

# Eastern Nazarene College

## CP210 Western Heritage (In World Perspective)

“If you would understand anything, observe its beginning and its development.”  
Aristotle

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### Required materials:

Bulliet, R. W., Crossley, P.K., Headrick, D.R., Hirsch, S.W., Johnson, L.L. & Northrup, D. (2006). *The earth and its peoples a global history, brief third edition*. Boston: Houghton Mifflin Company.

Kosso, C. (2001) *Map workbook for world history, volume I third edition*. Belmont, CA: Wadsworth/Thomson Learning.

Kosso, C. (2001) *Map workbook for world history, volume II third edition*. Belmont, CA: Wadsworth/Thomson Learning.

### Course Description

CP210 Western Heritage (3cr) Summary view of the development of humanity in the Western world with emphasis upon the problems of unity, continuity, and change in history.

### CP210 Course Objectives and Outcomes:

**Objective #1: To acquire an elementary historical framework for the development of Western civilization.**

**Outcome #1:** Upon successful completion of this course, the student will have acquired a basic chronological understanding of the major epochs, the ability to know the dominant characteristics (intellectual, political, economic, etc.) of the epochs, and an awareness of the factors leading to their development, transition, and/or demise. This will be assessed by examination, curriculum connection assignments, and a series of essays.

**Objective #2: To acquire a basic temporal-spatial understanding of Western civilization**

**Outcome #2:** Upon successful completion of this course, the student will have a basic understanding of topography, geography and climate upon history. The student will be required to know the physical, political, and cultural geography of the world at a basic level and will have at least a basic understanding of world political geography. This will be assessed by geography assignments and examinations questions that test both location of place names and understanding of the impact of geography on history.

**Objective #3: To gain an understanding for the development of key characteristics of today's world.**

**Outcome #3:** Upon successful completion of this course, the student will be able to distinguish between modernity and post-modernity. The student will be able to recognize major

developments in world history such as the emergence of democracy, capitalism, non-violent political discourse, and globalization. This will be assessed by both examination and a series of essays.

**Objective #4: To provide a framework for greater appreciation of the entire Cultural Perspective Sequence.**

**Outcome #4:** Upon successful completion of this course, the student will have a framework for understanding the interaction of geography, political and economic systems, culture and religion, population movements etc. to create distinctive epochal characteristics particularly as they are manifested in ideas and values as well as artistic expression. Students will be provided with the historical context for appreciation of other CP courses. This will best be assessed by the ability of students to move from CP 210 into CP courses with retention of the types of things listed in the above Outcomes.

**Objective #5: To develop and reinforce essential strategic reading and communication skills**

**Outcome #5:** To complete this course successfully, the student will be required to: (a) read and take notes in such a manner as to be able to distinguish primary points from subsidiary ones, (b) assimilate large amounts of information, (c) to write in a coherent, logical, and organized fashion.

**Assignments**

- 4 Graphic organizers maps
  1. Western civilization story map
  2. Political system origins map
  3. Economic systems origins map
  4. Globalization map
- 4 Essay questions
- 4 Curriculum connection assignments
- Final Exam

**Point totals:**

Graphic organizer maps (25 points each)	100
Essays (25 points each)	100
Curriculum connections ( 25 points each)	100
Final Exam	100
	400

**Grading Policy:**

The authority of and responsibility for evaluating and grading students' academic performance is vested with the faculty who are retained for, among other factors, their competency in making such judgments.

Faculty, as professional educators and subject matter experts, are expected to evaluate student performance and submit final course grades to the Division office. The instructor should adhere to our Attendance Policy in reference to absenteeism and tardiness.

Formal grade reports are issued to the student upon completion of each course. Grade reports indicate the course taken, credits received, and grades assigned.

The Division uses the following grade point system to evaluate student performance.

A	380-400	C+	308-319
A-	360-379	C	292-307
B+	348-359	C-	280-291
B	332-347	D	240-279
B-	320-331	F	239 and below

NOTE: There is no A+, D+, or D- in the grading system.

W = Withdrawal from the course (the student must formally withdraw from the course by contacting his/her Academic Advisor in writing before the last class meeting).

### **Incomplete Grades:**

I = Incomplete grade (issued *only by prior arrangement* with the faculty member; the student has five weeks from the final meeting date of the course in which to complete all coursework).

