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[War](#), [Cold War](#)



| Course Syllabus College of Humanities HIS/114 Western Civilization: From the French Revolution to the Present Thursdays: January 31 — February 28, 2013 6 pm — 10 pm | Copyright © 2012, 2009, 2006 by University of Phoenix. All rights reserved. Course Description This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from the French Revolution to the present. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues. Policies Faculty and students will be held responsible for understanding and adhering to all policies contained within the following two documents: University policies: You must be logged into the student website to view this document. Instructor policies: This document is posted in the Course Materials forum. University policies are subject to change. Be sure to read the policies at the beginning of each class. Policies may be slightly different depending on the modality in which you attend class. If you have recently changed modalities, read the policies governing your current class modality. Course Materials Kishlansky, M., Geary, P., & O'Brien, P. (2010). Civilization in the west: Volume 2: Since 1555. New York, NY: Pearson Longman. All electronic materials are available on the student website. Week One: From the French Revolution to the Rise of European Industry | | Details | Due | Points | Objectives | 1. 1 Explain how ideals of liberty, equality, and brotherhood influenced revolutionary France. 1. 2 Describe the rise and fall of Napoleon Bonaparte. 1. 3 Explain European agricultural and industrial revolutions and their causes. | | Reading | Read Ch. 20 and 21 of Civilization in the West. | 1/31/13 | | Reading | Read the University of Phoenix Material:

<https://assignbuster.com/course-syllabus-college-of-humanities-his/>

Historical Sources. | 1/31/13 | | Reading | Review the maps, timeline, and key terms in “ The Industrial Revolution in Britain” located in the Week One Electronic Reserve Readings. | 1/31/13 | | Reading | Review the maps, timeline, and key terms in the “ Industrialization of France and Germany” located in the Week One Electronic Reserve Readings. | 1/31/13 | | Reading | Read this week’s Electronic Reserve Readings. | 1/31/13 | | Participation | Participate in class discussion. | 1/31/13 | 2 | Nongraded Activities and Preparation Resources Review | Resource: Ch. 20 & 21 of Civilization in the West Review the maps, images, primary sources, chronologies, questions for review, and key terms in your text. Reflect on the significance of the Map Discovery and Chronology. | 1/31/13 | | Nongraded Activities and Preparation Week One Videos | Watch the Week One videos located on the student website. | 1/31/13 | | Nongraded Activities and Preparation History Study Center | Review “ The Industrial Revolution in Britain” and the “ Industrialization of France and Germany” located in the Week One Electronic Reserve Readings. Choose France or Germany and contrast its industrial development between 1789 and 1870 with the industrial revolution in England. What factors contributed to the differences in industrial development in these two countries? | 1/31/13 | | Individual French Revolution and Napoleonic Era Worksheet | Complete the French Revolution and Napoleonic Era Worksheet located on the student website. | 1/31/13 6 pm | 10 | Week Two: Revolutions, Reforms, and Reunifications | | Details | Due | Points | Objectives | 1 2. 4 Explain Western revolutions, reforms, and reunifications between 1815 and 1870. 2. 5 Identify causes of social transformation between 1815 and 1914. 2. 6 Examine the influence of

science on economics, societies, and politics. | | Reading | Read Ch. 22, 23, and 24 of Civilization in the West. | 2/7/13 | | Reading | Review the maps, timeline, and key terms from "The French Revolution 1789—1799" located in the Week Two Electronic Reserve Readings. | 2/7/13 | | Reading | Read this week's Electronic Reserve Readings. | 2/7/13 | | Participation | Participate in class discussion. | 2/7/13 | 2 | Nongraded Activities and Preparation Week Two Videos | Watch the Week Two videos located on the student website. Watch "Working Lives" from the Week Two videos and consider how industrialization changed the lives of families. | 2/7/13 | | Learning Team Learning Team Charter | Complete the Learning Team Charter. | 2/7/13 6 pm | 2 | Individual Economic, Political, and Social Change Worksheet | Complete the Economic, Social, and Political Change Worksheet located on the student website. | 2/7/13 6 pm | 14 | Learning Team Change in Western Ideals Presentation | Research one social issue from the following list that your facilitator assigns to your Learning Team: RomanticismFeminismScienceAnti-SemitismZionismChartismRealismMass society Research one political issue from the following list that your facilitator assigns to your Learning Team: LiberalismNationalismConservatismSocialismMarxismRealpolitikThe KulturekampfMass politics Prepare an 8- to 14-slide Microsoft® PowerPoint® presentation on the assigned issues. Address the following in your presentation: Explain the issues. Summarize the causes of each issue. Identify the Western ideals that influenced the issues. Describe their influence in the 19th-century revolutions, reforms, and reunifications. * Include photos, illustrations, graphs, diagrams, animations, videos, or audio clips as appropriate. Document the source of each media item you include.

