

**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Lorain County Community College

Course(s) Submitted(Title & Course #) Civilization II, HSTR 152 E for
Ohio Articulation Number OAH 042

Date May 5, 2006 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Rosemary Schestag Title Project Manager

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Credit Hours 3 qtr _____ sem X

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

none

Placement Score (if applicable)

(Name of test) none

(Domain) _____ (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

The development of the historical, political, economic, cultural, religious, and institutional patterns of society from 1500 to the present.

Texts/Outside Readings/Ancillary Materials

The Heritage of World Civilizations, Volume Two: Since 1500, ed. Albert M. Craig, William A. Graham, Donald Kagan, et al. 7th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006

Course Objectives and/or Plan of Work

Outcomes	Assessment Method(s)	
Knowledge: 1. Describe the principal movements and events of global history since 1500 as they have affected the development of and relationship between nations	Item analysis of examination questions; essays; class discussion	
2. Discuss the origins, development, and impact of various forms of political, social, and economic thought and organization including absolutist monarchy, constitutional monarchy, democracy, imperialism, socialism, communism, and nationalism	Item analysis of examination questions; essays; class discussion	
3. Analyze the impact of political and industrial revolutions in Europe, North and South America, and Asia	Item analysis of examination questions; essays; class discussion	
4. Assess historical events and patterns critically	Item analysis of examination questions; essays; class discussion	
Skills: 1. Evaluate historical concepts and patterns in writing	Essays	
2. Assess primary source documents critically	Item analysis of examination questions; essays; class discussion	
Values: Describe global cultural and political developments from an objective perspective	Essays, class discussion	

Description of Assessment and/or Evaluation of Student Learning

General Education Outcomes	Assessment Method(s)	
Develop the professional competencies to function effectively within their chosen academic disciplines and careers. (1)	Item analysis of examination questions; essays; class discussion	
Develop an appreciation for and an understanding of the arts and humanities (4)	Item analysis of examination questions; essays; class discussion	
Develop an understanding of the history of the diverse social, economic, and political models of society (5)	Item analysis of examination questions; essays; class discussion	
Develop precision, clarity, and fluency in writing (6)	Essays	
Develop critical thinking and reasoning skills for problem solving. (9)	Item analysis of examination questions; essays	
Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues (10)	Item analysis of examination questions; essays; class discussion	

SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):

Lecture/discussion supplemented by maps, visual images, primary source readings, research/writing assignments.

GRADING PROCEDURES:

Grades are based on a standard grading scale (90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; 59% or below, F). Evaluation is conducted by in-class examination and writing projects (essays and research papers).

Master Syllabi and Working Syllabi (if both are used)

History 152 – Civilizations II**LCCC. Spring 2006****Section E D1603 – PS 111****MWF 11:00-11:50 a.m.**

Dr. Valerie McGowan-Doyle
Social Sciences Division, PS 106f
vmcgowan@lorainccc.edu
Division Phone: 366-4021
Office Phone: x4738
Office Hours: MWF 10-11 a.m.
TR 1-2 p.m. and by appointment

This course covers the development of the historical, political, economic, cultural, religious, and institutional patterns of society from 1500 to the present.

Students who complete the course are expected to understand:

- The Renaissance and Humanism
- The socio-political development of Europe during the period of the Protestant Reformation and the Age of Religious Wars
- The impact of the Scientific Revolution and the Enlightenment
- The French Revolution and Napoleonic France
- The age of European Nation States (1815-1914) and Nationalism
- The Industrial Revolution and the Development of Socialism
- European Imperialism in Asia, Africa, and the Middle East
- Russia from 1815 to 1921
- World Wars I and II and interim developments including the rise of Fascism
- The Cold War and its global aspects
- The Post-Cold War World; regional and international organizations including the United Nations, the European Union, and NATO
- The rise and decline of the Ottoman Empire; European imperialism in the Arabic World, contemporary problems in the Middle East
- Asia during the nineteenth and twentieth centuries: imperialism, decolonization, nationalism, and communism
- Latin America: independence movements, the post-colonial period, the Mexican Revolution, 20th-century dictatorships

Required Texts.