Students who fail to complete all course requirements on a timely basis due to extenuating circumstances or events, may, by *prior arrangement with the instructor*, receive the grade of "I." This "I" grade should not be issued to students who have missed several classes, or to students who have mismanaged their time.

The appropriate form (Incomplete/change of grade form) must be completed by the professor approving the "I" grade. This will document the remaining work to be completed, and it needs to be approved by the Adult and Graduate Studies office. Work must be completed within the five weeks to be accepted.

The same form (under the "Incomplete section") must be re-submitted by the professor in issuing an actual grade, (i.e. converting the "I" grade to a letter grade), once the work has been successfully completed by the student within the given timeframe.

The student who fails to complete all course requirements by the assigned time will have his/her grade of "I" changed to a "F." The student will be required to repeat the course at his or her own expense.

Students are to receive final grades from the Division office, not from the instructor, as there may be financial implications.

### **Attendance Policy**

Classes are held once per week for four hours. **Class attendance is vital to the educational experience and, therefore, is mandatory.** Class attendance records are maintained by the instructor.

Attendance is very important to the experience that other members of the class will have. Participation and inquiry are integral components to any learning process and, as people

developing into teachers, it is important to begin modeling a class environment you will come to expect of your students. Participation in class means that you have read material *before* coming to class, have reflected on it and thought critically about it, and come to class ready to add insights and thoughts concerning that which you have read. Any absences need to be addressed in advance or no arrangements can be made for missed responsibilities.

If a student misses one session during a course, a student's final course grade will be dropped a letter grade, i.e., the highest grade that can be achieved for a course with one absence is a "B" grade. If a student misses two sessions during a course, a student's final course grade will be dropped an additional letter grade, i.e., the highest grade that can be achieved for a course with two absences is a "C-" grade. If a student misses three sessions an "F" grade will result.

**Please note:**

Students must consult the Adult and Graduate Studies office on the Refund Policy and the financial ramifications of withdrawal. Students receiving federal financial aid or veteran's benefits must be very careful as withdrawals (leaves of absence) may significantly impact the terms of their aid.

**Late Assignments/Missed Test Policy**

Assignments not turned in on the date of a class session, whether by absence or by incompleteness of the assignment, will be marked down one letter grade for each day late.

Missed work must be made up before the next class session by arrangement with the professor.

**Academic Dishonesty:**

At Eastern Nazarene College, integrity and honesty are expected and required in all activities associated in any way with the academic course work. Faculty members are required to report any instances of academic dishonesty to the Adult and Graduate Studies office. While it is not prudent or practical to specify an exhaustive list of unacceptable behaviors related to academic integrity, examples of unacceptable behavior include, but are not limited to, the following:

- Cheating (e.g., using any unauthorized materials or devices during an examination, allowing other students to submit your work under their name, changing responses on an exam after it has been graded, etc.).
- Plagiarism, which is representing the work of others as your own, either directly or by implication (e.g., not giving credit to the original source for any thoughts, ideas, quotations, charts, and so forth that may be included in one's own work, etc.).
- Falsifying information (e.g., reporting of undocumented data, fabricating a set of data, fabricating volunteer hours required for a course, signing the attendance sheet for an absent student, etc.).

## Content Outline

### Week 1: The story of Western civilization

**Essential question:** What is the story of Western civilization?

**Objective #1:** To acquire an elementary historical framework for the development of Western civilization.

**Objective #2:** To acquire a basic temporal-spatial understanding of Western civilization.

**Content outline:**

1. **Birth of western civilization:** What is civilization?
  - a. Before civilization
  - b. Early civilizations
  - c. Greece and Rome
  - d. Middle Ages
2. **Development of modernity:** What is modernity and how did it develop?
  - a. Renaissance
  - b. Reformation
  - c. Scientific Revolution
  - d. Enlightenment
3. **Rise and fall of modernity:** How did modernity collapse in the 1900s?
  - a. Industrial Revolution
  - b. Imperialism
  - c. Revolutions for mass politics
  - d. World Wars
4. **Post-modernity:** What is post-modernity?
  - a. Cold War
  - b. Terrorism
  - c. Computer revolution
  - d. Globalization

**Key Terms:**

1. Periodization	8. Middle Ages	15. Imperialism
2. Epochs	9. Renaissance	16. World Wars
3. Agricultural Rev	10. Reformation	<b>17. Post-modernity</b>
4. Civilization	11. Scientific Rev	18. Cold War
5. Culture	12. Enlightenment	19. Terrorism
6. Politics	<b>13. Modernity*</b>	20. Computer Rev
7. Economy	14. Industrial Rev	21. Globalization

