



UNIVERSITY OF NORTHERN COLORADO

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## Extended Campus

College of Humanities & Social Sciences  
Department of History

UNC Dual Enrollment at Bennett High School

HIST 121-679: Western Civilization 1689 to the Present  
Spring 2021

**Instructor:** Marty Van Buskirk

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University of Northern Colorado Credits:3; (LAC, gtP\*)

Bennett High School Credits: .5

Prerequisites: None

### **Catalog Description**

A survey of western Civilization from the Glorious Revolution to the Present

### **Required Texts & Materials**

Cole, Joshua & Symes, Carol. Western Civilizations. Eighteenth Edition. W.W. Norton and Company. 2014

### **Course Description and Goals**

History 121 is a lower level survey of Western Civilization from the age of Absolutism to the Cold War and the creation of Modern Europe. The purpose of the Western Civilization course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. We will cover more than 300 years of European history, this survey begins with Absolutism, the Enlightenment and the French Revolution. Next, we'll examine class, politics, and industrial expansion. Last, we will analyze the world wars, the Cold War, and Europe since the fall of the Berlin Wall. By the end of the class, you will have learned how to think historically. As the student, you will be tasked to think like historians, using critical thinking skills, primary source analysis, and effective communication interpreting the importance of given civilizations or eras and citing evidence to support your conclusions.

### **Student Learning Outcomes**

- Students will acquire a basic understanding of historical changes in Western Civilization since 1689.
- Students will recognize that historical narratives are constructed by historians and change over time.
- Students will discuss historical questions in written and oral form.
- Students will learn to recognize the difference between primary and secondary sources and begin to think critically and analytically about the past.
- Students will compose an outside paper, driven by an argument and supported by historical evidence.

## **Course Requirements**

- Attendance is expected and will be part of their Participation/Engagement grade.
  - Please be prompt.
- Students are expected to be engaged with course readings, lectures, and discussions.
- Reading is essential to your learning and will make the class better.
  - Please keep up with your reading each week.
  - Come to class ready to discuss what was confusing to you, what was interesting to you, or any readings that challenged your perspective.
- Students should demonstrate professional behavior and respect toward the instructor and fellow students.
- Students should be paying attention in class and not engaging in other activities that have nothing to do with the class, i.e. texting, inappropriate or unwarranted chatting with fellow students, playing on the internet, listening to music devices, working on assignments for other classes, sleeping, etc.
- Unless you have extenuating circumstances, you are expected to take all exams and quizzes at their scheduled times.
  - Let me know prior to the date if you must miss class.
- All assignments are to be turned in the day they are due, or if you must miss the class, they are due the class day before they are due.
- Cheating on tests &/or plagiarizing on papers is unacceptable and will result in a failing grade.

## **Evaluation & Grading**

### **Quizzes:**

Quizzes may be administered over podcasts, primary sources, readings, and content from class. There will be a minimum of 5 quizzes administered. Some of these will be announced, however some will not be announced. These will be multiple choice and matching questions given through Canvas.

**Quizzes are worth 20-100 points each**

### **Analytical Essays:**

There will be a minimum of 4 essays required. These essays will require you to use primary sources and other materials given to answer the prompt questions. These questions are a chance for you to work, think, and write like a historian. More specific directions will be handed out in class and posted on Canvas. Most of these essays need to be 2 ½ -3pages typed and double-spaced providing sources when needed.

**Essays are worth 50 points each**

### **Projects:**

There will be a minimum of 2 creative projects given.

**Projects will be worth 50 points each**

### **Historical Narrative Research Paper:**

Each student will write a historical narrative research paper (details of this paper will be given in class).

**Historical narrative will be worth 200 points**

### **Exams:**

There will be 2 exams, a Midterm and Final. Exams will be over the course lectures, podcasts, readings, and primary sources. Exams will consist of two essay questions, of student's choice, from a list of questions and 5 term identifications, also student's choice, from a group of terms.

**Each exam is worth 200 points**

### **Participation/Engagement:**

This segment has the potential to be worth up to 200 points. Students will have the opportunity to earn daily points with their participation and engagement. This grade will also take into account attendance, tardiness, not

turning in assignments, late work, behavior, classroom simulations, primary source readings, maps, current events, debates, discussions, notebooks, etc. Special days involving group work with primary sources, debates, discussions, etc. will be worth extra points.

### **Home Fun:**

All assignments will be expected to be turned in on time at the risk of a failing grade and loss of participation points.

### **Notebook:**

Students will be required to have a 3-4-inch 3 ring binder. This will be very important part of class. Your notebook will need to have 12 dividers with the following labels:

- Syllabus/Class Information
- Current Events
- Study Guides
- Journal
- Cornell/Guided Notes
- Graphic Organizers
- Maps
- Primary Source Documents
- Readings
- Projects
- Videos
- Essays and Quizzes/Exams

(Notebooks will be checked periodically at random, this will be part of your participation grade).

### **Grading Scale**

A	90-100%
B	80-89
C	70-79
D	60-69
F	0-59

All assignments will be available to be downloaded on Canvas.

