

EASTERN ARIZONA COLLEGE

The Development of Europe to 1650

Course Design
2018-2019

Course Information

Division Social Sciences
Course Number HIS 104
Title The Development of Europe to 1650
Credits 3
Developed by Dr. Patrick D. Lukens
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
HST Dept Elective, Social-Behavioral Sciences (SB), Historical Awareness (H)	HIS 240; Social and Political Worlds [SPW]	HIST Dept Elective, T1 Trads & Clts/ T2 Hum/T 1-2 Ind & Soc (TI)

Activity Course No
CIP Code 54.0101
Assessment Mode Final Exam (65 Questions/65 Points)
Semester Taught Fall and Spring
GE Category Social Sciences
Separate Lab No
Awareness Course Yes (GIH)
Intensive Writing Course No
Diversity and Inclusion Course Yes

Prerequisites

ENG 091 with a grade of "C" or higher or reading placement test score as established by District policy

Educational Value

Transfer Students. Social Science major or any student wishing to broaden their knowledge of Western Civilization. Fulfills General Education Requirements. This course fulfills the Global/International/Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirement.

Description

Survey and development of western thought, culture, and political history from ancient times to 1650. This course of study includes the rise of the city in Mesopotamia and Egypt, the rise of Greece and Rome, the Byzantine Empire and the Middle Ages in western Europe, the Renaissance and Reformation, exploration and expansion, and the century of religious warfare.

Supplies

None

Competencies and Performance Standards

1. Apply theories of interdisciplinary social sciences to historical events and actors.

Learning objectives

What you will learn as you master the competency:

- a. Describe theories historians develop to explain events and issues in history.
- b. Describe how historians use anthropological theories to understand pre-history.
- c. Describe how historians use sociological theories to understand society.
- d. Describe how historians use political science to understand the history of government.

Performance Standards

Competence will be demonstrated:

- by objective exams
- by written assignments

Criteria – Performance will be satisfactory when:

- learner can describe theories historians develop to explain events and issues in history
- learner can describe how historians use anthropological theories to understand pre-history
- learner can describe how historians use sociological theories to understand society
- learner can describe how historians use political science to understand the history of government

2. Assess the earliest histories of mankind.

Learning objectives

What you will learn as you master the competency:

- a. Describe "pre-history."
- b. Assess the relationship between agriculture and the dawn of civilization.
- c. Examine Mesopotamian Civilization.
- d. Describe the impact of writing on early civilization.
- e. Describe Egyptian Civilization.
- f. Assess the results of the collapse of Egyptian and Hittite civilizations.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can describe "pre-history"
- learner can assess the relationship between agriculture and the dawn of civilization
- learner can examine Mesopotamian Civilization
- learner can describe the impact of writing on early civilization
- learner can describe Egyptian Civilization
- learner can assess the results of the collapse of Egyptian and Hittite civilizations

3. Analyze the small kingdoms and new empires that emerged from the collapse.

Learning objectives

What you will learn as you master the competency:

- a. Summarize the impact of Hebrew Civilization on Western Civilization.
- b. Compare and contrast how war, geography, and wealth transformed the Middle East.
- c. Summarize the timeline of the Assyrian, Chaldean, and Persian Empires.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can summarize the impact of Hebrew Civilization on Western Civilization
- o learner can compare and contrast how war, geography and wealth transformed the Middle East
- o learner can summarize the timeline of the Assyrian, Chaldean and Persian Empires

4. Discuss the classical civilization of Greece.

Learning objectives

What you will learn as you master the competency:

- a. Examine early Greek Civilization.
- b. Discuss the Persian Wars and their impact on Greece.
- c. Discuss the Peloponnesian War and its impact on Greece.
- d. Describe the conquest of Alexander the Great.
- e. Assess Hellenistic Society.
- f. Compare and contrast Hellenic versus Hellenistic Philosophies.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can examine early Greek history
- o learner can discuss the Persian Wars and their impact on Greece
- o learner can discuss the Peloponnesian War and its impact on Greece
- o learner can describe the conquest of Alexander the Great
- o learner can assess Hellenistic society
- o learner can compare and contrast Hellenic versus Hellenistic Philosophies

5. Discuss the classical civilization of Rome.

Learning objectives

What you will learn as you master the competency:

- a. Describe the Roman Republic, Empire, and heritage for Western society.
- b. Assess the rise and fall of the Roman Republic.

