**《西方文明史》（英）课程教学大纲**

**一、课程基本信息（Basic Course Information）**

课程代码：18090072

Course Code: 18090072

课程名称：《西方文明史》（英）

Course Name: History of Western Civilization (English)

课程类别： 学科基础课

Course Type: Subject Basic Course

学 时： 32

Period: 32

学　分： 2

Credit: 2

适用对象: 英语专业

Target Students: Undergraduates Majoring in English

考核方式：考查

Assessment: Examination

先修课程： 综合英语 I-II、英语泛读 I- II、英语写作I-II等。

Preparatory Course: An Integrated English Course I-II, Extensive Reading I-II, English Writing I-II, etc.

**二、课程简介（Brief Course Introduction）**

《西方文明史》课程针对英语专业二年级学生第一学期开设，旨在全面提高学生对西方文明史的了解，拓宽学生的历史视野，拓展学生的思维空间，帮助学生进一步理解西方文明史的发展脉络，增加学生对西方文明史上重要时期的了解。课程计划完成《西方文明史》（第五版）（精编普及版），每章内容以历史简介、文本细读、问题分析、论题讨论为主，强调对历史脉络的理解以及对文本内容的欣赏。学生需完成课前预习，参与课堂讨论与展示，并完成布置的阅读任务。

**在“课程思政”的理念背景下，将《习近平谈治国理政》中的思政内容融于具体教学，帮助学生在学习西方文明史过程中提高制度自信、理论自信和道路自信。在探讨西方文明与中国文明的辩证关系的同时，潜移默化地培养其思辨能力、人文素养和道德情操。**

The course “History of Western Civilization” is designed for second year English Majors. It aims to improve students’ understanding of the history of Western civilization, broaden their historical vision, expand their thinking space, help them further understand the development context of Western civilization history and increase their understanding of important periods in the history of western civilization. The course plans to complete the *History of Western Civilization* (Fifth Edition) (intensive edition and popular edition). Each chapter focuses on history introduction, text close reading, problem analysis and topic discussion, emphasizing the understanding of historical context and appreciation of text content. Students need to finish the preview before class, participate in class discussion and display, and complete the assigned reading task.

**Under the background of “ideological and political courses”, “Western Civilization” has integrated the ideological and political content in Xi Jinping’s *The Governance of China III* into concrete teaching, so as to help students improve their confidence in system, theory and path in the process of studying the history of Western civilization. While discussing the dialectical relationship between Western civilization and Chinese civilization, the course also aims at imperceptibly cultivating their critical ability, humanistic quality and moral sentiment.**

**三、课程性质与教学目的**

课程性质

本课程属于低年级专业基础必修课，目标人群为英语专业大二学生。

教学目的

**在英语专业与英语专业转型发展和“课程思政”的理念背景下，《西方文明史》课程在教学内容设计上重视语言类课程的“隐性育人功能”，针对性选取相关教学主题及材料展开涉及价值观、道德修养等话题的思考与探讨，在训练学生综合运用语言能力，培养学生宏观历史观的同时，培养其思辨能力、人文素养和道德情操。**

**课程主要教学目的如下：**

1. **培养学生正确的价值取向。**
2. **提高学生的思辨能力、人文素养和道德情操。**
3. 梳理西方文明史脉络，学习西方文明史的主要发展时期。
4. **梳理并对比中西文明的发展脉络，拓宽学生的历史视野，拓展学生的思维空间。**
5. 认识西方文明史上的重要概念、人物与事件，灵活运用于当代事件分析。
6. **培养正确的历史观，正确认识中国文明与西方文明的辩证关系。**
7. 帮助学生掌握高年级课程中的相关内容及概念。

**四、教学内容及要求**

教学要求

《西方文明史》是为英语专业二年级学生第一学期所开设的一门专业基础必修课，以全面提高学生的语言综合运用能力和正确历史观为目标，着重对西方文明史脉络的梳理以及拓宽学生的历史视野，使学生能认识西方文明史上的重要时期、概念、人物与事件，并正确理解中国文明与西方文明的辩证关系。课程结束后，要求学生基本达到《高等学校英语专业英语教学大纲》中所规定的要求，**同时，体现“课程思政”的理念优势，能做到：**

1. **理解并践行有特色的社会主义的制度自信、理论自信和道路自信；**
2. **养成正确的价值观与道德观，具有较高的思辨能力与人物素养；**
3. 初步理解和掌握西方文明史脉络；
4. 了解西方文明史主要发展时期及每个时期的重要历史、政治、哲学、文学、艺术、科学等方面的概念、人物与事件；
5. 运用英语语言能力分析并表达重要思想家、文学家或艺术家的作品；
6. **对比观照中华文明的缘起与发展，获得更开阔的历史视野与思维空间；**
7. **思考中西文明的发展脉络与趋势，弘扬中华文化独特的价值与世界观、价值观，培养正确的历史观。**

教学内容

本课程选用的教材为马克·凯什岚斯基，帕特里克·吉尔里，帕特里夏·奥布莱恩主编的《西方文明史》（第五版）（精编普及版），试图从世界文明彼此联系互动的视角，全方位地展示西方文明反复曲折的发展历程。全书共十五章，覆盖从美索不达美亚古文明至第二次世界大战前后的历史。