The Heritage of World Civilizations, Volume Two: Since 1500. 7th ed. Albert M. Craig et al, eds. Upper Saddle River, NJ: Prentice Hall, 2006.

Grades. Grades are based on a standard grading scale of A (90-100%), B (80-89%), C (70-79%), D (60-69%), and F (59% or below). When final grades are borderline, additional items will be taken into consideration such as attendance, class participation, and improvement.

There are 300 points possible distributed as follows.

Exams (4 @ 40 points each) -----	160 points
Essay (1 @ 100 points) -----	100 points
In-class short essays (4 @ 10 points each) --	40 points

Exams: Each exam will consist of 40 multiple choice questions and must be completed in pencil. The final exam is really a last exam, i.e., it is not comprehensive. If you would like a study guide, you should create your own by compiling each day's term list. No other study guides will be provided.

Essays: There is one essay required for this course. You will choose one from a list of questions (see below) as the prompt for your essay. It should be approximately 1,000 words long (roughly 4 pages) and must adhere to the standards of essay format, i.e., it must include an introduction, clear thesis statement, supporting paragraphs, and a conclusion. Accuracy, sophistication of analysis, clarity, organization, grammar and spelling will all be taken into account in grading. *No internet sites will be accepted as research tools.* See "Class Policies" for more information. Essays that contain any element of plagiarism will receive 0 points. You will also complete four short, in-class essays in preparation for the longer essay. The short essays cannot be "made up" if you miss class. Some will be announced ahead of time; others may not.

Class Policies

--If you are unable to take an exam at the assigned time please let me know before it begins either via e-mail or phone message. I permit make-up exams to be taken only 1) in emergency situations or 2) if I have been notified in advance that a make-up exam is necessary. All missed work ineligible for make-up will receive "0" points.

The same policy is in force for essays. I will only accept a late essay if arrangements have been made in advance. Quizzes and in-class writing exercises will be unannounced. You are not eligible for make-up work in cases of unexcused absence.

--Please check the academic calendar for this term's withdrawal information. It is your responsibility to be aware of dates and complete the appropriate paperwork on time if you wish to withdraw from the course.

--Cheating and plagiarism are serious academic offenses and treated as such. It is presumed that all submitted work is the independent work of the student. Any incidents of plagiarism and/or cheating will result in a grade of "0" for that assignment and a report to the appropriate college division in accordance with its policy.

--All written work is expected to conform to college-level standards regarding organization, punctuation, grammar, sophistication and presentation of ideas, etc. Consult a style manual if you are unsure about punctuation, grammar, correct forms for citation, etc. You are also encouraged to take advantage of my office hours and/or any of the writing/tutoring services provided by Lorain County Community College in the Individual Learning Support Center. *All written work must be typed, double-spaced, in 12-point font, utilize appropriate margins, and pages must be stapled together!* Essays must be submitted in paper format.

--Students with Disabilities. In accordance with college policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Special Needs Services located in the Learning Resources Center, Room 115, x4058. These privileges are not retroactive.

--Students are referred to pages 68-69 in the LCCC catalog for information regarding the Family Education Rights and Privacy Act as it applies to this course.

--Students are bound by the Code of Student Conduct (course catalog pp. 199-206).

--The nature of college level instruction means that we will invariably deviate from the syllabus as discussion develops, etc. Should we begin to get too far from the course outline, a revised syllabus will be distributed.

Course Outline.

W Jan 18 Course and syllabus overview.

Section One: Early Modern Europe

F Jan 20 Introductory background lecture: the Renaissance and Humanism.
No reading.

M Jan 23 Christian Humanism and the Protestant Reformation.
Read pp. 444-455. Primary source analysis: Grievances of
the German Peasants

W Jan 25 The Counter-Reformation. Read pp. 455-456.