- Assignments:** (due next week)
1. Essay answer to this week's essential question.
  2. Curriculum connection assignment (see page 11 and 12)

## Week 2: Political Systems

**Essential question:** What are the origins of our democratic constitutional republic?

**Required reading:** Chapter 1 – Mesopotamia (15-26)  
 Chapter 3 – Assyrian Empire and Israel (81-91)  
 Chapter 4 – The Rise of the Greeks (113-118)  
 Chapter 5 – Rome’s creation of a Mediterranean Empire (147-160)  
 Chapter 8 – Early Medieval Europe and the Western Church (235-243)  
 Chapter 15 – Political Innovations (378-384)  
 Chapter 23 – Nationalism and the Great Powers of Europe (557-561)  
 Chapter 26 – Stalin’s Revolution (620-622)  
 Chapter 26 – The rise of Fascism (626-628)

**Objective #3:** To gain an understanding for the development of key characteristics of today’s world.

**Content outline:**

- 1. Early attempts at political systems**
  - a. Slavery
  - b. Mesopotamians
    - i. Sumerians
    - ii. Assyrians
    - iii. Babylonians (Hammurabi)
    - iv. Israelites
- 2. Greece – seeds of democracy in the context of slavery**
  - a. Geography shaping history – Greek city-states
  - b. Athens and Sparta
- 3. Rome from Republic to Empire – Centralized control**
  - a. Roman republic
  - b. Roman Empire
  - c. Pax Romana
  - d. Mercenaries
- 4. Feudalism and the problems with decentralized control**
  - a. Social order
  - b. Political structure
  - c. Monarchy
  - d. Holy Roman Empire
- 5. Rise of the Nation State**
  - a. Constitutional in England
  - b. Absolutism in France
- 6. The American Experiment**
  - a. Origins in the Enlightenment
    - i. John Locke
    - ii. Montesquieu
    - iii. Voltaire
  - b. Constitutional Republic
- 7. Growth of Democracy in the 1800s**
  - a. Political spectrum (Conservatives vs. Liberals)

- b. Mass politics
  - c. Universal male suffrage
  - d. Nationalism
- 8. Anti-democratic governments**
- a. Totalitarianism
  - b. Left - Communism in the USSR and China
  - c. Right - Fascism in Germany and Italy

**Key Terms:**

1. Slavery	8. Byzantine Empire	15. <b>Const. Republic</b>
2. Mesopotamians	9. Feudalism	16. <b>Mass politics</b>
3. Hammurabi	10. Monarchy	17. <b>Nationalism</b>
4. Athens	11. Holy Roman Emp,	18. USSR
5. <b>Democracy</b>	12. Constitutionalism	19. Totalitarianism
6. Sparta	13. Absolutism	20. Fascism
7. Rome	14. Nation-state	

**Assignments:**  
(due next week)

- 1. Essay answer to this week's essential question.
- 2. Curriculum connection assignment (see page 11 and 12)

## Week 3: Economic Systems

**Essential question:** How did our world's capitalistic economic system develop and what alternatives exist?

**Required reading:** Chapter 14 – Encounters with Europe (399-405)  
Chapter 16 – Creating the Atlantic Economy (403-408)  
Chapter 20 – 480-497  
Chapter 23 – Social Transformation (550-556)  
Chapter 26 – The Depression (623-224)

**Objective #3:** To gain an understanding for the development of key characteristics of today's world.

### Content outline:

- 1. Slavery as an economic system**
  - a. Slavery with rights?
- 2. Feudalism as an economic system**
  - a. Social structure in feudal societies
  - b. Land value tied to the serfs
- 3. Age of Exploration**
  - a. Mercantilism
  - b. African Slavery
  - c. Triangle Trade
- 4. Industrial Revolution**
  - a. Capitalism
  - b. Free market
  - c. Laissez-faire
- 5. Factory system**
  - a. Working class conditions
  - b. Family structure
- 6. Socialism and Communism**
  - a. Karl Marx
  - b. USSR
  - c. China
- 7. Great Depression of the 1930s**
  - a. United States
  - b. Europe
  - c. Germany
- 8. Fascist states**
- 9. Welfare state liberalism**

**Key Terms:**

1. Slavery 2. Feudalism 3. Mercantilism 4. African Slavery 5. Triangle Trade 6. <b>Capitalism</b>	7. Free market 8. Laissez-faire 9. Socialism 10. Communism 11. <b>Welfare state</b>
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**Assignments:**

