

Course Outline

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

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 10/13/2020

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 Renaissance Europe to the present. Emphasis is on ideas, attitudes and institutions basic to western civilization of enduring interest. (C-ID: HIST 180)
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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Identify, distinguish and interpret significant events, individuals, and theories specific to Western civilizations from the mid-sixteenth century to the present.

Measure of assessment: Written exam, oral report, quizzes written homework, class discussion, academic research

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Identify and analyze various contemporary social values and assess their historical linkage.

Measure of assessment: Project, role play, oral report

Year assessed, or planned year of assessment: 2018

Semester: Spring

3. Trace key European national and international affairs; and analyze their economic, political, and social impacts.

Measure of assessment: Written exam, oral report, quizzes written homework, class discussion, academic research

Year assessed, or planned year of assessment: 2018

Semester: Spring

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

Curriculum Approval Date: 10/13/2020 **DE MODIFICATION ONLY**

3 Hours

Content: The Rise of Sovereignty: Transition to the Modern State

Student Performance Objectives: Discuss the ways the early modern kings

increased their power, and what relationship did they have to the commercial bourgeoisie in their countries. Discuss the ways in which the Prussian, Russian, and Austrian experiences of statehood were roughly comparable.

Out of Class Assignments: Reading from text and articles:

Perry, et al., Chapter 16; Louis XIV "Instructions at Dauphin," in Gregory, Candace. Documents of Western Civilization,

Vol. 2: Since 1715 (6th Edition). Wadsworth Publishing, 2005.

6 Hours

Content: The Scientific Revolution and the Mechanical Universe; The Age of Enlightenment: Reason and Reform

Student

Performance Objectives: Describe the changes in the practice of medicine during the Scientific Revolution. Evaluate the role that the Scientific Revolution played in shaping a modern mentality.

Explain the meaning of the Age of Enlightenment. Compare the essential characteristics of the political thought of Hobbes, Locke, Montesquieu, and Rousseau.

Out of Class Assignments: Reading from text, articles, library or data base research:

Critical Response: 2-3 page type-written response assessing material from Perry, et al. Chapter 17 and 18; and Walvin, James. "Slavery and the British," History Today. March, 2002.

6 Hours

Content: The French Revolution: Affirmation of Liberty and Equality; Napoleon: Destroyer and Preserver of the Revolution; Europe, 1815-1848:

revolution and counterrevolution; Thought and Culture in the Mid-Nineteenth century: Realism and Social Criticism

Student Performance Objectives: Discuss the privileges enjoyed by clergy and nobility in the old regime. Discuss the grievances of the bourgeoisie, the peasantry and the urban laborers. Explain why the French Revolution was a decisive period in the shaping of the West. Evaluate the principles which underlay Napoleon's domestic reforms. Assess the notion that Napoleon both preserved and destroyed the ideals of the French Revolution.

Out of Class Assignments: Reading from text and articles:

Perry, et al., Chapter 19; Edmund Burke, "Reflections on the Revolution in France," in Gregory, Candace. Documents of Western Civilization, Vol. 2: Since 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: The Industrial Revolution: The Transformation of Society;

Ferment of Ideas: Romanticism, Conservatism, Liberalism, Radicalism, Early Socialism, Nationalism

Student Performance Objectives: Describe how England experienced industrialization before the rest of Europe. Construct arguments responding to historians arguments about the relative importance of labor, capital, government, technological invention, and natural resources and geography in the process of industrialization. Explain why the Romantic movement was a reaction against the dominant ideas of the Enlightenment. Discuss the attitudes of the conservatives towards the philosophes and the French Revolution. Explain how the French Revolution and romanticism contributed to the rise of modern nationalism.

Out of Class Assignments: Reading from text and articles:

Perry, et al.,

Chapter 20; James Phillips Kay, "Moral and Physical Dissipation," in Gregory, Candace. Documents of Western Civilization, Vol. 2: Since 1715 (6th Edition). Wadsworth Publishing, 2005.

6 Hours

Content: Europe, 1815-1848: revolution and counterrevolution; Thought and Culture in the Mid-Nineteenth century: Realism and Social Criticism; The Surge of Nationalism: From Liberal to Extreme Nationalism

Student Performance Objectives: Discuss Metternich's attitude toward the French Revolution and Napoleon. Explain why the Revolutions of 1848 failed in the German states, the

Austrian empire, and Italy. Explain how realism differs from romanticism. Discuss Comte's "law of the three stages". Discuss why Marx's philosophy and literature are good tools for analyzing the

behavior and problems of the nations of the world. Explain why Prussia's victory over Austria was a triumph for conservatism and a defeat for liberalism. Analyze why racial nationalism

was a repudiation of the Enlightenment tradition and a regression to mythical thinking. Explain why England was considered the model liberal nation in the middle decades of the nineteenth century.

Out of Class Assignments: Reading from text, articles, library or data base research:

Critical Response: 2-3 page type-written response assessing material from Perry, et al., Chapter 22;

Alexis de Tocqueville, "The June Days," in Gregory, Candace. Documents of Western Civilization, Vol. 2: Since 1715 (6th Edition). Wadsworth Publishing, 2005.; and Tomkiewicz, Shirley. "The First

Feminist," Horizon. Spring, 1972.

