

EASTERN ARIZONA COLLEGE

Modern Europe Since 1550

Course Design
2018-2019

Course Information

Division Social Sciences
Course Number HIS 105
Title Modern Europe Since 1550
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), Global Awareness (G), Historical Awareness (H)	HIS 241; 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 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 Sciences major or any student wishing to broaden his or her 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 1550 to present day. This course of study includes the century of religious warfare, the age of Absolutism and Constitutionalism, the Scientific Revolution, the French Revolution, the Industrial Revolution, the rise of the Nation-State, World War I, World War II, the Cold War, and post-Cold War western world and globalism.

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 sociological theories to understand society.
- c. Describe how historians use political science to understand the history of government.

Performance Standards

Competence will be demonstrated:

- o by objective exams
- o by written assignments

Criteria – Performance will be satisfactory when:

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

2. Describe the Age of Religious Warfare and the origins of Absolutism.

Learning objectives

What you will learn as you master the competency:

- a. Describe Protestant expansion in the 16th century.
- b. Compare and contrast the French, Dutch and English/Spanish religious wars.
- c. Analyze the 30 Years' War.
- d. Describe the European Balance of Power that emerged in 1648.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can describe Protestant expansion in the 16th century
- o learner can compare and contrast the French, Dutch and English/Spanish religious wars
- o learner can analyze the 30 Years' War
- o learner can describe the European Balance of Power that emerged in 1648

3. Describe the Age of Absolutism.

Learning objectives

What you will learn as you master the competency:

- a. Describe the English Civil War and Constitutionalism.
- b. Describe the origins of French Absolutism.

- c. Describe Eastern European Absolutism.
- d. Summarize the Age of Absolutism.

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 English Civil War and Constitutionalism
- o learner can describe the origins of French Absolutism
- o learner can describe Eastern European Absolutism
- o learner can summarize the Age of Absolutism

4. Describe the Age of Enlightenment.

Learning objectives

What you will learn as you master the competency:

- a. List the great thinkers of the Scientific Revolution.
- b. Describe the theories of the Enlightenment.
- c. Compare and contrast the Enlightenment with 17th and 18th Century Protestantism.
- d. Describe the “enlightened absolutist” monarchs.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can list the great thinkers of the Scientific Revolution
- o learner can describe the theories of the Enlightenment
- o learner can compare and contrast the Enlightenment with 17th and 18th Century Protestantism
- o learner can describe the “enlightened absolutist” monarchs

5. Describe the Agricultural Revolution.

Learning objectives

What you will learn as you master the competency:

- a. Explain the impact of combining European and American agriculture.
- b. Describe economic expansion vis-à-vis agricultural expansion and New World trade.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can explain the impact of combining European and American agriculture
- o learner can describe economic expansion vis-à-vis agricultural expansion and New World trade

6. Assess the French Revolution and the era of Napoleon.

Learning objectives

What you will learn as you master the competency:

- a. Describe the economic crises prior to the French Revolution.
- b. Describe the political structure of France prior to the Revolution.
- c. Summarize the phases of the Revolution.
- d. Examine the rise of Napoleon.
- e. Describe Napoleon's political success.
- f. Describe Napoleon's military successes.
- g. Summarize the downfall of Napoleon.

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 economic crises prior to the French Revolution
- o learner can describe the political structure of France prior to the Revolution
- o learner can summarize the phases of the Revolution
- o learner can examine the rise of Napoleon
- o learner can describe Napoleon's political success
- o learner can describe Napoleon's military successes
- o learner can summarize the downfall of Napoleon

7. Assess the Industrial Revolution and the age of Liberalism.

Learning objectives

What you will learn as you master the competency:

- a. Examine the Industrial Revolution.
- b. Analyze the consequences of industrialization as it relates to urbanization and class consciousness.
- c. Summarize the rise of liberalism.
- d. Discuss nationalism and nation building.
- e. Describe the progress of International industrialization and competition.
- f. Describe Marxist / Socialist doctrine vis-à-vis late 19th century industrialism.
- g. Describe Social Darwinism vis-à-vis late 19th century industrialism and imperialism.
- h. Describe the challenge of the middle class.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can examine the Industrial Revolution
- o learner can analyze the industrial revolution as it relates to urbanization and class

- consciousness
- learner can summarize the rise of liberalism
- learner can discuss nationalism and nation-building
- learner can describe the progress of International industrialization and competition
- learner can describe Marxist/Socialist doctrine vis-à-vis late 19th century industrialism
- learner can describe Social Darwinism vis-à-vis late 19th century industrialism and imperialism
- learner can describe the challenge of the middle class

8. Describe World War I.

Learning objectives

What you will learn as you master the competency:

- a. Interpret the delicate equilibrium between 1870-1914.
- b. Summarize the First World War.
- c. Assess the rise of the United States as a western power.
- d. Describe the weaknesses of the Treaty of Versailles vis-à-vis the “Balance of Power”.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can interpret the delicate equilibrium between 1870-1914
- learner can summarize the First World War
- learner can assess the rise of the United States as a western power
- learner can describe the weaknesses of the Treaty of Versailles vis-à-vis the “Balance of Power”

9. Describe the age between the wars and World War II.

Learning objectives

What you will learn as you master the competency:

- a. Assess the turmoil between the wars.
- b. Compare and contrast the economic situation before and after 1929.
- c. Describe the rise of Adolf Hitler in Germany.
- d. Summarize the Second World War.
- e. Assess the rise of the United States as a world power.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can assess the turmoil between the wars
- learner can compare and contrast the economic situation before and after 1929

- o learner can describe the rise of Adolf Hitler in Germany
- o learner can summarize the Second World War
- o learner can assess the rise of the United States as a world power

10. Describe the Cold War.

Learning objectives

What you will learn as you master the competency:

- a. Describe the "Balance of Power" after 1945.
- b. Assess the roles of the United States and the Soviet Union in European affairs.
- c. Assess the roles of the United States and the Soviet Union in world affairs.
- d. Describe the "hot spots" in the "Third World."

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 "Balance of Power" after 1945
- o learner can assess the roles of the United States and the Soviet Union in European affairs
- o learner can assess the roles of the United States and the Soviet Union in world affairs
- o learner can describe the "hot spots" in the "Third World"

11. Summarize the emergence of World Civilization.

Learning objectives

What you will learn as you master the competency:

- a. Discuss the new power relationships and the "New Europe."
- b. Analyze the problems of world civilization.

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 new power relationships and the "New Europe"
- o learner can analyze the problems of world civilization

Types of Instruction

Classroom Lecture

Discussion

Cooperative Learning Exercises

Video Presentations

Multi-Media Presentations

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%