具体教学内容如下：

**CHAPTER 1 THE FIRST CIVILIZATIONS**

（一）目的与要求

1. 了解人类文明的起源；

2. 大致了解美索不达美亚诸文明及尼罗河流域文明的起源与发展；

1. 了解亚述帝国及新巴比伦帝国文明的发展；
2. **对比观照中华文明的缘起与初期发展。**

（二）教学内容

INTRODUCTION

1. BEFORE CIVILIZATION

1.1 The Dominance of Culture

1.2 Social Organization, Agriculture, and Religion

1. MESOPOTAMIA

2.1 The Ramparts of Uruk

2.2 Tools: Technology and Writing

2.3 Gods and Mortals in Mesopotamia

2.4 Hammurabi and the Old Babylonian Empire

1. THE GIFT OF THE NILE

3.1 Tending the Cattle of God

3.2 Democratization of the Afterlife

1. BETWEEN TWO WORLDS

4.1 The Hebrew Alternative

4.2 A King Like All the Nations

4.3 Exile

1. NINEVEH AND BABYLON

5.1 The Assyrian Empire

5.2 The New Babylonian Empire

CONCLUSION

2. 基本概念和知识点

1) the Mesopotamian Civilizations;

2) civilizations along the Nile;

3) civilizations between the Tigris and the Euphrates;

4) the Babylonian Civilization.

3. 问题与应用

1) Q & A: How did urbanization, the invention of writing, and political centralization first develop in the resource-poor area between the Tigris and Euphrates rivers?

2) Mini-Presentation:Prepare a brief oral presentation (in English) on one historical event of the New Babylonian Empire.

（三）思考与实践

2. How did the differing geographic conditions of Mesopotamia and Egypt shape the development of civilization in each?

3. What political, religious, and military innovations made the Assyrian Empire more vast and powerful than any previously seen?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 2 THE GREEK PERIOD**

（一）目的与要求：

1. 了解古希腊文明的起源与发展；

2. 学习古希腊神话体系及其与古希腊文明的关系；

3. 理解古希腊哲学先贤的思想及其对后世的影响；

4. 细读《伊利亚德》与《奥德赛》的部分段落；

**5. 研习中国古代神话故事，对比中希神话的要点与理念；**

**6. 比较古希腊哲学家与中国哲学先贤的哲学理念。**

1. 教学内容
2. 主要内容

INTRODUCTION

1. GREECE IN THE BRONZE AGE TO 700 B.C.E.
	1. Island of Peace
	2. Mainland of War
	3. The Dark Age
2. ANCHAIC GREECE, 700-500 B.C.E.

2.1 Ethnos and Polis

2.2 Technology of Writing

2.3 Gods and Mortals

2.4 Myth and Reason

2.5 Art and the Individual

2.6 Democratic Athens

1. CLASSICAL AND HELLENISTIC GREECE, 500-100 B.C.E.

Alexander at Issus

1. ATHENIAN CULTURE IN THE HELLENIC AGE

4.1 The Examined Life

4.2 Understanding the Past

4.3 Athenian Drama

4.4 Philosophy and the Polis

4.5 The Rise of Macedon

4.6 The Empire of Alexander the Great

4.7 Binding Together an Empire

1. THE HELLENISTIC WORLD

5.1 Urban Life and Culture

5.2 Alexandria

5.3 Architecture and Art

5.4 Hellenistic Philosophy

5.5 Mathematics and Science

CONCLUSION

2. 基本概念和知识点：

1) ethnos and polis, and Greek democracy;

2) Greek mythology;

3) the *Iliad* and the *Odyssey*;

4) Plato and the *Republic*.

3. 问题与应用（能力要求）：

1) Q & A: Finish reading Chapter VII of *The Republic* by Plato, and retell the main ideasof the dialogue.

2) Mini-Presentation:Prepare a brief oral presentation (in English) on the golden apple, or Achilles’ heel, or the Trojan horse.

（三）思考与实践

1. What social and geographic factors shaped Greek culture in the age of the *Iliad* and the *Odyssey*?

2. What do the gods, myths, and art of the Greek people reveal about their lives?

3. How did the Corinthian, Spartan, and Athenian cultures differ, and why did these city-states evolve in such different directions?

4. Why did Athens become Greece’s greatest power in the wake of the Persian wars?

5. What social concerns and cultural accomplishments were expressed in Greek philosophy, drama, and art?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 3 THE ROMAN PERIOD**

（一）目的与要求

1. 大致梳理古罗马文明的发展脉络；

2. 理解罗马王国、罗马共和国、罗马帝国的政治制度与习俗；

3. 分析罗马神话与希腊神话的异同；

**4. 分析罗马神话、希腊神话与中国古代神话的要素；**

**5. 对比古罗马与秦朝、汉朝的政治制度。**

（二）教学内容

第一节 诗歌的基本特征

1. 主要内容:

INTRODUCTION

1. THE WESTERN MEDITERRANEAN TO 509 B.C.E.
	1. Carthage: The Merchants of Baal
	2. Italy’s First Civilization
2. FROM CITY TO EMPIRE, 509-146 B.C.E.
	1. Latin Rome
	2. Etruscan Rome
	3. Roma and Italy
3. REPUBLICAN CIVILIZATION
	1. Farmers and Soldiers
	2. Roman Religion
	3. Republican Letters
4. IMPERIAL ROME, 146 B.C.E.-192 C.E.

