



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number HIS 220	Course Title History of Daily Life in the Modern Western World	Credits 3
Hours: Lecture/Lab/Other 3/0/0	Co- or Pre-requisite None	Implementation Semester & Year Fall 2022

Catalog description: Examines the continuities and changes in daily life among ordinary people from the 17th century to the present. Although seemingly powerless for much of this period, certain social categories such as peasants, slaves, poor workers, and women played significant roles in the development of the modern world. This course explores those roles by studying the social and cultural aspects of daily life as revealed through a variety of primary sources and secondary studies.

General Education Category:
Not GenEd

Course coordinator: Padhraig Higgins, ex3495,
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Required texts & Other materials:

Peter Stearns, *The Other Side of Western Civilization, Volume II* Wadsworth Publishing; 5th edition (May, 1999).

Tim Hitchcock, *Down and Out in Eighteenth-Century London* (Bloomsbury, 2007)

Natalie Zemon Davis, *The Return of Martin Guerre* (Harvard, 1983)

Daniel Defoe, *Moll Flanders*, Penguin Classics (October, 1989), ISBN-: 0140433139

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6,7, 8, 9)
2. analyze and interpret primary sources (whether they seem more “historical,” “literary,” or “philosophical”) and use them as evidence to support historical arguments. (ILG 1, 5, 6, 7, 8, 9)

3. identify and describe the significance of major figures, ideas, and events in the history of Daily Life in the Modern Western World. (ILG 1, 5, 6, 7, 8, 9)
4. describe and analyze the context of major movements, trends, and developments in the history of Daily Life in the Modern Western World. (ILG 1, 5, 6, 7, 8, 9)
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments in the history of Daily Life in the Modern Western World. (ILG 1, 5, 6, 7, 8, 9)
6. use information technologies in acquiring new knowledge and perspective. (ILG 4, 7, 10, 11)
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence. (ILG 1, 5, 6, 7, 8, 9)
8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit I: Everyday Life in the Early Modern World [SLO 1-8]

Introduction to the theoretical background to the history of Everyday Life

Learning Objectives:

- Explain what is meant by Daily Life and the Everyday.
- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.

1. Peasants and Popular Culture

The student will be able to:

- Discuss the characteristics that distinguish Peasant culture in the Early Modern Era.
- Discuss the impact of the Inquisition on popular religious culture.
- Examine the ways in which the Reformation effected religious practice
- Compare and contrast the fortunes of ordinary people in Eastern and Central European states during the Thirty Years' War.

- Understand the process of State Building in a comparative context and how the State effected everyday life.
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, including, but not limited to von Grimmelshausen, *Simplicius Simplicissimus*.

2. The Road to Tyburn: Crime, Punishment and Poverty

The student will be able to:

- Describe the rituals of execution in Early Modern Europe.
- Analyze patterns of crime and punishment.
- Explain the rituals of popular culture and popular violence.
- Understand the experience of poverty and marginality in Early Modern Europe.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Defoe's *Moll Flanders*.

3. Gender and Work in the Everyday

The student will be able to:

- Understand the ways in which gender and race influenced the experience of labor and the household in the eighteenth century.
- Analyze the ideas of the leading *philosophes*.
- Assess the broader influence of Enlightenment ideas on popular culture and the social and cultural contexts in which these ideas were encountered.
- Examine the centrality of understandings of gender and race to Enlightenment ideas.
- Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period.
- Assess a selection of literary, historical and artistic primary sources from the Enlightenment, including, but not limited to sources on Women in the Old Bailey Online.

Unit II: The Nineteenth Century [SLO 1-8]

1. The Body in Everyday Life: Disease, Death, and Medicine

The student will be able to:

- Explain the gendered experience of the body in this period, especially through a focus on pregnancy and medicine.
- Examine the life-cycle in this period though a focus on childhood, adolescence, marriage and old age.
- Discuss the significance disease and catastrophe, such as cholera and famine, in everyday life.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Defoe's *Journal of the Plague Year*.