Deliver your presentation and submit your presentation file or link. Deliver a 10- to 15-minute oral presentation accompanied by your slides or multimedia. | 2/7/13 6 pm | 8 | Individual | Complete the Learning Team Peer Evaluation | 2/7/13 6 pm | | Week Three: The New Imperialism and the Great War | | Details | Due | Points | Objectives | 2 3. 7 Describe the European powers' search for security, strength, and wealth, in relation to the Alliance System and the new imperialism. 3. 8 Outline the causes, events, innovations, and outcome of World War I. 3. 9 Summarize the causes, events, and outcomes of the Russian Revolution. | | | Reading | Read Ch. 25 and 26 of Civilization in the West. | 2/14/13 | | Reading | Read this week's Electronic Reserve Readings Review the "Imperialism Study Unit" located in the Week Three Electronic Reserve Readings. | 2/14/13 | | Nongraded Activities and Preparation Week Three Videos | Watch the Week Three videos located on the student website. | 2/14/13 | | Nongraded Activities and Preparation Civilization in the West | Review the maps, images, primary sources, chronologies, questions for review, and key terms in Ch. 25 & 26 of the Civilization in the West. | 2/14/13 | | Participation | Participate in class discussion. | 2/14/13 | 2 | Individual The Great War and Russian Revolution Worksheet | Complete Timelines of The Great War and Russian Revolution Worksheet located on the student website. | 2/14/13 6 pm | 10 | Learning Team Alliance System and the New Imperialism Paper | Choose a 19th or 20th Century European nation from the list below that was considered an empire, from whose perspective you will write a paper on the Alliance System and the New Imperialism: Britain France Germany Belgium Write a 1, 050- to 1, 400-word paper from the perspective of your chosen empire in the

19th and early 20th centuries. Address the following: The alliances to which the empire belonged and their primary allies How concerns for security, strength, and wealth led the empire to enter these alliances How other empires' expansionism fuelled a race for empire Major imperialist activities of your selected empire during the 19th century How concerns for security, strength, and wealth led your selected empire to seek to expand colonial holdings How the empire's alliances and imperial ambitions led to its involvement in World War I Include, from each member of the Learning Team, at least one reference from a peer-reviewed periodical. Cite at least two primary sources. Format your paper consistent with APA guidelines. | 2/14/13 6 pm | 8 | Individual | Complete the Learning Team Peer Evaluation | 2/14/13 6 pm | | ----- Week Four: World War II and the West | | Details | Due | Points | Objectives | 3 4. 10 Describe the rise of totalitarianism in the German Third Reich, Italy, the Soviet Union, and Spain. 4. 11 Evaluate the economic, political, and ideological causes of World War II in Europe. 4. 12 Identify the major figures, events, and innovations of World War II. 4. 13 Describe the outcomes of World War II. | | | Reading | Read Ch. 27 and 28 of Civilization in the West. | 2/21/13 | | Reading | Read this week's Electronic Reserve Readings. Review the maps, images, primary sources, chronologies, questions for review, and key terms in " The origins of the Second World War" located in the Week Four Electronic Reserve Readings. | 2/21/13 | | Participation | Participate in class discussion. | 2/21/13 | 2 | Nongraded Activities and Preparation Textbook Review | Review the maps, images, primary sources, chronologies, questions for review, and key terms in Ch. 27 & 28 of Civilization in the West. | 2/21/13 | | Individual World

War II Research Report | Write a 1, 050- to 2, 100-word research report about World War II. Choose one of the following countries to use for examples and perspective throughout this assignment: GermanyItalyThe Soviet Union

Trace the rise of totalitarianism in your chosen country and include the following: Political changes and emergence of totalitarianism between 1918 and 1939A comparison to the rise of totalitarianism in other European states between 1918 and 1939A contrast to political developments in Great Britain, France, and the United States between 1918 and 1939 Evaluate the causes of World War II. You may want to consider the following: The Great Depression including its effects in your chosen country and throughout the West * The role of fascism in bringing about war * The aftermath of the Paris Peace Conference of 1919, especially if your chosen country was dissatisfied with the world order in 1939 * A political agreement your chosen country made in 1939 that contributed to World War II * The primary motivations of your chosen country in entering World War II * An argument for what you consider to be the single most important cause of World War II Explain the Holocaust in light of Western ideals. You may want to consider the following: The roots of anti-Semitism and intolerance of those considered inferior, particularly in your chosen country * A comparison of anti-Semitic actions in your chosen country with those in other countries during World War II * A description of the Final Solution-what happened, who was behind it, who carried it out, and who were its victims-in your country and throughout areas of Axis-occupied Europe * Selective application and perversion of Western ideals in the Holocaust Describe the major figures, events, and technological innovations of World War II. You may want to consider some of the following:

