

HIST 0004B - WESTERN CIVILIZATION SINCE 1715

Catalog Description

Advisory: Eligibility for ENGL 1A

Hours: 54 lecture

Description: Survey of European history and the development of western culture, from 1715 to present, interrelating political and social events with art, literature, and philosophy; covering the Ancient Regime, the Age of Democratic Revolutions, industrialization, the rise of fascism and communism, the two world wars, the Cold War, the postwar era, and the European Union. (C-ID HIST 180) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Compose coherent, persuasive historical argument using correct academic citation methods.
- CSLO #2: Differentiate primary and secondary sources and how each are used to make historical claims.
- CSLO #3: Evaluate the role of European geography in major political, economic and social changes.
- CSLO #4: Investigate major political, economic and social changes with emphasis on culture, race, class, gender and/or ethnicity.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
2. Analyze the concept of the West.
3. Explain aspects of Western Civilization through multiple analytical categories such as race, class, gender, and ethnicity.
4. Analyze the development and impact of political ideological trends in the western world.
5. Analyze the social and economic organization in the western world and explain their historical significance.
6. Explain the historical significance of major discoveries, inventions, and scientific achievements.
7. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.

8. Identify and locate the major cities, countries, and geographic features of Europe, and analyze the influence of geography on Western history and civilization.
9. Identify the most significant cultural, religious, and literary persons of the West, and analyze their individual contributions and their historical context.
10. Analyze the social, ideological, economic, and/or political causes and the economic, cultural, and social effects of all major wars and revolutions.
11. Analyze the relevancy of history in today's world.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
 - AA/AS - Social Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
 - CSUGE - D6 History
 - CSUGE - D8 Pol Sci/Govt/Lgl In
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3B Humanities
 - IGETC - 4F History

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Using information from assigned readings and class lectures/activities, write an in-class essay on a topic related to the course, which was listed on a study sheet for the exam.
- Objective Examinations
 - Example: Using information from the assigned readings and class lectures/activities, answer 20 multiple-choice and 10 fill-in-the-blank questions regarding the social, military, economic, and diplomatic effects of World War I.
- Projects
 - Example: Using guidelines provided by the instructor, locate appropriate research materials and create a visual and/or oral presentation on an approved topic related to the course.
- Reports
 - Example: Read the assigned documents (including excerpts from primary sources such as "Parliamentary Testimony for the Factory Act of 1833: Working Conditions in England," "Sybil, or the Two Nations: Mining Towns" by Benjamin Disraeli, "The Condition of the Working Class in England" by Friedrich Engels, and "Woman in Her Social and Domestic Character" by Elizabeth Poole Sandford; AND secondary sources such as "The Making of Economic Society: England, the First to Industrialize" by Robert L. Heilbroner, and "The Family and Industrialization in Western Europe" by Michael Anderson), and interpret the assigned visual sources (such as the painting "Gare Saint Lazare" by Claude Monet, and an illustration from "Life and Adventures of Michael Armstrong" by Frances Trollope). Then discuss and analyze the following question: "In retrospect, what policies might governments have adopted to minimize the pains of

industrialization? What cultural and political factors acted against the adoption of such policies?" Write your answer in essay or chart format.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor presents a lecture and structured class discussion analyzing how and why European society changed in the last half of the 18th century. Using structured analytical questions, instructor guides students' use and discussion of primary documents to reach conclusions about changing practices of marriage, child-rearing, and gender roles.
2. Instructor presents a group activity assignment evaluating the new ideologies of the 19th century. Primary sources are analyzed by groups of students to deduce the causes of each new ideology (such as socialism, liberalism, and nationalism), and the influences of each ideology on political events such as the Crimean War and the unifications of Germany and Italy.

Distance Learning

1. In an online class, instructor creates a discussion assignment in which students use the textbook and Atlas to analyze and discuss the connections between religion, economies, and early colonization efforts of Portugal and Spain.

Typical Out of Class Assignments

Reading Assignments

1. Based upon reading assignments reflected in the course syllabus, complete reading on "The Rise of Fascism and Communism" and be prepared to discuss the material in class and as part of written examinations. 2. Complete reading in assigned course reader on the "Industrial Revolution" and be prepared to summarize both orally and in a carefully written paragraph.

Writing, Problem Solving or Performance

1. Based upon reading and class discussions, write a 500-word essay contrasting the motivations of revolutionaries in France in 1789 and in 1848. 2. Make a text-based chart comparing the experiences, participants, and results of the Industrial Revolution in Britain, Germany, and Italy.

Other (Term projects, research papers, portfolios, etc.)

1. Using maps, online documents, and written sources, create a visual presentation (using Powerpoint, Prezi, a physical poster, or another format) that illustrates the effects of geography and climate on the culture and major events of the French Revolution. 2. Choose a research topic related to the course and locate appropriate primary and secondary sources. Based on those sources, write a 10-page research paper

analyzing the topic. Include properly-formatted quotes, citations, and a bibliography.

Required Materials

- The West: A New History, volume 2
 - Author: Anthony Grafton and David A. Bell
 - Publisher: W.W. Norton & Company
 - Publication Date: 2018
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- The West: Encounters & Transformations
 - Author: Levack et al
 - Publisher: Longman
 - Publication Date: 2016
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Understanding Western Society, volume 2
 - Author: McKay et al
 - Publisher: Bedford/St. Martins
 - Publication Date: 2015
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Things Fall Apart: A Novel
 - Author: C. Achebe
 - Publisher: Anchor
 - Publication Date: 1994
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- Candide
 - Author: Voltaire
 - Publisher: Penguin Books
 - Publication Date: 1990
 - Text Edition: Reissue
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.