(due next week)

1. Essay answer to this week's essential question.
2. Curriculum connection assignment (see page 11 and 12)

## **Week 4: Social change in Western civilization**

**Essential question:** How have people throughout history attempted to change society?

**Required reading:** Chapter 7 – The Rise of Islam (203-224)  
Chapter 8 – The Crusades (250-251)  
Chapter 15 - Transformations in Europe (365-377)  
Chapter 19 – Revolutionary Changes (461-469)  
Chapter 25 – The Russian Revolution (601-605)  
Chapter 27 – The Indian Independence Movement (646-651)

**Objective #3:** To gain an understanding for the development of key characteristics of today's world.

**Content outline:**

- 1. Religious movements**
  - a. Christianity
    - i. Catholicism
    - ii. Protestantism
  - b. Islam
- 2. Intellectual movements**
  - a. Scientific Revolution
  - b. Philosophes
- 3. Revolutions**
  - a. French Revolution
  - b. American Revolution
  - c. Revolutions of the 1800s
    - i. Chartist movement in England
    - ii. Communards in France
    - iii. Revolutions of 1848
  - d. Russian Revolution
- 4. Women's movement**
  - a. Cult of domesticity
  - b. Women's suffrage
    - i. Britain
    - ii. America
  - c. The Pill
- 5. Civil rights movement**
  - a. Cult of domesticity
  - b. Martin Luther King jr.
  - c. Gandhi

**Key Terms:**

1. Christianity	10. Scientific Rev
2. Jesus Christ	11. Philosophes
3. Catholicism	12. French Rev
4. Paul	13. American Rev
5. Protestantism	14. Revs of the 1800s
6. Martin Luther	15. Russian Rev
7. Islam	16. Cult of domesticity
8. Mohammed	17. Suffrage
9. Martin Luther	<b>18. Non-violence</b>

**Assignments:**

(due next week)

1. Essay answer to this week's essential question.
2. Curriculum connection assignment (see page 11 and 12)

## Week 5: Globalization and hyper-individualism

**Essential question:** How is the world both globalizing and becoming more hyper-individualistic?

**Required reading:** All of the section introductions and chapter summaries

**Objective #3:** To gain an understanding for the development of key characteristics of today's world.

**Content outline:**

1. Globalization
  - a. Localism in the Middle Ages
  - b. Age of Exploration
    - i. *Guns, Germs and Steel*
    - ii. Colonization
  - c. From the farm to the city: Urbanization and the Industrial Revolution
  - d. Imperialism
  - e. Decolonization and the third world
  - f. United Nations
  - g. Global Economics
2. Hyper Individualism
  - a. Medieval worldview
  - b. Renaissance
    - i. Humanism
    - ii. Individualism
  - c. Reformation
    - i. Priesthood of all believers
    - ii. Protestant Work Ethic
  - d. Capitalism
  - e. Computer Revolution

**Key Terms:**

1. Age of Exploration	10. Medieval worldview
2. Colonization	11. Humanism
3. Urbanization	12. Individualism
4. Imperialism	13. Priesthood of all believers
5. AIDS	14. Protestant work ethic
6. Decolonization	15. Computer revolution
7. Third world	<b>16. Hyper-individualism</b>
8. United Nations	
<b>9. Globalization</b>	

### Curriculum Connection Assignments:

As an early childhood or elementary school teacher, you will be responsible for covering content in the Massachusetts History and Social Science Curriculum Framework. This curriculum document asks **“schools to purposely impart to their students the learning necessary for an *informed, reasoned* allegiance to the ideals of a free society.”** This task rests on three convictions:

“First, that democracy is the worthiest form of human governance ever conceived.

Second, that we cannot take democracy’s survival or its spread or its perfection in practice for granted. Indeed, we believe that the great central drama of modern history has been and continues to be the struggle to establish, preserve, and extend democracy at home and abroad. We know that very much still needs doing to achieve justice and civility in our own society. Abroad, we note that only one-third of the world’s people live under conditions that can be described as free.

Third, we are convinced that democracy’s survival depends upon our transmitting to each new generation the political vision of liberty and equality that unites us as Americans. It also depends on a deep loyalty to the political institutions our founders put together to fulfill that vision.”

To ready yourself for this lofty task, you are to take what you learn in this class and begin to apply it to your future classroom by crafting the following products according to you desired level.