The Altar of Augustan Peace

1. THE PRICE OF EMPIRE, 146-121 B.C.E.

Winners and Losers

1. THE END OF THE REPUBLIC
2. THE AUGUSTAN AGE AND THE PAX ROMANA
3. RELIGIONS FROM THE EAST

The Origins of Christianity

CONCLUSION

2.基本概念和知识点

1) Romulus and Remus, and the establishment of Rome;

2) the plebeian and the patricians;

3) SPQR;

4) Julius Caesar and Augustine;

5) Pax Romana.

1. 问题与应用
2. Q & A:
* Why would Augustus refrain from claiming absolutist authority right after his victory?
* What were some of the distinctions between Greek diplomacy and Roman republic?
* Do you know the names of the 12 Roman gods and goddess corresponding to the 12 Olympians?
* Were there any other kinds of gods in Ancient Rome? What are they?

2) Mini-Presentation:

* Prepare a brief oral presentation (in English) on some of the distinctions between Greek democracy and Roman republic.
* Prepare a brief oral presentation (in English) on some of the distinctions between “mythology” and “religion”.

（三）思考与实践

1. Why might the Greeks have been surprised by certain characteristics of Carthaginian and Etruscan society?

2. What social, political, and military practices made possible the expansion of Rome from a collection of villages into a power that ultimately destroyed Carthage in the Punic Wars?

3. How were rifts in Roman society widened by Rome’s expansion into an empire?

4. How was religious reform an important part of Augustus’s efforts to restore stability to Roman society?

5. How did Paul of Tarsus transform the teachings of Jesus of Nazareth from an outgrowth of Judaism into a separate spiritual tradition?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 4 THE TRANSFORMATION OF THE CLASSICAL WORLD, 192-500**

（一）目的与要求

1. 了解古罗马对基督教从迫害到接受的过程；

2. 大致理解罗马帝国从兴盛到衰落的过程；

3. 了解古罗马文明对西方文明的影响；

**4. 弘扬马克思主义辩证唯物主义以及社会主义核心价值观。**

（二）教学内容

第一节 小说的基本特征

1. 主要内容

INTRODUCTION

1. THE CRISIS OF THE THIRD CENTURY
	1. Enrich the Army and Scorn the Rest
	2. An Empire on the Defensive
	3. The Barbarian Menace
2. THE EMPIRE RESTORED
	1. Diocletian, the God-Emperor
	2. Constantine, the Emperor of God
	3. The Triumph of Christianity
3. IMPERIAL CHRISTIANITY
	1. Divinity, Humanity, and Salvation
	2. The Call of the Desert
	3. Monastic Communities
	4. The Barbarization of the West
	5. The New Barbarian Kingdoms
	6. The Hellenization of the East

CONCLUSION

1. 基本概念和知识点

1) the triumph of Christianity;

2) imperial Christianity;

3) the Hellenization of the east;

3. 问题与应用

1) Q & A: What were the main conflicts between Roman religion and Christianity?

2) Mini-Presentation:Prepare a brief oral presentation (in English) on the process of the Roman Empire’s acceptance of Christianity.

（三）思考与实践

1. How did increasing contact between Roman civilization and the Germanic barbarians transform both?

2. How did Constantine’s adoption of Christianity and the movement of his capital to Byzantium contribute to the decline of the western empire?

3. How did different views of the divinity of Christ and the means of salvation divide early Christians?

4. What was the attraction of monasticism, and why did it take so many different forms?

5. What were the differences in politics and culture in the eastern and western portions of the empire by the end of the fifth century C.E.?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 5 THE CLASSICAL LEGACY IN THE EAST: BYZANTIUM AND ISLAM**

（一）目的与要求

1. 大致了解拜占庭帝国的建立、发展与衰亡；

2. 大致了解伊斯兰文明的起始与发展；

3. 大致了解伊斯兰教的缘起与发展；

**4. 弘扬马克思主义辩证唯物主义以及社会主义核心价值观。**

（二）教学内容

1. 主要内容

INTRODUCTION

1. THE BYZANTINES

Justinian and the Creation of the Byzantine State

1. THE RISE OF ISLAM
	1. Arabia Before the Prophet
	2. The Triumph of Islam
	3. The Spread of Islam
	4. Authority and Government in Islam
	5. Islamic Civilization
2. THE BYZANTINE APOGEE AND DECLINE, 1000-1453
	1. The Disintegration of the Empire
	2. The Conquests of Constantinople and Baghdad

CONCLUSION

2. 基本概念和知识点

1) the Byzantium Civilization;

2) the Islamic Civilization.

3. 问题与应用

1) Q & A: How did the Byzantium Empire establish, develop and decline?

2) Mini-Presentation:Prepare a brief oral presentation (in English) on the impacts of the Byzantium Civilization on Western Civilization.

