I.a, I.b, II.a, II.c

**Module 8**

**Outcomes**
1. Recognize and discuss the implications of globalization.
2. Identify and evaluate the successes and failures of the major personalities of the latter half of the 20th century.
3. Analyze the relationship between the major intellectual, socio-cultural, economic, and political movements of the latter half of the 20th century.
4. Analyze a controversial historical event that occurred in the time frame this course covers and compose an evidence-based, argumentative essay on this topic.

**Competencies**
- I.a, I.b, II.a, II.c
- I.a, I.b, II.a, II.c
- I.a, I.b, II.a, II.c
- I.a, I.b, II.a, II.c
GRADING AND EVALUATION

OVERVIEW

Methods: Evaluation includes a combination of discussion participation, and special writing assignments (a scavenger hunt, a webliography, etc.).

Grading Policies: Mark the unit due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Written assignments submitted through the folder may be submitted up to five days late with no penalty, with the exception of the History Detective which is due the last day of class. Written assignments will not be accepted late after this five-day grace period. No late work will be accepted for the discussions. Discussions are designed for students to discuss module concepts in the week they are covered; therefore, discussions cannot be submitted after their due date.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Module Assignments</td>
<td>625</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>375</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
</tbody>
</table>

Following are the cumulative points required to establish a letter grade:

Grading Scale

A = 90 to 100%   B = 80 to 89%   C = 70 to 79%   D = 60 to 69%   F = 59% and below

PLAGIARISM POLICIES:

Please note an online plagiarism detection tool will automatically run for every module assignment that you submit. You can view the results and resubmit by the due date regular unit assignments if you discover that you have plagiarized. Anything submitted after the due date is not eligible for plagiarism resubmission.

DISCUSSIONS

There are 19 required discussions. There are discussions in every Module. Participation in these asynchronous chapter level Discussions is a very important part of the class experience and cannot be made up. Plan accordingly as not participating will have a negative effect on your final course grade.

ASSIGNMENTS

Each Module has one assignment designed to help you meet the overall competencies of this course, particularly research and writing for history. Specific instructions and rubrics for these assignments can be found in each Module.
COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

Note that this course is not self-paced. All assignments (papers, quizzes, discussions, etc.) are to be completed by no later than the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

MODULE 1

Reading/Assignments/Projects
Module Lectures: all linked essays, articles and videos
Lecture: Making Connections
Module Exploration
Discussions: Initial post by Thursday
Discussions: Peer responses by Sunday
Library Research Assignment

*Students must participate in a graded assessment in Module 1 by XXX, or they will be dropped for non participation.

MODULE 2

Reading/Assignments/Projects
Module Lectures: all linked essays, articles and videos
Lecture: Balance of Power
Module Exploration
Discussions: Initial post by Thursday
Discussions: Peer responses by Sunday
Research Assignment: Scavenger Hunt

MODULE 3

Reading/Assignments/Projects
Module Lectures: all linked essays, articles and videos
Lecture 1: Revolutions
Lecture 2: Napoleon
Lecture 3: Industrial Revolution
Module Exploration
Discussions: Initial Post by Thursday
Discussions: Peer responses by Sunday
Research Assignment: Webliography
### MODULE 4

**Reading/Assignments/Exams**  
Module Lectures: all linked essays, articles and videos  
Lecture 1: Ideologies of Change  
Lecture 2: Romanticism  
Module Exploration  
Discussions: Initial Post by Thursday  
Discussions: Peer responses by Sunday  
Research Assignment: Primary/Secondary Source Comparison

### MODULE 5

**Reading/Assignments/Projects**  
Module Lectures: all linked essays, articles and videos  
Lecture 1: Imperialism  
Lecture 2: Progress  
Module Exploration  
Discussions: Initial Post by Thursday  
Discussions: Peer responses by Sunday  
Research Assignment: Timeline

### MODULE 6

**Reading/Assignments/Projects**  
Module Lectures: all linked essays, articles and videos  
Lecture 1: The Great War  
Lecture 2: The Interwar Period  
Module Exploration  
Discussions: Initial Post by Thursday  
Discussions: Peer responses by Sunday  
Research Assignment: History Detective Rough Draft

### MODULE 7

**Reading/Assignments/Projects**  
Module Lectures: all linked essays, articles and videos  
Lecture 1: World War II  
Lecture 2: Cold War & the Rights Revolutions  
Module Exploration  
Discussions: Initial Post by Thursday  
Discussions: Peer responses by Sunday  
Research Assignment: Personal Historical Narrative

### MODULE 8

**Reading/Assignments/Projects**  
Module Lectures: all linked essays, articles and videos  
Lecture: Globalization  
Module Exploration  
Discussions: Initial Post by Thursday  
Discussions: Peer responses by SATURDAY  
Research Assignment: History Detective Final Draft