

Course Outline

COURSE: HIST 7A **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 03/27/2017

SHORT TITLE: HIST WESTERN CIVIL

LONG TITLE: History of Western Civilization

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

A study of major elements in Western heritage from the ancient world to the eighteenth century. Course will survey intellectual, political, social, economic and cultural development of the Western World. (C-ID: HIST 170) ADVISORY: Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Trace the development of various Western ideals and human institutions, and assess the extent that society was changed, benefited or damaged by them.

Measure of assessment: written exam, oral report, role playing, project, and/or written homework

Year assessed, or planned year of assessment: 2013

Semester: Spring

2. Analyze various approaches taken in Western civilizations to questions of individual vs. community rights, free-will vs. pre-ordination, and empire vs. independent government.

Measure of assessment: written exam, oral report, role playing, project, and/or written homework

Year assessed, or planned year of assessment: 2013

Semester: Spring

This SLO addresses cultural diversity: true

3. Research and assess issues related to religious development and social stratification.

Measure of assessment: written exam, oral report, role playing, project, and/or written homework

Year assessed, or planned year of assessment: 2013

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/27/2017

3 Hours

CONTENT: Assess the advances made during the Paleolithic Age. Discuss the meaning of civilization. Under what conditions did it emerge? Compare the terms culture and civilization. Discuss the advances of science made by Near Eastern civilization. Discuss the elements of Near Eastern civilization which were passed on to Western civilization.

STUDENT PERFORMANCE OBJECTIVES (SPO): Students will be able to contrast early Near Eastern and Western civilizations and to identify major elements of human civilization and culture.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay-style homework

Chapter 1, Perry, et al; Anthony, David. W. "Shards of Speech," *The Sciences*. January/February, 1996.; and "The Epic of Gilgamesh" in Gregory, Candace. *Documents of Western Civilization, Vol. 1: to 1715 (6th Edition)*. Wadsworth Publishing, 2005.

3 Hours

CONTENT: Discuss how the Hebrew view of God represented a revolutionary break with Near Eastern religious thought. Discuss the Hebrew view of women and the significance on western history. Discuss the role of the prophets in Hebrew history. What is the enduring significance of their achievement?

SPO: Students will examine various religious and social structures and the types of societies that produced and were produced by them.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework

Chapter 2, Perry, et al.

3 Hours

CONTENT: Compare the main features of Minoan and Mycenaean civilizations. Discuss the reasons Homer has been called "the shaper of Greek civilization". Discuss the contradictions between Athenian democratic ideals and Athenian imperialism. Why did no such contradiction exist for Athenians?

SPO: Students will analyze and contrast Greek civilization and its development.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework

Chapter 3, Perry, et al.;

Critical Response: 2-3 page type written response assessing material from Plato, "The Republic," in Gregory, Candace. *Documents of Western Civilization, Vol. 1 : to 1715 (6th Edition)*. Wadsworth Publishing, 2005.; and Kyratas, Dimitris. "The Athenian Democracy and Its Slaves," *History Today*. February, 1994.

3 Hours

CONTENT: Discuss the achievement of the Ionian philosophers. Analyze the educational value of the Socratic dialogue. Explain how Aristotle both criticized and accepted Plato's theory of ideas

SPO: Students will critically examine philosophical ideas and their influence.

OUT-OF-CLASS ASSIGNMENTS: Reading and homework:

Chapter 4, Perry, et al.; Aristotle. "Politics," in Gregory, Candace. *Documents of Western Civilization, Vol. 1: to 1715 (6th Edition)*. Wadsworth Publishing, 2005.

Research Project Proposal: Research topic with abstract and list of at least 8 properly cited sources.

3 Hours

CONTENT: Describe the basic differences between the Hellenic and Hellenistic ages. Hellenistic science stood on the threshold of the modern world. Differentiate between the epicurean, Stoic, Skeptic and Cynic prescriptions for achieving happiness.

SPO: Students will enumerate and evaluate Hellenic and Hellenistic contributions to the modern world.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework, and/or library research.

Chapter 5, Perry, et al.; Arrian, "Alexander the Great," in Gregory, Candace. Documents of Western Civilization, Vol. 1: to 1715 (6th Edition). Wadsworth Publishing, 2005.

3 Hour

CONTENT: Describe the outcome of the patrician-plebeian conflict which took place at the beginning of the fifth century B.C. Analyze the reasons for the collapse of the Roman republic. Identify parallels between the collapse of the Roman Republic and the downfall of Athens.

SPO: Students will assess conflicts leading from social innovation to imperial collapse, and compare societies which underwent these conflicts.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework.

Chapter 6, Perry, et al.; Livy, "Roumulus and Remus," in Gregory, Candace. Documents of Western Civilization, Vol. 1: to 1715 (6th Edition). Wadsworth Publishing, 2005.

3 Hours

CONTENT: Assess how the Roman world completed and/or failed to complete the trend toward cosmopolitanism and universalism that had emerged during the Hellenistic Age." Analyze the spiritual, military, political, and economic reasons for the decline of the Roman Empire.

SPO: Students will assess the impact of various factors upon a civilization's longevity.