（三）思考与实践

1. In what ways was Byzantine society characterized by individualism without freedom?

2. How and why did Muhammad both break from tribal and clan traditions and build upon them in creating Islam?

3. How did the rapid expansion of Byzantium under the Macedonian dynasty contribute to the empire’s slow collapse?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 6 THE WEST IN THE MIDDLE AGES**

（一）目的与要求

1. 了解欧洲中世纪的重大事件；

2. 理解并分析黑死病的起源、传播及影响；

3. 理解并分析欧洲民族国家的建立；

4. 理解并分析《大宪章》的起因、过程及作用；

**5. 对比英国的封建君主制与北宋的封建帝制。**

（二）教学内容

1. 主要内容

INTRODUCTION

1. THE MAKING OF THE BARBARIAN KINGDOMS, 500-750
	1. Italy: From Ostrogoths to Lombards
	2. Visigothic Spain: Intolerance and Destruction
	3. The Anglo-Saxons: From Pagan Conquerors to Christian Missionaries
	4. The Franks: An Enduring Legacy
	5. Creating the European Aristocracy
2. THE CAROLINGIAN ARCHIEVEMENT

The Carolingian Renaissance

1. AFTER THE CAROLINGIANS: FROM EMPIRE TO LORDSHIPS

Disintegration of the Empire

1. THE HIGH MIDDLE AGES

4.1 The Church: Saints and Monks

4.2 Crusaders: Soldiers of God

4.3 The Idea of the Crusade

4.4 Scholasticism and Urban Intellectual Life

1. THE INVENTION OF THE STATE

5.1 The Universal States: Empire and Papacy

5.2 The Nation-States: France and England

1. THE SPIRIT OF THE LATER MIDDLE AGES

6.1 The Crisis of the Papacy

6.2 Discerning the Spirit of God

6.3 Heresy and Revolt

6.4 Religious Persecution in Spain

6.5 Vernacular Literature and the Individual

CONCLUSION

2. 基本概念和知识点

1) the commercial revolution;

2) the Great Famine;

3) the Crusades;

4) the Black Death;

5. the formation of nation-states;

6) Magna Carta.

3. 问题与应用

1) Q & A:

* There were altogether 4 invasions of the British Isles the history. What were they?
* What were some of the impacts of the last invasion?
* What is the “Magna Carta”? What were some of its causes and effects?

2) Mini-Presentation:

* Prepare a brief oral presentation on some of the methods that were believed to be the cures for the Black Death.
* Prepare a brief oral presentation on some of the “positive” impacts of the Black Death.
* Prepare a brief oral presentation (in English) on the Magna Carta.

（三）思考与实践

1. What social and political forces encouraged division within the various Gothic, Anglo-Saxon, and Frankish kingdoms?

2. What were Charlemagne’s achievements?

3. Why would Europe’s medieval kings ultimately be more successful than the Holy Roman Emperor or the papacy in establishing strong, centralized states?

4. How did the vernacular literature of Dante, Chaucer, and Christine de Pisan represent a departure from previous literary traditions?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 7 THE ITALIAN RENAISSANCE**

（一）目的与要求

1. 了解意大利文艺复兴与欧洲文艺复兴的联系；

2. 理解文艺复兴时期的人文主义思想。

3. 文艺复兴时期的文学：阅读并分析薄伽丘的《十日谈》与培根的《谈读书》的人文主义思想；

4. 文艺复兴时期的艺术：分析文艺复兴早期、中期及晚期部分画作中的人文主义思想；

**5. 了解明朝时期的主要艺术创作、艺术家及其艺术成就。**

（二）教学内容

1. 主要内容

INTRODUCTION

1. RENAISSANCE SOCIETY
	1. Cities and Countryside
	2. Production and Consumption
2. RENAISSANCE ART
	1. An Architect, a Sculptor, and a Painter
	2. Renaissance Style
	3. Michelangelo
3. RENAISSANCE IDEALS
	1. Humanists and the Liberal Arts
	2. Renaissance Science
	3. Machiavelli and Politics
4. THE POLITICS OF THE ITALIAN CITY-STATES

4.1 Venice: A Seaborne Empire

4.2 Florence: Spinning Cloth into Gold

4.3 The End of Italian Hegemony, 1450-1527

CONCLUSION

2. 基本概念和知识点

1) the Renaissance ideals: humanism, classicism, individualism, versatility, skepticism, secularism;

2) Francis Bacon and “Of Studies”;

3) Giovanni Boccaccio and The *Decameron*;

4) the early Renaissance painting;

5) the high Renaissance painting;

6) the late Renaissance painting.

3. 问题与应用

1) Q & A:

* What were some of the Renaissance masters in literature, arts, and sciences?
* What is “the Renaissance man”?
* Whatwere some of the Renaissance ideals?

2) Mini-Presentation:Prepare a brief oral presentation (in English) answering the following questions:

* What were some of the things that definitely happened during the Middle Ages?
* What were some of the things that happened during both the Late Middle Ages and the Renaissance?

3) Mini-Presentation:Prepare a brief oral presentation (in English) introducing one of the important Renaissance painters. Your mini-presentation should include some of the following aspects:his/her categories of painting; artistic accomplishments; styles; masterpiece(s); fun facts; and so on.