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

9 Hours

Content: The Industrial West: Responses

to modernization; Western Imperialism: Global Dominance; The Road to WWI: Failure of the European System; World War I: The West in Despair; Modern Consciousness: New Views of Nature, Human Nature, and the Arts

Student Performance Objectives: Discuss the threat of revolution or social change among the Great Powers on the eve of the WWI. Explain how industrialization changed Europe's relations with

China, India and Japan. Explain how imperialism fit in with the European alliance system. Assess how certain problems were solved in the Middle East and central Asia because Russia was defeated in

WWI. Describe Nietzsche's attitudes toward Christianity and democracy. Describe the view of the universe held by Westerners about 1880, and evaluate how was this view altered by modern physics.

Explain how nationality problems contributed to the outbreak of WWI. Discuss the conditions which led to the formation of the Triple Entente. Evaluate the arguments advanced by historians as to who

was responsible for WWI. Identify and explain the historical significance of the battles of Verdun, the Somme, and Gallipoli. Describe Wilson's peace proposal, and assess the difficulties he face.

Explain why WWI was a turning point in the history of the West.

Out of Class Assignments: Reading from text, articles, library or data base research:

Perry, et al., Chapter 26 and 28; DeVoss, David.

"Searching for Gavrilo Princip," Smithsonian. August, 2000.

6 Hours

Content: The Soviet Union: Modernization and Totalitarianism; The Rise of Fascism: The Attack on Democracy; Thought and Culture in

an Era of World Wars: Disorientation, Doubt, and Commitment

Student Performance Objectives: Describe the institutions and methods used by Lenin to build the Soviet state. Explain how the peasants

fared through war, revolution, and the rise of the Soviet state. Evaluate the flaws in the application of Marxist dogma, and assess how this application affected "Marxist" states .Describe Mussolini's

policies toward the church and the economy. Explain why Hitler's views proved attractive to Germans.

Discuss the lessons learned by democracies from the experience of the fascist states. Discuss the

statement: Kafka, better than any other novelist, grasped the dilemma of the modern age. Explain the meaning of existentialism. Explain why England and France practiced policies of appeasement.

Describe the new Order the Nazis established in Europe.

Out of Class Assignments: Reading from text, articles, library or data base research:

Critical Response: 2-3 page type-written response

assessing material from Perry, et al., Chapter 29 and 30; Ernst Huber, "The Authority of the Furhrer is All-Inclusive and Unlimited," in Gregory, Candace. Documents of Western Civilization, Vol. 2:

Since 1715 (6th Edition). Wadsworth Publishing, 2005.

6 Hours

Content: World War II: Western Civilization in the Balance; Europe after 1945: Recovery, Realignment, Division

Student Performance

Objectives: Discuss the legacy of WWII on traditional European powers, and identify the social and political outline of Eastern Bloc nations. Explain how West Germany, after the partition of Germany

in 1945, became Pre-eminent in the European Community. Describe the central problems faced by the USSR after WWII, and appraise how they attempted to cope with them.

Out of Class Assignments: Reading

from text, articles, library or data base research:

Perry, et al., Chapter 31; Webster, Donovan. " Malaria Kills One Child Every 30 Seconds," Smithsonian. September, 2000.

7 Hours

Content:

International Relations in an Age of Superpowers; The New Globalism; The Dawning of a New Order: The Soviet Union, Eastern Europe, and the Western Alliance

Student Performance Objectives: Explain

the fate of Stalinism under Khrushchev under Gorbachev. Discuss the origins of the Cold War and assess whether it might have been prevented. Explain how the present world order differs from the world in which Western civilization originated and evolved. Explain how the conditions of the developed countries differ from those in the developing countries. Discuss the conditions and problems faced by Mao Zedong and his effort to modernize China.

Out of Class Assignments: Reading from text, articles, library or data base research:

Perry, et al. Chapter 32

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:

1. Traditional lecture using Powerpoint or overhead projector 2. Film/ video presentation and class discussion; and/or internet based class discussion. 3. Small group collaborative projects, projects to be done in class and/or via internet. 4. Guest speakers 5. panel presentations a involving participants from different disciplines.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Percent range of total grade: 50 % to 60 % Written Homework; Reading Reports; Essay Exams; Term or Other Papers

Problem-solving assignments

Percent of total grade: 5.00 %

Percent range of total grade: 5 % to 10 % Quizzes

Objective examinations

Percent of total grade: 30.00 %

Percent range of total grade: 30 % to 40 % Multiple Choice

Other methods of evaluation

Percent of total grade: 30.00 %

Percent range of total grade: 30 % to 40 % Debates, Discussions, Group Work, Presentations

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 6

Assignment Description:

Reading from chapter 22 in Perry, et al., "The June Days" by Alexis de Tocqueville, and "The First Feminist" by Shirley Tomkiewicz.

2-3 page type-written response assessing assigned readings.

Library Research: Annotate 4 college level sources acquired from the college library.

Required Outside Hours: 6

Assignment Description:

Reading:

Chapters 26 and 28 from Perry et al.; "Searching for "Gavrilo Princip" by David DeVoss

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Perry, P., M. Chase, J. Jacob, M. Jacob, T. Von Laue,. Western Civilization: Ideas, Politics, and Society, Volume II (11th Edition),. New York: Wadsworth Publishing,2015.

This is book is a well regarded textbook for courses in Western Civilizations. Updating information with most recent edition.

ISBN: 13: 978-1305091412

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

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 200630

CSU GE:

CSU C2, effective 200630

IGETC:

IGETC 3B, effective 200630

CSU TRANSFER:

Transferable CSU, effective 200630

UC TRANSFER:

Transferable UC, effective 200630

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: HIST4

CAN Sequence: HIST SEQ A

CSU Crosswalk Course Department: HIST

CSU Crosswalk Course Number: 7B

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: CCC000300396

Sports/Physical Education Course: N

Taxonomy of Program: 220500