OUT-OF-CLASS ASSIGNMENTS: reading, essay homework, and/or library research.

Chapter 7, Perry, et al.; "The Deeds of Augustus," in Gregory, Candace. Documents of Western Civilization, Vol. 1: to 1715 (6th Edition). Wadsworth Publishing, 2005.

Annotated Bibliography: Detailed annotations of at least 4 academic sources that will be used in research paper.

3 Hours

CONTENT: Discuss the relationship of early Christianity to Judaism. Evaluate the factors which contributed to the triumph of Christianity in the Roman Empire. Compare and contrast the world-views of early Judaism, paganism, Christianity and classical humanism

SPO: Students will differentiate between religious doctrines and explain socio-economic and other factors in the successes and failures of various religions.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework and/or library research.

Critical Response: 2-3 page type written response assessing material from Chapter 8, Perry, et al.; White, Meyers and Michael L. White. "Jews and Christians in a Roman World," Archaeology, March/April, 1989.

3 Hours

CONTENT: Discuss the long-term influence of Byzantium on world history. Describe major institutions of the Byzantium empire. Discuss the factors which led to the decline of the Muslim empire. Describe the causes and effects of the breakup of Charlemagne's empire.

SPO: Students will demonstrate understanding of Byzantium values and contributions.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework and/or library research.

Chapter 9, Perry, et al.; Meilser, Stanley. "The Golden Age of Andalusia Under the Muslim Sultans," Smithsonian. August 1992.

6 Hours

CONTENT: Explain the significance of William the Conqueror, common law, Magna Carta, and Parliament. Explain why Germany did not achieve unity during the Middle Ages. Illustrate how the High Middle Ages showed many signs of recovery and vitality. Compare and contrast medieval universities with universities today. Describe the essential features of the medieval view of the universe, and contrast it to the contemporary view of the universe? Discuss Middle Age contributions to the growth of technology and science.

SPO: Students will evaluate factors, cultures in penetrating new lands. Students will relate the development of institutions to the development of ideas in the Middle Ages.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework, and/or library research.

Chapter 10, Perry, et al.

3 Hours

CONTENT: Identify and explain the historical significance of the Babylonian Captivity, Great Schism, and Conciliar Movement. Summarize the legacy of the Middle Ages to the modern world. Compare the characteristic outlook of the Middle Ages to that of the modern age.

SPO: Students will trace the development of modern institutions and ideas.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework, and/or library research.

Chapter 12, Perry, et al.; "Letter of Henry IV to Gregory VII," in Gregory, Candace. Documents of Western Civilization, Vol. 1: to 1715 (6th Edition). Wadsworth Publishing, 2005.

3 Hours

CONTENT: Define the renaissance as a cultural, economic, social, and intellectual phenomenon. Locate and explain the spread of Renaissance ideals. Describe the connection between the Renaissance and the Middle Ages. Explain what special conditions gave rise to the Italian renaissance? Explain why the Renaissance is considered the departure from the Middle Ages and the beginning of modernity. Select aspects of modern life rooted in Renaissance contributions.

SPO: Students will demonstrate understanding of the origins and effects of the Renaissance.

OUT-OF-CLASS ASSIGNMENTS: reading, essay homework, and/or library research.

Critical Response; 2-3 page type written response assessing material from Chapter 13, Perry, et al.; Plumb, J.H. "Women of the Renaissance," in The Italian Renaissance. Houghton Mifflin Company. 1985.

3 Hours

CONTENT: Explain how Luther's theology marked a break with the church. Why did many Germans become followers of Luther? Discuss Calvin's major ideas and achievements Explain how the Reformation differed in England and in Germany, and contrast the legacy it left in each.

SPO: Explain and evaluate the Reformation.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework, and/or library research.

Chapter 14, Perry, et al.; "Luthers's Ninety-Five Theses," in Gregory, Candace. Documents of Western Civilization, Vol. 1: to 1715 (6th Edition). Wadsworth Publishing, 2005.

3 Hours

CONTENT: Compare Spanish and Portuguese overseas expansion in terms of motives, areas of expansion, and the character of the two empires. Assess the role of the church in empire-establishment. Describe how and why relationships between elites and common people began to change in the sixteenth century, and with what result?

SPO: Assess shifting economic forces as a force for national expansionism.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework, and/or library research.

Chapter 15, Perry, et al.; Tolson, Jay. "The Paris Bibles and the Making of a Medieval Information Revolution," Civilization. January/February, 1996.

3 Hours

CONTENT: Explain the role of the aristocracy in the formation of the European states. Categorize the reasons England moved in the direction of parliamentary government, while most countries on the continent embraced absolutism. Assess the statement, "Government, in the final analysis, is organized violence" in relation to 17th century Europe. Is this a fair assessment of early modern European governments?

SPO: Compare governmental systems and the nature of the societies governed.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework, and/or library research.

Chapter 16, Perry, et al.

3 Hours

CONTENT: Explain the differences between the scientific understanding of the universe and the medieval understanding of it. Identify several ways in which the scientific method has changed life in your lifetime. Describe the major achievements of Copernicus, Kepler, Galileo, and Newton. Discuss the role of the Scientific Revolution in shaping a modern mentality. Debate the impact of The Age of Enlightenment. Discuss the essential characteristics of the political thought of each of Hobbes, Locke, Montesquieu, and Rousseau. Distinguish Enlightenment ideas and ideals from common practices of the period.