（三）思考与实践

1. What social and cultural conditions were peculiar to the Italian peninsula, and how might those conditions have contributed to the Renaissance?

2. What were the principal characteristics of the Renaissance style in the visual arts?

3. What is humanism, and why was the study of languages so important to the humanists?

4. In what ways did the ideas of Niccolo Machiavelli reflect the reality of politics in the city-states of Renaissance Italy?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 8 THE REFORM OF RELIGION**

（一）目的与要求

1. 大致了解宗教改革的各个阶段及其重要事件、人物与发展；

2. 了解印刷革命与宗教改革的关系；

**3. 了解中国印刷术及造纸术的源头与发展，与西方的印刷革命互相观照；**

4. 理解并分析新教改革的源头、发展与影响。

（二）教学内容

1. 主要内容

INTRODUCTION

1. THE INTELLECTUAL REFORMATION
	1. The Print Revolution
	2. Christian Humanism
	3. The Humanist Movement
	4. The Wit of Erasmus
2. THE LUTHERAN REFORMATION

2.1 The Spark of Reform

2.2 The Sale of Indulgences

2.3 Martin Luther Challenges the Church

2.4 Martin Luther’s Faith

2.5 From Luther to Lutheranism

2.6 The Spread of Lutheranism

1. THE PROTESTANT REFORMATION
	1. Geneva and Calvin
	2. The English Reformation
	3. The Reformation of the Radicals
2. THE CATHOLIC REFORMATION

4.1 The Spiritual Revival

4.2 Loyola’s Pilgrimage

4.3 The Counter-Reformation

4.4 The Empire Reacts

CONCLUSION

2. 基本概念和知识点

1) the Intellectual Reformation;

2) the Lutheran Reformation;

3) the Protestant Reformation;

4) the Catholic Reformation.

3. 问题与应用

1) Q & A:

* What was the relation between the Print Revolution and the Reformation?
* What was the relation between humanism and Christian Humanism?
* What were some of the prevalent Catholic practices before the Reformation?

2) Mini-Presentation:Prepare a brief oral presentation (in English) introducing one of the following translated versions of the *Holy Bible*: The Lutheran *Bible*, or The Polyglot *Bible*, orKing James *Bible*

（三）思考与实践

1. How did humanism prepare the way for the Reformation?

2. What motivated Martin Luther?

3. What were the differences between the reforming ideas of Luther, Zwingli, and Calvin?

4. How did the Catholic Church respond to the challenges posed by the Protestant Reformation?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 9 THE PERIOD OF MODERN EUROPE**

（一）目的与要求

1. 大致了解十七世纪至十八世纪欧洲的重要人物、事件及其影响；

2. 理解绝对王权的概念、表现与影响；

**3. 对比大清帝国的皇权概念、表现与影响；**

4. 理解并分析光荣革命的过程与影响。

（二）教学内容

1. 主要内容

INTRODUCTION

1. ECONOMIC LIFE
	1. Rural Life
	2. Town Life
	3. Economic Change
2. SOCIAL LIFE

2.1 Social Constructs

2.2 Social Structure

2.3 Social Change

1. THE ROYAL STATE IN THE SEVENTEENTH CENTURY

3.1 The Rise of the Royal State

3.2 Divine Kings

1. THE CRISES OF THE ROYAL STATE

4.1 The English Civil War

4.2 The English Revolutions

1. THE ZENITH OF THE ROYAL STATE

The Nature of Absolute Monarchy

1. SCIENCE AND COMMERCE IN EARLY MODERN EUROPE

6.1 The New Science

6.2 Heavenly Revolutions

6.3 Science Enthroned

6.4 The Marketplace of the World

6.5 The Colonial Wars

CONCLUSION

2. 基本概念和知识点

1) divine kings;

2) The English Civil War;

3) The English Revolutions;

4) absolute monarchy.

3. 问题与应用

1) Q & A: How did the English Revolutions happen, and what were their impacts?

2) Mini-Presentation:Prepare a brief oral presentation (in English) explaining the distinctions between absolute monarchy and constitutional monarchy.

（三）思考与实践

1. How are the terms “stratification,” “hierarchy,” and “status” useful for understanding social relations in early modern Europe?

2. How did war in the seventeenth century contribute to the creation of more powerful monarchical states?

3. What religious and political ideas were developed to justify resistance to monarchical authority?

4. What was new about the methods and ideas of Copernicus, Brahe, Kepler, and Galileo, and why were they threatening to Catholic doctrine?