The combatants and important leaders of the Axis and the Allies * The escalation of World War II, bringing the USSR and the United States into the war * How blitzkrieg and surprise attacks made the dynamic of World War II different than previous wars * New technologies—single-wing aircraft, flamethrowers, missiles, aircraft carriers, Molotov cocktails, and atomic weapons * Propaganda and how it supported the war effort * A comparison of civilian deaths in World War II with civilian casualties in previous conflict, paying particular attention to civilian casualties in your chosen country * Major events of World War II, particularly those that involved your chosen country Describe the aftermath of World War II. You may want to consider the following: The agreements at Tehran, Yalta, and Potsdam The United Nations The status of your chosen country following World War II Cite at least six references that include at least two peer-reviewed references and a minimum of four primary sources. Format your paper consistent with APA guidelines. | 2/21/13 6 pm | 14 | Learning Team Presentation | Prepare an 6- to 12-slide Microsoft® PowerPoint® presentation on the assigned issues and how they were influenced by Western ideals in the 19th century. * Address the following in your presentation: If your Learning Team had to name a single event, which one does your Team think was the single most important turning point in World War II, changing the course of the war toward the Allies' victory? What was this turning point and the people who caused this shift? Why this was the pivotal moment in the war? Why that one? * Include photos, illustrations, graphs, diagrams, animations, videos, or audio clips as appropriate. Document the source of each media item you include. Deliver your presentation and submit your presentation file or link. * Deliver a 5 to

10 minute oral presentation accompanied by your slides or multimedia. * |
 2/21/13 6 pm | 4 | Individual | Complete the Learning Team Peer Evaluation |
 2/21/13 6 pm | | ----- Week Five: Globalization
 and Postmodern Critiques of Western Civilization | | Details | Due | Points |
 Objectives | 4 5. 14 Describe the conflict between capitalism and
 communism during the Cold War. 5. 15 Explain the influence and selective
 application of Western ideals after the Cold War. 5. 16 Describe the
 interaction between the West and the global community. | | | Reading | Read
 Ch. 29 and 30 of Civilization in the West. | 2/28/13 | | Reading | Read this
 week's Electronic Reserve Readings. Review the maps, timeline, and key
 terms from " The Cold War" located in the Week Five Electronic Reserve
 Readings. | 2/28/13 | | Participation | Participate in class discussion. | 2/28/13
 | 2 | Individual Power, Ideology, and Terror in the Atomic Age Worksheet |
 Complete the Power, Ideology, and Terror in the Atomic Age Worksheet
 located on the student website. | 2/28/13 6 pm | 12 | Learning Team The
 West and the Global Community Presentation | Choose two topics from the
 list below: The Internet GlobalismEthnic cleansingFeminismNew religious
 expressionMiddle Eastern oilEuropean UnionCounterterrorismGlobal
 recessionPrepare a 8- to 12-slide multimedia Microsoft® PowerPoint®
 presentation on your selected topics. Address the following in your
 presentation for each of your selected topics: Define the topic. Provide a
 brief historical overview. Identify the Western ideals that influenced the
 topic. Describe their influence in 21st century politics, societies, and
 economies. Include photos, illustrations, graphs, diagrams, animations,
 videos, or audio clips as appropriate. Document the source of each media

item you include. Deliver your presentation and submit your presentation file or link. Deliver a 10- to 15-minute oral presentation accompanied by your slides or multimedia. | 2/28/136 pm | 8 | Individual | Complete the Learning Team Peer Evaluation | 2/28/136 pm | | -----

Optional Discussion Questions
Week One Discussion Questions
Do you think the Tennis Court Oath and the American Declaration of Independence were similar or different? How? * What are the differences between the Declaration of the Rights of Man and Citizen and the Declaration of the Rights of Women? How did society and government treat men and women differently during the Old Regime, during the revolution, and under Napoleon? What do you think was the single leading cause of the failure of Napoleon Bonaparte's Continental System and empire? Why? Do you think the agricultural and industrial revolutions were related? If so, how? If not, what made them distinct?
Week Two Discussion Questions
What is romanticism? What earlier schools of thought did the romantic movement embrace, reinvent, or reject? Is romanticism still important in today's culture? Why or why not? What is an example of a 21st-century work of art that represents romantic ideals? What are the romantic influences in the work? Your example may be a visual work of art, a film, a song, a music video, literature, or another art form. * Compare the major points of the Constitution of the United States with those of the Communist Manifesto, as excerpted in Ch. 22 of Civilization in the West. Are Western ideals equally represented in these two documents? Why or why not? What inspired On the Origin of Species by Means of Natural Selection? Which Western ideals did