SPO: Explain and interpret the importance of the Enlightenment and its influence upon various institutions, individuals, and societies.

Chapter 17, Perry, et al.

OUT-OF-CLASS ASSIGNMENTS: Reading, essay homework, and/or library research.

Final Research Paper: 10-12 page formal research essay based on topic proposal and annotated bibliography turned in earlier in the term.

2 Hours Final

METHODS OF INSTRUCTION:

Lecture, Film/Video, Class discussion, Small group collaborative projects, Guest speakers when appropriate and available, Panel presentations.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Percent range of total grade: 40 % to 80 % Written Homework; Reading Reports; Term or Other Papers

Problem-solving assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 20 % Quizzes; Exams

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 20 % Class Performance/s

Objective examinations

Percent of total grade: 5.00 %

Percent range of total grade: 5 % to 20 % Multiple Choice

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 3

Assignment Description:

Reading homework

Chapter 1, Perry, et al;

Anthony, David. W. "Shards of Speech,"

"The Epic of Gilgamesh" in Documents of Western Civilization

Required Outside Hours: 3

Assignment Description:

Reading/essay homework

Chapter 2, Perry et al.

Required Outside Hours: 3

Assignment Description:

Reading/essay homework:

Chapter 3, Perry et al;

Plato, "The Republic" in Documents of Western Civilization

"The Athenian Democracy and its Slaves" by Dimitris Kyrtatas

Critical Response: 2-3 page type written response assessing material from week's reading

Required Outside Hours: 3

Assignment Description:

Reading:

Chapter 4, Perry, et. al.; and

Aristotle's "Politics" in Documents of Western Civilization

Research Proposal: Research topics and a list of at least 8 properly cited college sources.

Required Outside Hours: 3

Assignment Description:

Reading:

Chapter 5 in Perry, et al.; and

Arrian's "Alexander the Great" in Documents of Western Civilization

Required Outside Hours: 3

Assignment Description:

Reading:

Chapter 6, Perry, et al.; and

Livy "Romulus and Remus" in Documents of Western Civilization

Required Outside Hours: 6

Assignment Description:

Reading, essay homework, and/or library research.¿

Chapter 7, Perry, et al.; and

"The Deeds of Augustus," in Documents of Western Civilization

Annotated Bibliography: Detailed annotations of at least 4 academic sources that will be used in research paper.

Required Outside Hours: 3

Assignment Description:

Reading, essay homework and/or library research.¿

Chapter 8, Perry, et al.;

White, Meyers and Michael L. White. "Jews and Christians in a Roman World"

Critical Response: 2-3 page type written response assessing material from week's reading

Required Outside Hours: 3

Assignment Description:

Reading, essay homework and/or library research.¿

Chapter 9, Perry, et al.;

Meilser, Stanley. "The Golden Age of Andalusia Under the Muslim Sultans,"

Required Outside Hours: 3

Assignment Description:

Reading, essay homework, and/or library research.

Chapter 10, Perry, et al.

Required Outside Hours: 3

Assignment Description:

Reading, essay homework, and/or library research.¿

Chapter 12, Perry, et al.; and

"Letter of Henry IV to Gregory VII," in Documents of Western Civilization

Required Outside Hours: 3

Assignment Description:

Reading¿

Chapter 12, Perry, et al.; and

"Letter of Henry IV to Gregory VII," in Documents of Western Civilization

Required Outside Hours: 3

Assignment Description:

Reading, essay homework, and/or library research.¿

Chapter 13, Perry, et al.; and

Plumb, J.H. "Women of the Renaissance"

Critical Response; 2-3 page type written response assessing material from week's reading

Required Outside Hours: 3

Assignment Description:

Reading, essay homework, and/or library research.

Chapter 14, Perry, et al.; and

"Luthers's Ninety-Five Theses," in Documents of Western Civilization.

Required Outside Hours:

Assignment Description:

Reading

Chapter 16, Perry, et al.

Required Outside Hours: 2

Assignment Description:

Final Research Paper: 10-12 page formal research essay based on topic proposal and annotated bibliography turned in earlier in the term.

Final Exam:

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Perry, P., M. Chase, J. Jacob, M. Jacob, T. Von Laue. Western Civilization: Ideas, Politics, and Society. New York: Wadsworth Publishing, 2015.

Update text to most recent edition

ISBN: 978-1305091412

Reading Level of Text, Grade: 14 Verified by: E. Luna

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 200470

CSU GE:

CSU C2, effective 200470

IGETC:

IGETC 3B, effective 200470

CSU TRANSFER:

Transferable CSU, effective 200470

UC TRANSFER:

Transferable UC, effective 200470

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: HIST2

CAN Sequence: HIST SEQ A

CSU Crosswalk Course Department: HIST

CSU Crosswalk Course Number: 7A

Prior to College Level: Y

Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000293507
Sports/Physical Education Course: N
Taxonomy of Program: 220500