5. In what ways did the new science build upon traditional ideas associated with alchemy and astrology? In what ways was it a departure?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 10 THE ENLIGHTENMENT, FRENCH REVOLUTION AND NAPOLEONIC ERA**

（一）目的与要求

1. 理解并分析启蒙运动的缘起、发展、重要事件及其影响；

2. 理解并分析法国大革命的缘起、发展、重要事件及其影响；

3. 理解并分析拿破仑时代的重要事件、人物及其影响。

（二）教学内容

1. 主要内容

INTRODUCTION

1. THE ENLIGHTENMENT
	1. The Spirit of the Enlightenment
	2. The Impact of the Enlightenment
2. EIGHTEENTH-CENTURY SOCIETY

The Bourgeoisie

1. THE FRENCH REVOLUTION AND THE FALL OF THE MONARCHY

3.1 Declaring Political Rights

3.2 The Trials of Constitutional Monarchy

1. EXPERIMENTING WITH DEMOCRACY, 1792-1799

4.1 The Revolution of the People

4.2 The End of the Revolution

1. THE REIGN OF NAPOLEON, 1799-1815

5.1 Bonaparte Seizes Power

5.2 Decline and Fall

CONCLUSION

2. 基本概念和知识点

1) the Enlightenment;

2) the French Revolution;

3) Thomas Paine and *The Rights and Man*;

4) the Napoleonic Era.

3. 问题与应用

1) Q & A: What were some of the causes of the breakout of the French Revolution, and how did they become determining factors of the breakout?

2) Mini-Presentation:Prepare a brief oral presentation (in English) summarizing the main ideas of *The Rights and Man* and some of Paine’s arguments..

（三）思考与实践

1. What were the main elements of Enlightenment thought?

2. What social, moral, and religious traditions were challenged by the ideas of thinkers such as Voltaire, Hume, Montesquieu, and Rousseau?

3. What did Napoleon accomplish in France, and what brought about his fall?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 11 EUROPE IN THE NINETEENTH CENTURY**

（一）目的与要求

1. 大致了解十九世纪欧洲的重要人物、事件及其影响；

**2. 学习两次鸦片战争的源头、过程、结果及影响；**

3. 理解并分析工业革命的缘起、发展历程与影响；

4. 理解并分析马克思主义的缘起、发展历程与影响；

**5. 理解并分析有中国特色的社会主义的缘起、发展历程与影响。**

（二）教学内容

1. 主要内容

INTRODUCTION

1. THE TRADITIONAL ECONOMY

The Agricultural Revolution

1. THE INDUSTRIAL REVOLUTION IN BRITAIN

2.1 Britain First

2.2 Cotton Is King

2.3 The Wages of Progress

1. THE INDUSTRIALIZATION OF THE CONTINENT
2. THE BIRTH OF THE GERMAN EMPIRE
3. BUILDING NATIONS: THE POLITICS OF UNIFICATION

5.1 The Crimean War

5.2 The United States: Civil War and Reunification

5.3 Nationalism and Force

1. REFORMING EUROPEAN SOCIETY

6.1 The Second Empire in France, 1852-1870

6.2 The Victorian Compromise

1. CHANGING VALUES AND THE FORCE OF NEW IDEAS

7.1 Realism in the Arts

7.2 Charles Darwin and the New Science

7.3 Karl Marx and the Science of Society

CONCLUSION

2. 基本概念和知识点

1) the Agricultural Revolution;

2) the Industrial Revolution;

3) the American Civil War;

4) Karl Marx and the Science of Society.

3. 问题与应用

1) Q & A: What were some of the significant theories that appeared in the 19th century, and what are they about?

2) Mini-Presentation:Prepare a brief oral presentation (in English) analyzing some of the influences of Karl Marx and his theory of the science of society.

（三）思考与实践

1. How did British society address some of the changes in people’s lives that were brought about by industrialization?

2. What social and political circumstances explain the different reforms undertaken in France, Britain, and Russia?

3. How did industrialization change women’s lives, and how did such changes depend on a woman’s social class?

4. What were the connections between Darwin’s ideas about nature and Marx’s ideas about society?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 12 EUROPE AND THE WORLD 1870-1914**

（一）目的与要求

1. 大致了解1870-1914的重要人物、事件及其影响；

2. 了解1870-1914欧美列强于亚洲的殖民侵略；

**3. 大致了解甲午战争的源头与进程，弘扬民族英雄主义，由此培养学生的民族自豪感；**

4. 了解1870-1914欧美列强于非洲的殖民侵略。

（二）教学内容

1. 主要内容

INTRODUCTION

1. EUROPEAN ECONOMY AND THE POLITICS OF MASS SOCIETY
	1. Regulating Boom and Bust
	2. Challenging Liberal England
2. OUTSIDERS IN MASS POLITICS

The Jewish Question and Zionism

1. THE WEST AND THE WIDER WORLD

3.1 African Art and European Artists

3.2 Art and the New Age

1. THE POLITICS OF MAPMAKING
2. THE EUROPEAN BALANCE OF POWER, 1870-1914

Upsetting the European Balance of Power

1. THE NEW IMPERIALISM

Motives for Empire

1. THE SEARCH FOR TERRITORY AND MARKETS

7.1 The Scramble for Africa: Diplomacy and Conflict

7.2 Imperialism in Asia

7.3 The Imperialism of the United States

1. RESULTS OF A EUROPEAN-DOMINATED WORLD
	1. A World Economy
	2. Race and Culture

CONCLUSION

2. 基本概念和知识点

1) African Art and European Artists;

2) Imperialism in Asia;

3) Imperialism in Africa.

3. 问题与应用

1) Q & A: What were some of the results of a European-dominated world in the 19th century?

2) Mini-Presentation:Prepare a brief oral presentation (in English) on the negative impacts of imperialism in Asia/Africa.

