

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 Ancien 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. *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) it is different from the highschool gradebook

90-100 A

87-89 B+

80-86 B

77-79 C+

70-76 C

67-69 D+

60-66 D

≤59 F

Grading:

Grading Policies:

Summative assessment: 70% (tests, quizzes projects and papers)

Formative assessment: 30% (homework / classwork)

Some assignments may be verbally stated as Formative/Summative regardless of the above categories ahead of time.

Communication: I am happy to assist students with questions outside of the classroom, and I encourage every student to self-advocate for themselves if they are in need of clarification. The best way to contact me is in person or by email. Remember, I am here to help during your 2nd hour and after school during tutoring hours if you need help. I am usually available twice a week from 3:30 till 4:30.

Please reach out to me via email if you are having difficulty completing a task before the due date. Or if you have reasons that an assignment may be late for unforeseen reasons.

How to Submit work: All work here must be submitted on Google Docs on Google Classroom. **If work is not submitted by Google Docs, it may not be counted and may be counted as late. (Grace will be given up to a certain part of the semester) Please reach out if you are having technological difficulties before the assignment is due.** Please also copy the questions for work from the Google Classroom prompt.

Late and Absent Work: Any academic work turned in late will not receive full credit. Unless otherwise specified, work will be due at 11:59pm the day that it is due. Work will be accepted for a maximum of 70% until the quarter. Work may not be submitted after the quarter has been completed.

Some work may not be able to be made up. Sometimes this work will be excused, other times this work is expected to be made up based on the nature of the assignment. Excused work just means that other grades are going to be statistically valued more based on the points in the gradebook. These are marked by a purple slash in Power School.

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 may be considered late.

If work is going to be late, you are going to be absent and can't make things up, or would like to work ahead, please reach out. All assignments are given well in advance on the front of the board. You will usually have a lot of notice before something is due.

(Expectation on timely grading)

Late work and absent work goes to the bottom of my priority list with new assignments coming in to try to keep on top of. I try to ensure that late and absent assignments for that week are graded by Thursday. I try to check it once a week.

Work that has extended absences, or work when the time to come in and make up an assignment was failed to be made up by a student, may have a zero put in the book. This work may still be made up and the grade will be entered like normal. I try to put a note in powerschool to mark this as such with a make up time. A score of a .1 in the book describes something that cannot be made up for instances of academic dishonesty or if the grading period has passed.

Expectations on written work.

Students should read all assigned work to its fullest. Work should not be skimmed just to find an answer. Unless otherwise noted, work should be done in complete sentences. Responses should not be copied word for word from the text but instead be a reflection of the student's individual thought and reflection upon the material. For example rephrased in their own complete sentence(s) If work is borrowed from an assigned text, it should be properly cited with reference to the page number of the text given or paragraph in the website provided. DO NOT JUST COPY AND PASTE.

IT IS ALWAYS BETTER TO MAKE UP MISSING WORK.

Cheating—DO NOT DO IT! If cheating, suspected cheating, or attempted cheating takes place, appropriate disciplinary action will be taken as outlined in the school handbook. This includes the person who cheated and the person who provided the materials for them to cheat with. ***
(Includes talking during a test) ***

You should never physically collaborate on your work with others unless you are instructed to do so by your instructor. For example you let someone else have a copy of your physical work. I encourage you to talk to your classmates about ideas, reference points, or where to find something, but when you share your work with them, and it is word for word, or just paraphrasing your work it is cheating.

Just don't share your work. The reason being is that it puts you in a potentially bad position. If that person plagiarizes from you either directly or indirectly, you are just as guilty as they are of academic dishonesty.

The penalty for you turning in work or providing it for someone else may also affect grades regardless of when it is turned in. An example of this would be someone plagiarizing off of you on a late assignment and you gave them the work to turn it in for a late grade. Your work may incur a penalty that will affect your work retroactively based on policies outlined in the school handbook because it would still be under the umbrella of academic dishonesty.

Plagiarism—Plagiarism falls under the cheating category. Any text that is borrowed, quoted, or otherwise included from an outside source must be cited or its inclusion is considered plagiarism. If plagiarism occurs, you will receive a zero and will be further dealt with in accordance with school policy. If you do not know what plagiarism is in regard to an assignment, please ask.

General Rules for Academic Dishonesty

Habitual actions of Academic Dishonesty will result in stricter penalties and will not be tolerated. Communication, circumstances, and prior history are important factors to how these matters are handled in accordance with this classroom and school policy.

Artificial Intelligence: The use of artificial intelligence to write papers and submit them as your own is a violation of school policy. Everything you turn in for a grade should reflect your own individual thoughts and work. If found to have used AI and flagged for AI by AI/Plagiarism detection software, or through investigation the student will have to redo the assignment or part of the assignment in a homeroom period or after school in order to receive any degree of credit based on the instructor's discretion within a timeframe appropriate to the nature of the work between the student and teacher. Multiple violations or abuse of this policy may result in further disciplinary action or reduction to the grade as outlined by our AI policy. With this being said AI can be a great brain storming too, yet, it should not replace your individual capacity to answer questions, think critically for yourself and NEVER be used as a substitute for the product of your work.

Academic Expectations

1. 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. Remember that your performance and behavior in this class is your responsibility and yours alone.
2. **There may be times throughout the year that I give you the chance to do optional work to raise your grade throughout the semester; however, these cannot be banked for the whole semester. You have due dates when you can turn these in so it would be good to do them when they are assigned. The same goes for extra credit opportunities.**
3. 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. I will try to be as fair as possible with everyone, and I am always willing to discuss things. The most important thing you can do is to approach and talk about things. With the proper attitude and effort you will most likely perform, and I am happy to be here to see you succeed in your education.

Bathroom/Drinks/Safety

ASK to use the bathroom or get a drink before class starts. If you ask to leave the classroom before the class has started and you are not back in time when class begins you will need to use a Securely pass for your absence. Abuses of this privilege or habitual out of class time may be viewed as a disciplinary violation, which can follow under tardiness or as an unexcused absence.

Fire: Go out door 12 to the front of the modular. Meet together as a group so I can take attendance.

Tornado: Go to 813 room across the hall.

Classroom Rules

1. We all should treat everyone with respect, and fairness.
2. You will not be marked tardy if you are in your seat when the bell rings. This will be an excuse if it is securely marked by another teacher. Just follow the above tardy policy.
3. Walk into class with your lanyard on and make sure it is visible while in class, leave with it on.

4. Be in your seat before the bell rings and have your materials ready for instruction and bring the appropriate class materials (“notebook, paper, pen, pencil, etc” everyday.
5. Be a contributing member to your learning. Your grade matters, so don’t put your head down to sleep, be an active participant.
6. Ipads are only in use when directed to do so by the instructor. When Ipads are in use, they are only to be used at the task at hand. Failure to do so will result in loss of ipad privileges. Repeat offenses may result in further disciplinary actions.
7. Everyone will be better off if only one person talks at a time and asks questions, particularly if something seems difficult. Let me know if you need me to re-explain crucial material or repeat/reexplain important information.
8. Be careful with all classroom materials, especially your books (if assigned) . Take your materials with you after class, keep the room clean, push your chairs in, and fix desk arrangements before exiting.
9. Cell phones need to stay out of sight (unless directed use by the instructor on a case by case basis or in certain situations), stay off of smartwatches, and no earbud/headphones unless allowed for independent work allowed for by the instructor.
10. If done with work that is assigned to you, please have something academic to work on to stay ahead in all of your academics (or something with educational substance like reading) This is especially important when you are behind in your academics.