### **Topical Outline:**

Unit I-Absolutism  
Unit II-The Scientific Revolution  
Unit III-The Enlightenment  
Unit IV-The French Revolution  
Unit V-Industry and Isms  
Unit VI-Revolutions and Nation Building  
Unit VII-WWI  
Unit VII-Totalitarianism and WWII  
Unit IX-The Cold War and Contemporary Euro

### **Students with Disabilities:**

Any student requesting disability accommodation for this class must inform the instructor and give appropriate notice. Students are encouraged to contact Disability Support Services at Bennett High School to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code:**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC's Policies:**

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website: <http://www.unco.edu/dean-of-students/>.

**Student Satisfaction Evaluation:**

Participants will be asked to evaluate the workshop for instructors' knowledge, interest and enthusiasm as well as providing additional information on classes or topics that you would like to see developed as a future offering from UNC. Evaluations will be in Canvas.

**Dropping or Withdrawing from a UNC Dual Credit Course:**

**Note:** Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#).

Please use the [Dual Enrollment Drop & Withdrawal Form](#).

- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of "W" (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

**Liberal Arts Core & Colorado gtPathways\*:**

This course satisfies 3 credits from Area 4. (History) of the UNC Liberal Arts Core. This course has been approved by the Colorado Commission on Higher Education for inclusion in the Colorado Guaranteed Transfer Program, gtP. gtP courses automatically transfer to any public institution in Colorado and will continue to count toward general education or other graduation requirements for any liberal arts or science associate or bachelor's degree program IF a grade of C- or higher is recorded. Statewide articulation agreements prescribe specific general education and degree requirements in the following professional degree programs: business, early childhood, elementary education, engineering and nursing. Most other courses not approved for the gtP designation will also be accepted in transfer by other institutions but may not fulfill general education or degree requirements.

## **Course Schedule and Pacing (I will try to stick to this pacing; however, as usual things can & will change)**

### **Week 1-Absolutism**

Lecture/Discussion-Absolutism  
Prepare for Absolute Monarch Draft  
Absolute Monarch Draft

### **Week 2-The Scientific Revolution**

Lecture/Discussion-The Scientific Revolution  
Finish Lecture  
    Project-Absolutism, Scientific Revolution and the Enlightenment  
Primary Source Readings/Discussions  
    Video

### **Week 3-Scientific Revolution and The Enlightenment**

Scientific Stations Activity  
Lecture/Discussion-The Enlightenment  
Finish Lecture  
    Salon Activity

### **Week 4-The French Revolution**

Primary Sources-The Social Contract, The Consent of the Governed, Leviathan  
Lecture/Discussion-The French Revolution Pt. I  
Primary Sources-Sieyes-     “What is the Third Estate”  
                                      “The Declaration of the Rights of Man”  
                                      “A Call for Women’s Inclusion”

### **Week 5-The French Revolution**

Lecture/Discussion-The French Revolution Pt. II  
    “The Reign of Terror” and Robespierre  
Video-The French Revolution  
Lecture/Discussion-The Rise of Napoleon and the Reshaping of Europe

### **Week 6-Napoleonic Europe**

Primary Source Documents-The Napoleonic Code (Compare and Contrast with others)  
Lecture/Discussion-The Fall of Napoleon  
Video-Napoleon

### **Week 7-Napoleonic Europe**

2/24-Lecture/Discussion-The Congress of Vienna  
2/25-Primary Source Reading and Discussion-Metternich’s- “The Conservative Order and Liberalism”  
2/26-Congress of Vienna Simulation and Map Activity

### **Week 8-Industry and Isms**

Lecture/Discussion-Beginnings of the Industrial Age  
Karl Marx and the Communist Manifesto-The Working Class  
Video-The Industrial Revolution

### **Week 9-Industry and Isms**

Industrialization-Factories-Workers  
Industrial Revolution Simulation  
Advances in Technology

## **Midterm Open in Canvas**

### **Week 10-Industry & Isms**

Inventions/Intro to Project

Lecture/Discussion-19th Century Isms

Age of Ideologies Activity/Essay

### **Week 11-Revolutions and Nation Building**

Revolutions of 1848

Revisit Marxism Socialism and the Communist Manifesto-What is the Proletariat?

Nationalism Unity and Imperialism in France and Britain

German Reunification

### **Week 12-The Great War**

Lecture/Discussion/Primary Source Readings-Causes of WWI

Entangling Alliances Simulation

Lecture/Discussion/Primary Sources-A New Kind of War/Video

### **Week 13-The Great War**

The Russian Revolution-Lecture/Discussion/Primary Source Readings

The End of the War and the Weimer Republic/Redrawn map of Europe

Totalitarianism and the Rise of Fascism/Video

### **Week 14-Totalitarianism and WWII**

The Rise of Hitler and the Nazi's-Lecture/Discussion/Primary Source

Nazi Propaganda and The Night of Broken Glass

The Blitzkrieg/Dunkirk/Battle of Britain/ Letters from The Ghetto

### **Week 15-Totalitarianism and WWII**

The European Theatre

Primary Sources/Video

The Pacific Theatre and the Holocaust

### **Week 16-The Cold War and Contemporary Europe**

Lecture/Discussion/Primary Sources-The Cold War

The Berlin Wall

Current Issue in Europe

**Final will be open in Canvas**