（三）思考与实践

1. Why did European economies run through cycles of boom and bust in the late nineteenth century, and how did European governments attempt to regulate the economy?

2. What geopolitical factors made the European balance of power so unstable around the run of the century?

3. What social, political, and economic forces encouraged the nations of Europe to create overseas empires in the late nineteenth century?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 13 WAR AND REVOLUTION, 1914-1920**

（一）目的与要求

1. 大致了解1914-1920的重要人物、事件及其影响；

2. 理解并分析第一次世界大战的起因及结果；

**3. 大致了解中国在第一次世界大战中的角色与作用；**

4. 理解并分析十月革命的起因及结果；

**5. 简略学习列宁主义及其对有中国特色社会主义的影响。**

（二）教学内容

1. 主要内容

INTRODUCTION

1. THE WAR EUROPE EXPECTED

Separation Friends from Foes

1. A NEW KIND OF WARFARE

2.1 Technology and the Trenches

2.2 The German Offensive

2.3 War on the Eastern Front

2.4 War on the Western Front

2.5 War on the Periphery

1. ADJUSTING TO THE UNEXPECTED: TOTAL WAR
2. THE RUSSIAN REVOLUTION AND ALLIED VICTORY

Revolution in Russia

1. SETTING THE PEACE

5.1 Wilson’s Fourteen Points

5.2 Treaties and Territories

CONCLUSION

2. 基本概念和知识点

1) World War I;

2) Wilson’s Fourteen Points;

3) treaties and territories;

4) revolution in Russia.

3. 问题与应用

1) Q & A: What were some of the causes and results of the revolution in Russia?

2) Mini-Presentation:Prepare a brief oral presentation (in English) on Wilson’s Fourteen Points and its impacts.

（三）思考与实践

1. Why did so many in Europe look forward to war by the summer of 1914, and what had they done to bring it about?

2. How and why did the Great War differ so much from the expectations of both the generals and the majority of Europeans?

3. What is total war, and what made World War I the first such war in history?

4. In what ways did the Great War contribute to revolution in Russia?

5. How was peace at last achieved, and what were the terms of that peace?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 14 THE SECOND WORLD WAR**

（一）目的与要求

1. 大致了解两次世界大战之间的重要人物、事件及其影响；

2. 理解并分析希特勒及第三帝国的崛起、发展及结果；

3. 理解并分析第一次世界大战的起因及后果；

**4. 分析第一次世界大战对中国的影响，以及国民政府所采取的措施。**

（二）教学内容

1. 主要内容

INTRODUCTION

1. EUROPE AFTER 1918
2. CRISIS AND COLLAPSE IN A WORLD ECONOMY
	1. International Loans and Trade Barriers
	2. The Great Depression
	3. Stalin’s Rise to Power
3. THE RISE OF FASCIST DICTATIORSHIP IN ITALY
	1. Mussolini’s Italy
	2. Mussolini’s Plans for Empire
4. HITLER AND THE THIRD REICH
	1. Hitler’s Rise to Power
	2. Propaganda, Racism, and Culture
5. DEMOCRACIES IN CRISIS
6. AGRESSION AND CONQUEST
	1. Hitler’s Foreign Policy and Appeasement
	2. The Destruction of Europe’s Jews
7. ALLIED VICTORY
	1. The Soviet Union’s Great Patriotic War
	2. The United States Enters the War
	3. Winning the War in Europe
	4. Winning the War in the Pacific

CONCLUSION

2. 基本概念和知识点

1) the Great Depression;

2) Hitler and the Third Reich;

3) the destruction of Europe’s Jews;

4) World War II.

3. 问题与应用

1) Mini-Presentation:Prepare a brief oral presentation (in English) on some of the reasons for and impacts of the Great Depression.

2) Mini-Presentation:Prepare a brief oral presentation (in English) on some of the reasons for the rise of Hitler and the Third Reich.

3) Mini-Presentation:Prepare a brief oral presentation (in English) on one battle during World War II.

（三）思考与实践

1. What is fascism, and why was it so alluring to Italians, Germans, and other Europeans?

2. Why did Europe’s remaining democracies prove to be so frail during the 1930s?

3. What factors made possible Hitler’s diplomatic and military successes between 1933 and 1941?

4. Why did the Nazi regime believe that it needed to destroy the Jews, gypsies, and other outsiders, and how did it attempt to justify that policy?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**CHAPTER 15 THE COLD WAR AND POST-COLD WAR PERIOD, 1945 TO THE PRESENT**

（一）目的与要求

1. 大致了解1945至今的重要人物、事件及其影响；

**2. 大致梳理日本侵华战争的过程，悼念逝世同胞，缅怀英雄先烈，汲取奋进力量，弘扬爱国主义，宣传和平思想；**

3. 理解并分析冷战的发展及结果；

4. 理解并分析全球化的发展及影响；

**5. 辩证分析中国在全球化进程中的作用及影响，树立正确的 中西文化价值观，坚持社会主义核心价值观。**

（二）教学内容

1. 主要内容

INTRODUCTION

1. THE ORIGINS OF THE COLD WAR
	1. The World in Two Blocs
	2. Decolonization and the Cold War
2. THE WELFARE STATE AND SOCIAL TRANSFORMATION
3. THE END OF THE COLD WAR AND THE EMERGENCE OF A NEW EUROPE
4. THE WEST IN THE GLOBAL COMMUNITY

4.1 European Union and the American Superpower

4.2 Terrorism: The “New Kind of War”

CONCLUSION

2. 基本概念和知识点

1) the Cold War;

2) globalization.

