Degree Applicable

Glendale Community College
May 2013

COURSE OUTLINE

**History 109**
**History of Civilization**
**(French Revolution to the Present)**

## I. Catalog Statement

HIST 109 is a general political survey of the world from the French Revolution, c. 1789, to the present with emphasis on the development of human ideas, arts, and institutions. An attempt is made to give the student a perspective and a basis for interpreting current world events.

Total Lecture Units: 3.0
**Total Course Units: 3.0**

Total Lecture Hours: 48.0
**Total Faculty Contact Hours: 48.0**

Recommended Preparation: Eligibility for English 101.

Note: Students who have taken HIST 102 will receive only 1 unit of credit for HIST 109.

## II. Course Entry Expectations

Skills Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:
1. read at the 12th grade level or higher;
2. understand abstract and complex collegiate reading selections;
3. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
4. complete a research paper, write essay exams, or complete other types of writing assignments;
5. communicate learning, conceptual understanding and critical analysis skills through writing research papers, essay exams, or other types of writing assignments;
6. learn material through class discussion and lecture;
7. add, subtract, multiply, and divide using whole numbers, fractions, and decimals;
8. convert fractions and decimals to percentages.

## III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. summarize the evolution of civilization during the last two centuries;
2. summarize the features of Eastern and Western civilization which have had a continuing impact on the modern world;
3. assess Eastern and Western civilization by examining the role of the French Revolution, the Industrial Revolution, the Age of Imperialism, etc.;
4. identify the roots of contemporary problems such as overpopulation, ecology, and militarism;
5. think and write critically about the history of civilization.

## IV. Course Content

**Total Faculty Contact Hours = 48 hours**

A. The French Revolution and the Napoleonic Wars — 3 hours

B. Reaction and revolution in Europe, 1815-1850 — 3 hours
   1. Congress of Vienna – reaction
   2. Rise of nationalism and democracy
   3. Revolutions of 1820, 1830, 1848

C. Industrial Revolution — 3 hours
   1. Rise of machines
   2. Factory system
   3. Problems of workers
   4. Utopian socialists
   5. Karl Marx

D. European Political Picture, 1850-1914 — 3 hours
   1. Unification of Italy and Germany
   2. Progress of democracy in France and Britain
   3. Unenlightened despotism in dual monarchy and Russia

E. Science, Art, and Thought in the 19th Century — 3 hours
   1. Romanticism
   2. Liberalism and socialism
   3. Darwinism

F. Old Imperialism — 3 hours
   1. United States and Canada
   2. Latin America

G. New Imperialism, 1870-1914 — 3 hours
   1. Basic reasons for the new imperialism
   2. Europe in Africa
   3. Europe in Asia
   4. Final evaluation

H. Politics and Diplomacy, 1870-1914 — 3 hours
1. Bismarck and Germany
2. Causes of the First World War
3. World War I

I. The Inter-war Period, 1918-1933 — 3 hours
1. Versailles Treaty – reconstruction
2. League of Nations in action
3. Economic problems – trade rivalry
4. World depression

J. A New Absolutism — 3 hours
1. Communism – Russia
2. Fascism – Italy
3. Nazism – Germany

K. Failure of Democracy — 3 hours
1. French problems - unstable governments
2. British problems – economic
3. Central Europe and Balkans – particularism

L. Rise of the Orient — 3 hours
1. India's efforts for independence
2. Japan as a world power
3. China's awakening

M. World War II — 3 hours
1. The preliminaries – Ethiopia and Spain
2. Hitler aggressions to the time of Poland
3. The Pacific areas involved
4. The rise of the United States

N. The Post War period — 3 hours
1. The Russian hegemony in Eastern Europe
2. The decline of colonialism
3. Emergence of Red China
4. The cold war – Berlin
5. The hot war – Korea
6. Co-existence

O. Twentieth Century Art and Thought — 3 hours
1. New Science – nuclear
2. Medical progress
3. Space projection

P. Problems of the 1960's and 1970's 3 hours
1. Overpopulation
2. Ecology
3. Militarism

## V. Methods of Instruction

The following methods of instruction may be used in the course:
1. lecture and discussion;
2. multimedia;
3. student individual or groups presentations and discussions;
4. on-line (including hybrid, blogs, and group discussions);
5. outside reading of reserve books and articles from scholarly journals;
6. visit museums;
7. guest lectures.

## VI. Out of Class Assignments

The following out of class assignments may be used in the course:
1. essay (e.g. a comparative essay to explore the paths to unification that Italy and German took in the nineteenth century and the implications of their approaches to unification);
2. essay (e.g. an essay to explore the various imperialistic approaches of European nations in the nineteenth century and what these meant for the countries they sought to control);
3. group project (e.g. poster to reveal the economic wealth that imperialism offered to the imperialist nations).

## VII. Methods of Evaluation

The following methods of evaluation may be used in the course:
1. three to five one-hour in class examinations and a final examination requiring demonstration of course exit standards;
2. instructor evaluation of class participation (evaluation of a debate focused on course exit standards);
3. peer evaluation of written assignment; e.g. (peer evaluation of essays written to demonstrate the ability to apply the concepts of absolutism and democracy).

## VIII. Textbook(s)

Duiker, William, and Jackson J. Spielvogel. *The Essential World History, 7th Edition.* Boston: Wadsworth/Cengage Learning, 2013. Print.
16th Grade Reading Level. ISBN: 9781133606581.

## IX. Student Learning Outcomes

Upon successful completion of the required coursework in History of Civilization (French Revolution to the Present), the student will be able to:

1. explain ways in which the world's physical and natural environment especially climate has affected and been affected by developments in human history;
2. analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from early times to 1500 C.E.;
3. compare distinctive forms of the roots of political, social, and economic organization in the world and explain their value-orientation;
4. assess the effect on these cultural characteristics and contributions made by the major religious systems of Christianity, Judaism, Islam, Buddhism, Hinduism, and Confucianism;
5. compare ideals, practices, and historical developments of major belief systems and philosophical and value-oriented systems;
6. analyze social, cultural, political and economic systems across national, regional, and cultural boundaries;
7. explain the historical significance of cultural developments such as art, music, architecture, literature and religion and how they indicate the values of a people;
8. identify, summarize and assess the effect of major trends and their component events in cultural, social, economic, and political history, with emphasis on the following major areas: the rise of major religions, the high and late middle ages in western and contemporary eastern civilization; European Renaissance and overseas conquest; early modern, absolutist, and enlightenment periods for western and eastern civilizations;
9. recognize, identify, and describe the cultural contributions to world civilization made by each of these groups and their territorial subdivisions;
10. identify major discoveries, inventions, scientific achievements, and technological advances and explain their historical significance;
11. explain the significance of shifts in economic systems from agrarian to industrialized societies to compare classical and non-classical societies.