



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

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

**TERM EFFECTIVE:** Fall 2023                      **CURRICULUM APPROVAL DATE:** 12/12/2023

**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

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Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

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#### **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)

**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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Trace the development of various Western ideals and human institutions, and assess the extent that society was changed, benefited or damaged by them.
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.
3. Research and assess issues related to religious development and social stratification.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Explain and interpret the importance of the Enlightenment and its influence upon various institutions, individuals, and societies.
2. Compare governmental systems and the nature of the societies governed.
3. Assess shifting economic forces as a force for national expansionism.
4. Explain and evaluate the Reformation.
5. demonstrate understanding of the origins and effects of the Renaissance.
6. trace the development of modern institutions and ideas.
7. evaluate factors and cultures in penetrating new lands. Students will relate the development of institutions to the development of ideas in the Middle Ages.
8. demonstrate understanding of Byzantium values and contributions.
9. differentiate between religious doctrines and explain socio-economic and other factors in the successes and failures of various religions.
10. assess the impact of various factors upon a civilization's longevity.
11. assess conflicts leading from social innovation to imperial collapse, and compare societies which underwent these conflicts.
12. enumerate and evaluate Hellenic and Hellenistic contributions to the modern world.
13. critically examine philosophical ideas and their influence.
14. analyze and contrast Greek civilization and its development.
15. contrast early Near Eastern and Western civilizations and to identify major elements of human civilization and culture.
16. examine various religious and social structures and the types of societies that produced and were produced by them.

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

Curriculum Approval Date: 12/12/2023

4 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.

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?

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?

3 Hours

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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?

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?

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.

2 Hours Final Exam

**METHODS OF INSTRUCTION:**

Methods may include lectures, film/videos, class discussion, small groups, and collaborative projects, Guest speakers when appropriate and available, panels, and presentations.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours 58

Assignment Description

Assigned reading

Required Outside Hours 50

Assignment Description

Written assignments may include reading responses, group work, research papers or projects.

**METHODS OF EVALUATION:**

Writing assignments

Evaluation Percent 60

Evaluation Description

This may include written homework, research papers, projects, or discussion board posts.

Objective examinations

Evaluation Percent 40

Evaluation Description

May include multiple choice, essay, and short answer type questions.

**REPRESENTATIVE TEXTBOOKS:**

The Western Heritage, Volume 1, 12th edition, Donald M. Kagan, Steven Ozment, Frank M. Turner, and Gregory Francis Viggiano, Pearson, 2021 or a comparable textbook/material.

ISBN: 9780137500314

Rationale: This is a comprehensive text and it is well regarded and established in the field.

12+ Grade Verified by: JoLynda Gonzales

**RECOMMENDED MATERIALS:**

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

ISBN: 978-1305091412

Rationale: This text is a classic and can be used as a resource.

14 Grade Verified by: E. Luna

Gregory, Candace. Documents of Western Civilization, Vol. 1: to 1715 (6th Edition). Wadsworth Publishing, 2005.

Additional articles assigned include sources such as: Anthony, David. W. "Shards of Speech," The Sciences. January/February, 1996.

Kyratas, Dimitris. "The Athenian Democracy and Its Slaves," History Today. February, 1994.

Meilser, Stanley. "The Golden Age of Andalusia Under the Muslim Sultans," Smithsonian. August 1992.

Plumb, J.H. "Women of the Renaissance," in The Italian Renaissance. Houghton Mifflin Company. 1985.

Tolson, Jay. "The Paris Bibles and the Making of a Medieval Information Revolution," Civilization. January/February, 1996.

White, Meyers and Michael L. White. "Jews and Christians in a Roman World," Archaeology, March/April, 1989.

**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: 170

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