F Jan 27 The Post-Reformation Period: war, society and intellectual history.
Read pp. 457-472.

M Jan 30 European expansion and conquest (with emphasis on Latin America).
First in-class essay. Read pp. 438-443 and Chapter 18 to prepare.
Be sure to bring your textbook. Textbooks may not be shared
during the exercise.

W Feb 1	Follow-up discussion on European expansion and conquest (with emphasis on early British expansion). Primary source analysis: Bartolome de las Casas, <i>The Destruction of the Indies</i> and hand-out on English writings on Ireland and North America.
F Feb 3	Civil War and Constitutional Monarchy in 17 th -century England. Read pp. 571-576. Primary source analysis: King James I and <i>The Book of Sports</i>
M Feb 6	The development of Absolutism in Europe (emphasis on France). Read pp. 576-585.
W Feb 8	Absolutism concluded; review as needed.
F Feb 10	Exam #1
<u>Section Two: The West from the Scientific Revolution through 19th-century Socialism</u>	
M Feb 13	The Scientific Revolution. Read pp. 637-646. Primary source analysis: Galileo on the relationship between Science and the Bible
W Feb 15	Political philosophy and the Enlightenment. Read pp. 646-663.
F Feb 17	The Enlightenment, concluded. No additional reading. Primary source analysis: The U.S. Declaration of Independence
M Feb 20	The French Revolution. Read pp. 670-680. Primary source analysis: The Declaration of the Rights of Man and the Citizen
W Feb 22	The French Revolution, cont.
F Feb 24	The Napoleonic era. Read pp. 680-688.
M Feb 27	Enlightenment thought and warfare in the Americas. Read pp. 665-670 and 688-696. Primary source analysis: Simon Bolivar, "The Jamaica Letter"
W March 1	Nineteenth-century European movements: liberalism, conservatism, nationalism. Read pp. 699-712 and 718-728. Primary source analysis: Johann Fichte, "Addresses to the German Nation" and Giuseppe Mazzini, "Duties of Man"

F March 3 19th-c. European movements, cont. No additional reading.

M March 6 The Industrial Revolution and Socialism. Read pp. 737-753.

W March 8 Exam #2.

F March 10 No Class

March 13-17 – Spring Break!

Section Three: Africa, Asia, the Middle East, Latin America and Western Intervention

M March 20 Latin America and Neo-Colonialism. Read 773-785 and 791-795.

W March 22 Mexico from independence through the Mexican Revolution.
Read pp. 785-790. Primary source analysis: The Play of Ayala

F March 24 India and British colonialism. Read pp. 621-625 and 799-809.

M March 27 The Islamic world. Read pp. 609-621 and 809-816.

W March 29 The Islamic world, cont. No additional reading.

F March 31 Africa and New Imperialism. Read pp. 816-826.
Primary source analysis: Royal Niger Company and “standard treaties”

M Apr 3 China from the Opium Wars through the Communist Revolution.
Read pp. 831-848. Primary source analysis: Lin Zexu on Britain
and the opium trade

W April 5 Modern China, concluded. No additional reading.

F April 7 Catch-up day.