- c. Assess the impact of Christianity on the transformation of the Roman world.
- d. Assess the rise and fall of the Roman Empire.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can describe the Roman Republic, Empire and heritage for Western society
- o learner can assess the rise and fall of the Roman Republic
- o learner can assess the impact of Christianity on the transformation of the Roman world
- o learner can assess the rise and fall of the Roman Empire

6. Analyze Early Europe, the Byzantine Empire, and the rise of Islam.

Learning objectives

What you will learn as you master the competency:

- a. Discuss the Dark Ages in Western Europe.
- b. Describe the growth and transformation of “The Church” during the Dark Ages.
- c. Assess the impact of the Byzantine Empire.
- d. Summarize the development and impact of Islam on the Western world.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can discuss the Dark Ages in Western Europe
- o learner can describe the growth and transformation of “The Church” during the Dark Ages
- o learner can assess the impact of the Byzantine Empire
- o learner can summarize the development and impact of Islam on the Western world

7. Analyze the Middle Ages.

Learning objectives

What you will learn as you master the competency:

- a. Compare and contrast the Early and High Middle Ages.
- b. Discuss economic, social, and political institutions of the Middle Ages.
- c. Discuss religious and intellectual developments of the Middle Ages.
- d. Discuss warfare in the Middle Ages.
- e. Examine the later Middle Ages in regards to economic, social, and political developments.
- f. Analyze the emergence of the “State” in the High Middle Ages.

Performance Standards

Competence will be demonstrated:

- o by written assignments

- by objective exams

Criteria - Performance will be satisfactory when:

- learner can compare and contrast the Early and High Middle Ages
- learner can discuss economic, social and political institutions of the Middle Ages
- learner can discuss religious and intellectual developments of the Middle Ages
- learner can discuss warfare in the Middle Ages
- learner can examine the later Middle Ages in regards to social and political developments
- learner can analyze the emergence of the “State” in the High Middle Ages

8. Describe the crises in the Late Middle Ages.

Learning objectives

What you will learn as you master the competency:

- Describe the economic crisis of the Late Middle Ages.
- Describe the health crises of the Late Middle Ages.
- Analyze the events of the “Hundred Years’ War.”
- Describe the religious crises of the Late Middle Ages.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can describe the economic crisis of the Late Middle Ages
- learner can describe the health crises of the Late Middle Ages
- learner can analyze the events of the “Hundred Years’ War”
- learner can describe the religious crises of the Late Middle Ages

9. Describe the era of Renaissance and Reformation.

Learning objectives

What you will learn as you master the competency:

- Discuss the Civilization of the Renaissance period.
- Examine the Protestant Reformation.
- Compare and contrast the Renaissance and the Reformation.
- Compare and contrast Protestantism with 16th Century Catholicism.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can discuss the civilization of the Renaissance period
- learner can examine the Protestant Reformation
- learner can compare and contrast the Renaissance and the Reformation

- learner can compare and contrast Protestantism with 16th Century Catholicism

10. Examine the era of exploration and expansion.

Learning objectives

What you will learn as you master the competency:

- Examine European expansion.
- Describe the Spanish Conquest on the New World.
- Describe “The Columbian Exchange”.
- Examine the economy and society of Early-Modern Europe.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can examine European expansion
- learner can describe the Spanish Conquest of the New World
- learner can describe “The Columbian Exchange”
- learner can examine the economy and society of Early-Modern Europe

11. Describe the age of religious warfare and the origins of absolutism.

Learning objectives

What you will learn as you master the competency:

- Describe Protestant expansion in the 16th Century.
- Compare and contrast the French, Dutch and English/Spanish religious wars.
- Analyze the 30 Years’ War.
- Analyze the roots of Absolutism.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can describe Protestant expansion in the 16th Century
- learner can compare and contrast the French, Dutch and English/Spanish religious wars
- learner can analyze the 30 Years’ War
- learner can analyze the roots of Absolutism

Types of Instruction

Classroom Lecture

Discussion

Cooperative Learning Exercises

Video Presentations

Multi-Media Presentation

Grading Information

Grading Rationale

Each instructor has the flexibility to develop evaluative procedures and assignments using any combination of the following requirements and suggestions:

Requirements:

1 Pre Test = 0% weight

1 Post Test = 10% minimum weight - 20% maximum weight

3 classroom exams / EACH = 10% minimum weight - 20% maximum weight

Written Project or Projects (i.e. Book Review, Term Paper or Short Papers) totaling at least 1200 words = 10% minimum weight - 20% maximum weight

Instructor Options = 0% minimum weight - 50% maximum weight:

-Instructor may assign administrative points for such items as attendance or participation

-Instructor may assign additional assignments related to written projects (outline, bibliography, rough drafts, etc.)

-Instructor may assign Internet Resource Modules

-Instructor may assign short written assignments

-Instructor may distribute points to quizzes

-Instructor may insert a fourth classroom exam (must be weighted equally to the other three classroom exams)

-Instructor may assign book reviews and term paper

-Instructor may assign work from Primary Document Readers

Grading Scale

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%