

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
Course Number: HIST122
Course Name: Western Civilization since the Thirty Years' War
Credit Hours: 3
Length of Course: 8-Weeks
Prerequisite: None

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Instructor Information

Please see the Syllabus Tool in your classroom for your instructor information. Thank you!

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Course Description (Catalog)

This course is a study of the history and culture of the Western world, from the beginnings of Europe's Early Modern Period to the present. It covers the major political, social, economic, religious and cultural developments, since the Thirty Years' War.

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Course Scope

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HIST122 (Western Civilization since the Thirty Years' War) meets part of the requirement for the General Education requirement for all majors at APUS. It introduces historical events and themes that are still relevant to today's societies. Whether students are history majors or simply have a passing interest in history, this class will provide a useful background in history that students can build upon in later courses.

Western Civilization since the Thirty Years' War covers the history of the Western world from the sixteenth century to present day. We will see the downfall (and beheading) of European monarchs, we will watch as emperors and dictators strive to conquer all of Europe (with possible designs of conquering the whole world?), and we will witness the beginning of new types of warfare and terrorism. We will trace intellectual, political and societal patterns over centuries of time to see how our own civilization and other Western cultures came to be as they are today.

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Course Objectives

After completing this course, you will be able to:

1. describe the political, social and economic transformation of various European nations over time.
2. recognize the intellectual and philosophical movements and ideas that greatly impacted the Western world.
3. discuss the causes of key political events such as the French Revolution, World War I, World War II and the Cold War and explain their short and long-term effects on Western civilization.
4. recognize the underlying reasons for tensions between the Western world and other areas (Middle East, Africa, etc.).
5. analyze the circumstances that allowed various tyrannical leaders to rise to power with the blessing of their people.
6. appreciate different styles of art and their meanings/purposes.
7. identify significant people and events in Western civilization from approximately 1600 to the present day.

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Course Delivery Method

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This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

Required Course Textbooks

Lynn Hunt, Thomas R. Martin, Barbara H. Rosenwein, R. Po-chia Hsia and Bonnie G. Smith. *The Making of the West: Peoples and Cultures, Volume II: Since 1500*. 3rd ed., Boston, MA: Bedford/St. Martin's, 2009.

Required Readings:

Lecturettes within Classroom

Additional Resources:

The Chicago Manual of Style, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.

Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.

[HIST122 Course Guide](#)

Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

| Site Name | Web Site URL/Address |
|-----------|----------------------|
|-----------|----------------------|

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[University of Chicago Style Manual](#)

<http://www.apus.edu/Online-Library/tutorials/chicago.htm>

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Evaluation Procedures

Reading Assignments: This course relies mainly on the assigned text, lecturettes, and supplemental readings. Links to these readings are located in the weekly lesson section of the course.

Forum Assignments: Throughout the course you will answer questions in the Forums, respond to the postings of you classmates, and answer follow-up questions that I will post in the Forum. Directions for the Forum assignments are located within the classroom and an in-depth explanation of the exact expectations are located in the “Forum Guidance and Requirements” document within the Week 1 Assignment lesson.

Written Assignments: During the course you will write two short papers, each at least three pages long. An in-depth explanation of the exact expectations are located in the “Written Assignment Guidance” document and assessment of these assignments is explained with the “Written Assignment Rubric” document within the Week 1 Assignment lesson.

Written Assignment Follow-On Questions: The grading of the two written assignments will include content related questions. During the course, two weeks after each of the written assignments is due, you will have the opportunity to post the answer to one of the questions that I ask while grading your paper and answer it. Special forums are in the class during Weeks Five and Eight for this purpose.

Exams: There is an open book final exam, non-proctored, that will be available for you to complete during Week Eight.

| Grade Instruments | Points |
|--|--------|
| Weekly Forums (Weeks 1 through 8: See gradebook with the class for exact breakdown of points.) | 51 |
| Writing Assignment #1 | 10 |
| Writing Assignment #2 | 10 |
| Writing Assignment #1 Follow-Up Question | 2 |

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| Writing Assignment #2 Follow-Up Question | 2 |
| Final Exam | 25 |
| Total | 100 |

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8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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| <u>Week</u> | <u>Topic</u> | <u>Learning Objectives</u> | <u>Readings</u> | <u>Assignment</u> |
|-------------|--|--|--|--|
| 1 | Absolutism and Constitutionalism | <ol style="list-style-type: none"> 1. Examine the reign of Louis XIV in France as an example of absolutism. 2. Describe how absolutism was practiced in central and eastern Europe. 3. Comprehend why and how constitutionalism took hold in England. 4. Recognize how this new order affected popular culture. | <p>Hunt, et. al., Chapter 16</p> <p>Read through the syllabus and documents in Lesson 1 Assignments.</p> | Forum #1 |
| 2 | The Age of Enlightenment | <ol style="list-style-type: none"> 1. Recognize how the Atlantic System encouraged both economic prosperity and social change. 2. Describe the position of the various European states at the dawn of the eighteenth century. 3. Define "enlightenment" and comprehend its impact on the political, economic, and social worlds in Europe and the Americas. | Hunt, et. al., Chapter 17 and 18 | Forum #2 |
| 3 | The French Revolution and the Napoleonic Era | <ol style="list-style-type: none"> 1. Comprehend the origins and development of the French Revolution. 2. Describe how the Revolution became extreme, eventually leading | Hunt, et. al., Chapters 19 and 20 | <p>Forum #3</p> <p>Written Assignment #1</p> |