M April 10 Exam #3

Section Four. World War I to the Present

- W April 12 New Imperialism and the origins of World War I. Read 871-889.
- F April 14 World War I (cont.); the Russian Revolution. Read pp. 754-757 and 889-898. Primary source analysis: Woodrow Wilson's "Fourteen Points Speech"
- M April 17 The aftermath of World War I, Germany, Fascism. Read Chapter 30. Primary source analysis: German Anti-Semitic legislation of 1935
- W April 19 World War II. Read Chapter 31.
- F April 21 World War II, cont. No additional reading.
- M April 24 The Cold War, the Soviet Union, and China. Read pp. 959-967, 977-988, 1005-1011. Primary source analysis: Winston Churchill, "The Iron Curtain Speech"
- W April 26 The Cold War and post-colonial period in Asia. Read pp. 1013-1020. Primary source analysis: Ho Chi Minh, "The Vietnamese Declaration Of Independence"
- F April 28 The Cold War era in Latin America. Read pp. 1023-1035.
- Essays due.* Choose one of the following:
1. Chapter 16, p. 473, question #7 (Post-Reformation religious warfare)
 2. Chapter 26, p. 796, question #4 (political stability in Latin America)
 3. Chapter 27, p. 827, question #6 (sub-Saharan Africa)
 4. Chapter 28, p. 865, question #5 (pre-war Japan)
- M May 1 The post-colonial period in Africa. Read pp. 1035-1039.
- W May 3 "The West" and the Islamic world. Read pp. 1039-1055.
- F May 5 The Middle East, continued with emphasis on the Israeli-Palestinian conflict.
- M May 8 Last Class. International Organizations (NATO, EU, AU, etc.). Read pp. 967-969 and 987-989.
- W May 10 Reading Day

Final Exam: Monday, May 15, 11:00-12:50

Additional Documentation

OAN	LCCC	BGSU	KSU	U, Akron	U. Toledo
OAH 042	HSTR 152	HIST 152	HIST 11051	3400:211	HIST 1020

This information is from the Equivalency Guide in CAS.

It shows how our indicated courses are accepted by BGSU, KSU, U of Akron, and U of Toledo.

Blue font indicates that the school submitted that course as indicated OAN.

COURSE DESCRIPTION WITH STUDENT OUTCOMES

LORAIN COUNTY COMMUNITY COLLEGE

DIVISION: Social Sciences and Human Services

COURSE TITLE: Civilizations II

COURSE NUMBER: HSTR 152

	Contact Hours/Week		Weight	ILU's	
LECTURE/ RECITATION =	3		(1.0)	= 3	
LAB =	0	X	(0.85)	= 0	
CLINICAL =	0	X	(1.0)	= 0	
* =			*	=	
* =			*	=	
TOTAL CONTACT HOURS: =	3		TOTAL COURSE ILU's =	3	CREDIT HOURS: = 3

* Please refer to the "Quality Point Checklist for New and Revised Courses" and/or Pages 500.01 through 500.05 of the *Ohio Board of Regents Operating Manual for Two-Year Campus Programs* for Instructional Arrangements that are not identified as Lecture/Recitation, Lab or Clinical. (<http://www.regents.state.oh.us/progs/2yrmanual.pdf>)

LECTURE SEATS: 40 **LAB SEATS:** 0 **CLINICAL SEATS:** 0

IS THERE A SEPARATELY SCHEDULED LAB: No

IS THERE A SEPARATELY SCHEDULED CLINICAL: No

FEES: \$0.00 **SPECIAL FACILITIES:** None **FAS ACCOUNT NO.:** 1-02-02-400-501

START YEAR/SEMESTER: Fall 2004

PREREQUISITE: None

(Please indicate course/s that must be taken before this course.)

COREQUISITE: None

(Please indicate course/s that must be taken with this course.)

CONCURRENT: None

(Please indicate course/s that must be taken before or with this course.)

CATALOG DESCRIPTION: The development of the historical, political, economic, cultural, religious, and institutional patterns of society from 1500 to the present.

REQUIRED TEXTBOOK(S)/MATERIAL(S):

Albert M. Craig, William A. Graham, Donald Kagan, *et al*, editors. *The Heritage of World Civilizations, Volume Two: Since 1500*. 7th ed. Upper Saddle River, NJ: Prentice Hall, 2006.