	Early-childhood assignment	Elementary assignment
Week 1: Western Story	One of the goals of the Social Studies frameworks at this level is to help students identify sequential actions in stories. For this classroom connection, you are to turn tonight’s story of Western civilization into a children’s book of at least 5 pages.	One of the goals of the Social Studies frameworks at this level is to help students identify causation. For this classroom connection, you are to turn tonight’s story of Western civilization into a graphic organizer for the elementary school classroom that demonstrates the principles of cause and effect and focuses on how one period led to the next.
Week 2: Political Systems	As you can see from above, the frameworks aim to teach “reasoned allegiance to the ideals of a free society.” You are to take tonight’s discussion about our democratic constitutional republic and other political systems and create a recommended reading list (of at least 3 books) for early childhood centers of patriotic books. Beside each recommendation describe how it can help promote “reasoned allegiance to the ideals of a free society.”	As you can see from above, the overall goal of the frameworks are to teach “reasoned allegiance to the ideals of a free society.” You are to take tonight’s discussion about our democratic constitutional republic and other political systems to create a recommended reading list (of at least 3 books) for elementary school libraries of patriotic books. Beside each recommendation describe how it can help promote “reasoned allegiance to the ideals of a free society.”

<p>Week 3: Economic Systems</p>	<p>At this level, the frameworks want you to help students use words such as jobs, money, buying, and selling, and to give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. You are to take tonight's discussion about capitalism to write a one page description of potential play centers that will introduce children to these economic concepts.</p>	<p>One of the goals of the 5th grade frameworks are to teach students the concepts of supply and demand. You are to use tonight's discussion about capitalism to map a classroom activity, game or student project that introduces students to the concepts of supply and demand.</p>
<p>Week 4: Change agents</p>	<p>One of the goals of the frameworks at this level is to give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. You are to use tonight's discussion of change agents in Western civilization to develop classroom rules for your classroom. Explain how your rules reflect these concepts and how you can use your classroom rules to introduce students to concepts of authority, fairness, justice, responsibility and rules.</p>	<p>One of the goals of the 2nd grade curriculum is for teachers to describe and compare different ways people have achieved great distinction. For this classroom connection you are to do just this for two individuals that we talked about tonight and present it in a way that a second grader could access the information.</p>

## Written Communication rubric

Your essay answers to the essential questions will be approximately 2 pages long.

	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Inadequate 1</b>	Score
<b>Ideas/Topic development</b>	-Ideas directly address the purpose of the writing. -Ideas show subject mastery and critical thought. - Ideas are thoroughly developed offering ample examples and elaboration.	-Ideas mostly address the purpose of the writing. -Ideas demonstrate understanding and some critical thought. - Ideas are adequately developed offering examples and elaboration.	-Ideas rarely address the purpose of the writing. -Ideas demonstrate little understanding of the topic - Ideas are sometimes developed offering few examples and elaboration.	-Ideas rarely address the purpose of the writing. -Ideas demonstrate multiple misconceptions of the topic. - Ideas are rarely developed offering no examples and/or elaboration.	_____ x2
<b>Evidence</b>	- Ample supporting evidence is provided. -Evidence is convincing. -Evidence is seamlessly integrated and presented in the appropriate format	- Supporting evidence is provided. -Evidence is mostly convincing. -Evidence is integrated and presented in appropriate format	- Supporting evidence is sometimes provided. -Evidence is usually not convincing. -Evidence is awkwardly integrated or not presented in the appropriate format	- Supporting evidence is rarely provided. -Evidence is not integrated or not presented in the appropriate format.	_____ x2
<b>Organization</b>	-All ideas are organized in an appropriate and logical manner. -Organization enhances the topic development	-Most ideas are organized in an appropriate and logical manner. -Organization develops the topic.	-Ideas are disorganized. -The lack of organization detracts from the topic development.	-No organization is present. -The lack of organization inhibits topic development.	_____ x1
<b>Fluency</b>	-Written response employs appropriate use of voice and English conventions. - Subject appropriate vocabulary aids fluency	-Written response almost always employs appropriate use of voice and English conventions. - Subject appropriate vocabulary is present	-Written response usually employs appropriate use of voice and English conventions.	-The consistent inappropriate use of voice and English conventions detracted from the work as a whole.	_____ x1
<b>Skill Proficiency Rating</b>	25-21	20-15	14 - 9	9-0	_____ Total score