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| | | <p>to the execution of Louis XVI and the Terror.</p> <p>3. Discuss reactions to the French Revolution throughout Europe.</p> <p>4. Examine the rise of Napoleon Bonaparte in the years of the Revolution.</p> <p>5. Explain Napoleon's military and political successes and failures.</p> <p>6. Comprehend how the Congress of Vienna attempted to restore stability to post-Napoleonic Europe.</p> | | |
| 4 | The Post-Napoleonic Era | <p>1. Comprehend the origins and development of the Industrial Revolution.</p> <p>2. Discuss how the Industrial Revolution inspired social reform throughout Europe.</p> <p>3. Explain how nationalism, liberalism, and socialism began to take root in Europe.</p> <p>4. Examine the causes and effects of the Revolutions of 1848.</p> | Hunt, et. al., Chapter 21 | Forum #4 |
| 5 | The Late Nineteenth Century | <p>1. Examine how the "Concert of Europe" came</p> | Hunt, et. al., Chapters 22 and 23 | Forum #5 |

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| | | <p>to an end in the mid-nineteenth century.</p> <p>2. Discuss how nationalism and <i>realpolitik</i> led to the unifications of Italy and Germany.</p> <p>3. Comprehend how other nations would reform themselves in an effort to maintain their standing in Europe.</p> <p>4. Describe the vast changes occurring in the cultural fabric of Europe of this time.</p> <p>5. Explain the causes and effects of the "New Imperialism."</p> | | Written Assignment #1 Follow-Up |
| 6 | The Great War | <p>1. Examine how Europeans dealt with (or ignored) the stresses and strains becoming apparent in the late nineteenth and early twentieth centuries.</p> <p>2. Discuss how Europeans managed and expanded their overseas empires.</p> <p>3. Comprehend the short and long-term causes of World War One.</p> <p>4. Describe how World War One progresses on both the</p> | Hunt, et. al., Chapters 24 and 25 | <p>Forum #6</p> <p>Written Assignment #2</p> |

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| | | <p>battle fronts and the home front.</p> <p>5. Explain how the Treaty of Versailles ended the war and set the stage for World War Two.</p> <p>6. Define the ways that post-war Europeans dealt with the physical, social, and psychological turmoil produced by the war.</p> <p>7. Examine how the post-war world gave rise to dictatorships in Russia and Italy.</p> | | |
| 7 | The Second World War and the Cold War | <p>1. Examine how the Great Depression started and impacted the world.</p> <p>2. Discuss how totalitarianism grew in both the Soviet Union and Germany.</p> <p>3. Comprehend the racial policies of Nazism and their connection with the Holocaust.</p> <p>4. Analyze how Western democracies dealt with the political and economic crises of the Thirties.</p> <p>5. Explain how Hitler's expansion in central Europe</p> | Hunt, et. al., Chapters 26 and 27 | Forum #7 |

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| | | <p>led to war.</p> <p>6. Describe the progress of World War Two, especially the reasons for the eventual defeat of Germany and Japan.</p> <p>7. Examine how the end of the Second World War led to the Cold War.</p> <p>8. Discuss why the overseas empires of the European nations fell apart after the war.</p> | | |
| 8 | The Post-War World | <p>1. Discuss the changes in technology and society in the postindustrial era.</p> <p>2. Comprehend how and why the Cold War came to an end.</p> <p>3. Explain the collapse of the Soviet Union.</p> <p>4. Examine the various challenges posed by globalism, environmental stress, and terrorism in the twenty-first century.</p> | Hunt, et. al., Chapters 28 and 29 | <p>Forum #8</p> <p>Written Assignment #2 Follow-Up</p> <p>Final Exam</p> |

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

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[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations: Within the class, are several documents that explain the expectation within the History program. These documents are the “Forum Guidance and Requirements”, “Written Assignment Guidance”, and “Written Assignment Rubric”.

Citation and Reference Style: Attention Please: Students will follow the University of Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the University of Chicago Manual of Style.

Late Assignments: Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette: Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :) , ☺

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Disclaimer Statement: Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](#) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code. Professors will use Turnitin.com to routinely check for potential plagiarism in forum postings, written assignments, and the final exam.

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Selected Bibliography

The selected bibliography for this course is located in the [Course Guide](#) within the APUS Online Library.

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