Charles Darwin expect to convince people? Which Western ideals did critics like Pope Pius IX dismiss Darwin's hypothesis? The period between 1848 and 1871 saw several government changes in France. How were Western values expressed in the Second Republic, the Second Empire, and the Paris Commune? In your opinion, which government was most legitimate? Which was most effective? Why? Week Three Discussion Questions Read "' The White Man's Burden? " found in the Imperialism Study Unit of the History Study Center located in Electronic Reserve Readings. How do Colonel James Willcocks's comments and actions represent the imperialist mindset and 19th century race relations? * Watch " Six Hour Massacre" in the The Last Day of World War I located in the Week Three videos. What were some of the reasons why more than 13, 000 soldiers were killed on the last day of World War I? Were Allied leaders expected to be victorious? Why? Watch " Chemical Warfare from World War I: The Death of Glory" located in the Week Three videos. Which World War I technology was the most effective at killing the enemy: the machine gun, artillery, the individual infantry rifle, barbed wire, the airplane, the tank, chlorine gas, mustard gas, gas masks, or the U-boat? Why? What forms of military techniques or maneuvers became obsolete because of the Great War? Historians rely on two very different kinds of reports: contemporary reports written at the time of an event, and later interpretations by a historian. Which do you think is likely to be more useful to understanding the event? Illustrate your answer by citing a 1917 newspaper article about that year's October Revolution and comparing it to the coverage in the text. Search in the ProQuest Historical Newspaper archive between November 7 and December 31, 1917. Suggested search

keywords include Petrograd, Bolshevik, Maximalist, Kerensky, Lenin, and Trotsky. Watch the " Beginning of Russian Democracy? " in The Russian Revolution in Color: Part 1 — Freedom and Hope. How were Lenin and the Bolsheviks able to gain political control of Russia? Watch " The Russian Revolution in Color: Part 1 — Freedom and Hope. " What challenges did Lenin face immediately after the October Revolution? Why? Week Four Discussion Questions Watch " The Holocaust 1937—1945" and " Early Hitler Movement" in Genocide in the First Half of the 20th Century in the Week Four videos: Segments 17 & 25. How did Hitler use Western ideals to drive his idea of the Holocaust? * How did the general population come to support Adolf Hitler? What caused the German people to support the actions of the Nazi regime? * Why did Adolf Hitler and many German people believe that the German race was superior? * What was the Final Solution? Were the German people complicit in the mass killings? Do you think the people or leaders of Axis or occupied countries—Poland, France, Italy, Norway, Belgium, or the Netherlands—were complicit in these mass killings? Why or why not? * Was President Harry Truman's use of the atomic bombs on Japan justified, or not? Was Japan going to surrender? Was there a motive for dropping the bombs? Were the motives valid? What were the ethical considerations? * Watch " Franco Named Head of State" from Caudillo: The History of the Spanish Civil War located in the Week Three videos. Compare General Francisco Franco's leadership to that of Mussolini and Hitler. Why do you think Franco is often overlooked in most World War II discussions? * Watch " Franco's Power and Human Suffering" from Caudillo: The History of the Spanish Civil War. Based on the video clip, do you think totalitarian Spain differed from totalitarianism

in German Third Reich, Italy, and the Soviet Union? Why? * Week Five

Discussion Questions The United States and its allies believed that the ideals of peace, freedom, and justice were their principal motivations for invading Iraq in 2003; however, other Western countries invoked these same ideals of peace, freedom, and justice to oppose this intervention. Whose invocation of those ideals had the stronger claim to them? Why do you think so? * How did radicals use ideals of peace, freedom, and justice in the context of the Iraq War to recruit terrorists? * What caused the Cold War? What were the Western powers afraid of? What were the Communist powers afraid of? Why did the Soviet Union eventually collapse? Do you believe there was one single most influential man or woman who brought about the end of European communism? If yes, who, and why that person? If no, what do you think was the principal cause? What has been the short- and long-term effect of the establishment of the United Nations? How is the United Nations organized? Is it effective? How did Western civilization change after the terrorist attacks of September 11, 2001, on the United States? What are the major issues terrorist organizations have against the West? What is the most effective way of protecting Western civilization from terrorists? Why? What is postmodernism? What earlier schools of thought does postmodernism embrace, reinvent, or reject? Provide an example of a 21st-century work of art that represents postmodern perspectives and describe the influences and attitudes in the work. Your example may be a visual work of art, a film, a song, a music video, literature, or another art form. Copyright University of Phoenix® is a registered trademark of Apollo Group, Inc. in the United States and/or other countries. Microsoft®, Windows®, and Windows NT® are

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