2. "The Dark Satanic Mills": Work and Gender in the Industrial Revolution

The student will be able to:

- Understand the spread and social impact of the Industrial Revolution.

- Describe the key technological innovations of the period as well as the cultural context of these innovations.
- Evaluate the impact of the Revolution on the emerging class of factory workers and ways in which gender and class shaped Industrial society.
- Analyze the global impact of the industry and the relation between Empire and Industrialization.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Engels, *The Condition of the Working Class in England in 1844* and Karl Marx, *The Communist Manifesto*.

3. Shopping for Pleasure: Consumption and Material Culture

The student will be able to:

- Examine attempts to define the political nation during this period and the way in which ordinary people experienced the nation.
- Outline the course of the Second Industrial Revolution.
- Discuss urban development programs, including sanitation systems and housing reform.
- Describe the condition of women, the cult of domesticity, and the rise of political feminism.
- Comment the emergence of a consumer culture and mass sports during this period.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Emmeline Pankhurst, *Why We Are Militant*.

4. Mass Society, Culture and Empire

The student will be able to

- Describe the process of national unification and nationalism through a focus on marginal groups, such as Gypsies.
- Understand the causes of European Imperial expansion during this period.
- Describe the economic, religious and racial ideologies that underpinned this expansion.
- Analyze the character of European expansion and rule in a variety of contexts.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Sources examining advertising, imperialism and popular culture <http://worldhistoryconnected.press.illinois.edu/3.1/gilbert.html>.

Unit III: The Twentieth Century [SLO 1-8]

1. Gender, Modernity and War

The student will be able to

- Discuss the everyday experience of the Bolshevik Revolution in Russia.
- Analyze the Versailles Treaty and its legacies.
- Analyze the experience on the Home Front and the ways in which the war impacted women.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Erich Maria Remarque's *All Quiet on the Western Front*.

2. Between the Wars: Reconstruction and Polarization

The student will be able to

- Examine the economic and political disorder in the post-Great War years and the ways in which inflation effected everyday life.
- Analyze the Soviet Union's far-reaching political and economic experiment.
- Discuss Fascism in Mussolini's Italy.
- Describe the Weimar Republic's efforts to create a stable, democratic Germany.
- Explain factors contributing to the Great Depression in Europe.
- Summarize the Nazi seizure of power in Germany and its effects.
- Describe the human costs of Soviet Communism, including collectivization, shortages of housing and consumer goods, and the purges.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to SD Report on the Attitude of Young People towards the Nazi Party.

3. World War II and the Holocaust

The student will be able to

- Analyze Nazi racism and the experience of the Holocaust.
- Compare the impact of the war on the different peoples of Europe, with particular attention to minorities.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Primo Levi's *Survival In Auschwitz*.

4. Redefining the West

The student will be able to

- Analyze the origins of the Cold War and the division of Europe into rival eastern and western blocs and the ways in which this effected aspects of everyday life.
- Outline significant Cold War conflicts, including the Three Crises of 1956, the Cuban missile crisis, and the Korean and Vietnam wars.
- Discuss the process of decolonization.
- Summarize political and economic developments in western Europe, particularly the emergence of the European Union.
- Describe the revolutions of 1989, the collapse of the Soviet Union, and civil war in Yugoslavia.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to source on Mass Observation.

Evaluation of student learning:

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

Upper level (200-level) history courses must include research papers and instruction in

doing research and writing within the conventions of history. The library staff can help with the information literacy orientation.

Reading Assignments

Textbook as well as primary documents should be clearly assigned to the Students

Exams & Quizzes

- At least one exam (take home or in class)
- A Final Exam (2 hour exam or take home exam)
- Exams should include substantial essay components

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to do research and to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- At least two (2) writing assignments or oral reports
- At least one group presentation or project

Examinations and Required Work.

- At least one (1) assignment should concentrate on the primary documents
- One (1) major research project (8-10 pages).