

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Kingsborough
<b>Course Number</b>	HIS 31
<b>Course Title</b>	Napoleon to Hitler
<b>Department(s)</b>	History, Philosophy and Political Science
<b>Discipline</b>	History
<b>Subject Area</b>	D. Individual and Society    Enter one Subject Area from the attached list.
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites</b>	None
<b>Catalogue Description</b>	A survey of the major landmarks in modern history of Europe from the Age of Enlightenment to World War II. It focuses on the major intellectual, political, economic, social and cultural developments in Western Civilization from the eighteenth century to the twentieth. Topics include: the Age of Reason and the Old Regime; liberal ideas and revolutions; romanticism and nationalism; industrialization and imperialism; new intellectual currents and the rise of totalitarian states; the role of individual in history.
<b>Syllabus</b>	<b>Syllabus attached</b> Syllabus must be included with submission, 5 pages max
<p><b>Waivers for 4-credit Math and Science Courses</b></p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

<p><b>Indicate the status of this course being nominated:</b></p> <p> <input type="checkbox"/> current course             <input type="checkbox"/> revision of current course             <input type="checkbox"/> a new course being proposed         </p>	
<p><b>CUNY COMMON CORE Location</b></p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p><b>Required</b></p> <p> <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematical and Quantitative Reasoning  <input type="checkbox"/> Life and Physical Sciences         </p>	<p><b>Flexible</b></p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> World Cultures and Global Issues  <input type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression           </div> <div> <input type="checkbox"/> Individual and Society  <input type="checkbox"/> Scientific World           </div> </div>
<p><b>Learning Outcomes</b></p> <p>In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.</p>	
<p><b>I. Required Core (12 credits)</b></p>	
<p><b>A. English Composition: Six credits</b></p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
	<ul style="list-style-type: none"> <li>Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>
<p><b>B. Mathematical and Quantitative Reasoning: Three credits</b></p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
	<ul style="list-style-type: none"> <li>Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
	<ul style="list-style-type: none"> <li>Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
	<ul style="list-style-type: none"> <li>Effectively communicate quantitative analysis or solutions to</li> </ul>

	mathematical problems in written or oral form.
	<ul style="list-style-type: none"> <li>Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply mathematical methods to problems in other fields of study.</li> </ul>
<b>C. Life and Physical Sciences: Three credits</b> A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<b>II. Flexible Core (18 credits)</b> Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

<b>B. U.S. Experience in its Diversity</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>
<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or</li> </ul>

	communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>
<b>D. Individual and Society</b> A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
The role of the individual is stressed in the title of the course. It is examined critically in the major events during the period covered. For responses in the affirmative, see the attached syllabus.  Yes	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Yes	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
Yes	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<b>E. Scientific World</b> A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific</li> </ul>

	or formal theory.
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>

## **KINGSBOROUGH COMMUNITY COLLEGE**

**Of The City University of New York**

### **SYLLABUS**

#### **HISTORY 31 MODERN EUROPE: NAPOLEON TO HITLER**

##### **INTRODUCTION**

The period studied in this course leads us from the tradition-bound world-view that preoccupied man's mind and conduct over several thousand years to a dramatic change in human outlook. To reach this contemporary mind-set we pass through a period of stunning scientific observations and discoveries which in turn leads us to the period of Enlightenment. What is the basis of the Enlightenment? How does this affect the thought processes of this new era? What ramifications does this have for political, social, and economic organization of the modern world?

A new world is born based on the thought that precedes the two foundational revolutions of Modern Europe, the French and Industrial Revolutions. However, this new world produces heretofore unknown difficulties and the new difficulties lead to demands for solutions and justice, both moderate and radical. Thus it is our contemporary world that we can better understand and place in proper perspective if we learn the intricacies of the evolution of Europe from the Age of Faith to the Age of Reason.

The principal purpose of this course is to acquaint the students with the basic political, economic and cultural ideas that have shaped the development of this important period in modern history. It will also strive to develop in them that capacity for historical insight which enables them to view more objectively and impartially the people and the political institutions in the present global world.

##### **SPECIFIC LEARNING GOALS**

- To instill in the student an appreciation of history through the study of the different paths of development in our multicultural world
- To make the students aware of recurring themes in society in different parts of the world
- To develop in the student an understanding of the historical, social and economic forces that shaped the modern world
- To develop in the student the ability to communicate and analyze information related to history
- To enable the student to recognize and value culturally-diverse historical perspectives

- To aid the student in acquiring a deeper insight and a balanced understanding of the global world
- To develop in the student the ability to articulate both in oral and written form the material under examination question
- To expose students to current events in magazines, newspapers and journals on topics related to different parts of the world
- To develop in the student confidence in handling issues previously considered as remote or alien
- To enable the student to communicate effectively, orally and in writing on questions related to historical topics
- To acquaint the student about the wealth of research resources on the internet
- To enable the student to develop an appreciation of the subject so that the student can pursue further study either as a vocation or as a serious avocation

### **LEARNING OUTCOMES**

By taking this course, students will be able to:

- Recognize, understand and appreciate diverse cultural, intellectual, political and economic forces that make up modern societies
- Improve their analytical and critical thinking skills
- Learn to understand and appreciate writers, philosophers and political thinkers in different civilizations and at different periods in history
- Overcome media-induced platitudes relating to the outside world

### **MEASUREMENT**

What strategies of assessment

- Classroom discussion of major issues presented in reading assignments
- Critical analysis of primary source documents and critical evaluation of current events
- Written examinations and quizzes
- Research papers, book reports, museum reports and related projects
- Oral presentations
- Role playing assignments
- Debates over conflicting interpretations of historical issues and personalities

### **EVALUATION**

The student, in doing the measurement activities, shows success through

- Scores on examinations and quizzes
- Improvement in writing and analytical skills

- Improvement in oral skills
- Ability to interpret documents and relate them to historical issues and events both past and present
- Ability to compare and contrast knowledge of Western Civilization with civilizations of Asia and Africa
- An increased interest in world events reflected through class participation and research work

#### **NUMBER OF WEEKLY CLASS HOURS**

Three (3) weekly class hours

#### **NUMBER OF CREDITS**

Three (3) credits

#### **PRE OR CO-REQUISITES; BASIC OR ADVANCED**

No prerequisites; Basic course

#### **METHOD OF TEACHING**

A variety of techniques will be employed: lecture, discussion, and audio-visual presentations. Student presentations will be encouraged.

#### **ASSIGNMENTS**

Assignments will include readings from primary and secondary texts, class presentations on selected topics, essay writing and a brief research paper. The specific combination of assignments is left to the discretion of the individual instructor.

#### **TEXTBOOKS (Recommended)**

Dennis Sherman and Joyce Salisbury. *THE WEST IN THE WORLD*, VOL. II.

Perry M. Rogers. *ASPECTS OF WESTERN CIVILIZATION*, VOL. II.