TOPICAL OUTLINE: (COMMON CORE TOPICS)

- The Renaissance and Humanism
- The socio-political development of Europe during the period of the Protestant Reformation and the Age of Religious Wars
- The impact of the Scientific Revolution and the Enlightenment
- The French Revolution and Napoleonic France
- The Age of European Nation States (1815-1914) – Nationalism
- The Industrial Revolution and the Development of Socialism
- European Imperialism in Asia, Africa, and the Middle East
- Russia: from 1815 to the end of the Russian Revolution (1921)
- World Wars I and II and interim developments; the rise of Fascism
- The Cold War and its global aspects
- Imperialism and colonialism in Africa, independence movements, and the post-colonial period
- The rise and decline of the Ottoman Empire; European imperialism in the Arabic World, contemporary problems in the Middle East
- Asia during the nineteenth and twentieth centuries: imperialism, decolonization, nationalism, and communism
- Latin America: independence movements, the post-colonial period, the Mexican Revolution, 20th-century dictatorships
- Post-Cold War World; regional and international organizations—the United Nations, the European Union, NATO, the African Union

COURSE OUTCOMES AND ASSESSMENT: (Tools, Methods, and Expected Results)

Outcomes	Assessment Method(s)
Knowledge: 1. Describe the principal movements and events of global history since 1500 as they have affected the development of and relationship between nations	Item analysis of examination questions; essays, class discussion
2. Discuss the origins, development, and impact of various forms of political, social, and	Item analysis of examination questions; essays, class discussion

economic thought and organization including absolutist monarchy, constitutional monarchy, democracy, imperialism, socialism, communism, and nationalism	
3. Analyze the impact of political and industrial revolutions in Europe, North and South America, and Asia	Item analysis of examination questions; essays, class discussion
4. Assess historical events and patterns critically	Item analysis of examination questions; essays, class discussion
Skills: 1. Evaluate historical concepts and patterns in writing	Essays
2. Assess primary source documents critically	Item analysis of examination questions; essays, class discussion
Values: Describe global cultural and political developments from an objective perspective	Essays, class discussion

GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT (Tools, Methods, and Expected Results)

1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.
2. Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.
3. Understand and apply methods of scientific inquiry.
4. Develop an appreciation for and an understanding of the arts and humanities.
5. Develop an understanding of the history of the diverse social, economic, and political models of society.
6. Develop precision, clarity, and fluency in writing.
7. Develop accuracy, conciseness, and coherence in spoken communication.
8. Apply mathematical concepts to solve quantitative problems.
9. Develop critical thinking and reasoning skills for problem solving.
10. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.
11. Develop an appreciation for and an understanding of the benefits of a healthy, active and well balanced lifestyle.

General Education Outcomes	Assessment Method(s)
Develop the professional competencies to function effectively within their chosen academic disciplines and careers (1)	Item analysis of examination questions; essays
Develop an appreciation for and an understanding of the arts and humanities (4)	Item analysis of examination questions; essays, class discussion
Develop an understanding of the history of the diverse social, economic, and political models of society. (5)	Item analysis of examination questions; essays, class discussion
Develop precision, clarity, and fluency in writing (6)	Essays
Develop critical thinking and reasoning skills for problem solving. (9)	Item analysis of examination questions; essays, class discussion
Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues (10)	Item analysis of examination questions; essays, class discussion

SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):

Lecture/discussion supplemented by maps, visual images, primary source readings, research/writing assignments.

GRADING PROCEDURES:

Grades are based on a standard grading scale (90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; 59% or below, F). Evaluation is conducted by in-class examination and writing projects (essays and research papers).

TRANSFER MODULE REQUIREMENT CHANGES:

- None
- Add to English Composition area of Transfer Module
- Add to Arts/Humanities area of Transfer Module
- Add to Social and Behavioral Sciences area of Transfer Module
- Add to Mathematics area of Transfer Module
- Add to Natural and Physical Sciences area of Transfer Module

OTHER RESOURCES INCLUDING EQUIPMENT AND SOFTWARE:

Overhead projector, maps, and other supplementary materials.
Use of library and associated research resources including appropriate electronic databases and lending consortium.

Date: 4-05-04 (Division Approval)

Approved: 4-27-04

OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	