3. 问题与应用

1) Q & A: How did the cold war occur and develop, and what were some of its impacts?

2) Mini-Presentation:Prepare a brief oral presentation (in English) on some of the examples of globalization.

（三）思考与实践

1. What did it mean for postwar European politics that the Continent was divided by an iron curtain?

2. What caused the end of the Cold War?

3. How did the treaty signed by the nations of the European Community at Maastricht in 1991 create both hopes and fears of European unity?

4. What nations and populations experienced terrorism in the late twentieth and early twenty-first centuries? What were the causes of terrorism and from what did terrorism derive its power?

（四）教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**五、各教学环节学时分配**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **教学环节****教学时数****课程内容** | **讲****课** | **习****题****课** | **讨****论****课** | **实验** | **其他教学环节** | **小****计** |
| CHAPTER 1 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 2 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 3 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 4 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 5 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 6 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 7 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 8 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 9 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 10 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 11 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 12 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 13 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 14 | 1.5 |  | 0.5 |  |  | 2 |
| CHAPTER 15 | 1.5 |  | 0.5 |  |  | 2 |
| 复习 | 1.5 |  | 0.5 |  |  | 2 |
| 合计 | 24 |  | 8 |  |  | 32 |

（备注：此学时分配所选教学单元仅供参考，任课教师可根据实际情况自行选定教学单元）

**六、课程考核**

（一）考核方式

 考查

（二）成绩构成

 平时成绩50%，期末论文50%

（三）成绩考核标准

1. 平时成绩（50%）

1) 课堂考勤，占总评10%；

2) 课堂及课后作业15次，占总评15%；

3) 课堂讨论及课堂参与，占总评15%；

4) 课堂演示，占总评10%。

2. 期末论文（50%）

**七、推荐教材和教学参考资源**

（一）推荐教材

【美】马克·凯什岚斯基，帕特里克·吉尔里，帕特里夏·奥布莱恩.《西方文明史》（第五版）（精编普及版）.北京：中国人民大学出版社，2016.

（二）教材参考资源

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2. Black, Jeremy. *The Rise of the European Powers*, 1679-1793. New York: Edward Arnold, 1990.

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6. Burkert, Walter. *Structure and History in Greek Mythology and Ritual*. Berkeley: University of California Press, 1980.

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14. Ward-Perkins, Brian. *The Fall of Rome and the End of Civilization*. Oxford: Oxford University Press, 2005.

**15. XI Jinping. The Governance of China《习近平谈治国理政》.**

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17. 董小燕.《西方文明史纲》（第二版）.杭州：浙江大学出版社，2011.

18. 【美】佩里·M·罗杰斯.《西方文明史》.潘惠霞，魏婧，杨艳，汤玲译.大连：东北财经大学出版社，2011.

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网页资源

 1. Thomas R. Martin, An Overview of Classical Greek History:

[www.perseus.](http://www.perseus,)tufts.edu/cgi-bin/ptext?doc=1999.04.0009

 2. Ancient Rome: www.providence.edu/dwc/rome/htm

 3. Republican Roman Government:

www.utexas.edu./depts/classics/faculty/Riggsby/RepGov.html

 4. Worlds of Late Antiquity: ccat.sas.upenn.edu/jod/wola.html

 5. Byzantium: Byzantine Studies on the Internet:

www.fordham.ed/halsall/Byzantium/

 6. Medieval England:

 Georgetown.edu/labyrinth/subjects/british\_isles/england/england.html

 7. Magna Carta: www.nara.gov/exhall/charters/magnacarta/magmain/html

 8. Renaissance Art: [www.anu.edu.au/ArtHistory/renart/pics.art/index\_1.html](http://www.anu.edu.au/ArtHistory/renart/pics.art/index_1.html)

 9. WebMuseum: The Italian Renaissance (1420-1600):

 [www.ibiblio.org/wm/paint/tl/it-ren/](http://www.ibiblio.org/wm/paint/tl/it-ren/)

 10. Discovery and Reformation: www.wsu.edu/~dee/REFORM/REFORM.HTM

 11. Tudor History: tudorhistory.org/

 12. Internet Modern History Sourcebook: The Enlightenment:

 [www.fordham.edu/halsall/mod/modsbook10.html.](http://www.fordham.edu/halsall/mod/modsbook10.html.)

1. Liberty, Equality, Fraternity: Enplaning the French Revolution:

 Chnm.gmu.edu/revolution/

**14. http://[www.chinadaily.com.cn](http://www.language.chinadaily.com.cn)**

**八、其他说明**

 授课老师可以根据各章节有侧重点进行授课，可根据实际情况调整授课学时分配。

大纲修订人：陈 如 修订日期：2022年8月

大纲审定人：赵 嘏 审定日期：2022年8月