This course explores the concept of Western Civilization from its origins in ancient Mesopotamia via civilizations in ancient Egypt, Greece, Rome, and medieval Europe to the Renaissance (c.1500). The emphasis is on a wide spectrum of human creativity, ideas, beliefs, institutions and endeavor. Throughout the time period the dynamics of change and continuity will be questioned and analyzed. Recommended for all transfer students majoring in the liberal arts, the humanities or the social sciences.
GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 3: Arts and Humanities
   3B: Humanities
IGETC Area 4: Social and Behavioral Sciences
   4F: History
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
   C2 - Humanities
CSU GE Area D: Social, Political, and Economic Institutions
   D6 - History

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

describe the structure, pace, and causal agents of changing historical contexts.

employ interpretative skills to reach reasoned conclusions from historical evidence.

evaluate cultural, socio-political, and economic contexts through historical time.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).

2. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

3. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).

COURSE OBJECTIVES:

1. Explain the concept of “The West” and describe the characteristics of a civilization.
2. Explore the evolution of Western political, social, and economic structures and explain their influence in the historical record.
3. Examine Western geographical explorations, technological achievements, and scientific advances and interpret their historical impact.
4. Examine Western art, architecture, philosophy, and literature and analyze their historical significance.
5. Apply comprehension of the historical record and Western developments in order to analyze and interpret historical primary and secondary sources.
6. Formulate essential questions, pose new interpretations, and conduct research using historical evidence.
7. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.
8. Analyze the dynamics of change over time in order to explain historical causality and preserve contingency in the past.

COURSE CONTENT:
LECTURE CONTENT:

1. Introduction to Western Civilization and Culture
   A. Meaning of the conceptual West
   B. Definition of a civilization
   C. The West and the world

2. Prehistory
   A. Archaeological and Anthropological evidence
   B. Paleolithic Era
   C. Neolithic Era and Agricultural Revolution (Bronze and Iron Age)

3. Civilizations of the Ancient Near East
   A. Mesopotamians (Sumerians)
   B. Egyptians
   C. Babylonians
   D. Assyrians
   E. Hebrews
   F. Phoenicians
   G. Indo-Europeans (Aryans, Persians, and Hittites)
   H. Near East and Mediterranean legacy

4. Greek Civilization
   A. Ancient Greece: Minoans and Mycenaeans
   B. Classical Greece
   C. Hellenistic Greece
   D. Greek legacy

5. Rome
   A. Etruscans
   B. Roman Republic
   C. Roman Empire
   D. Decline and transformation of the Roman world
   E. Roman legacy

6. Christianity (Roman Catholic or Western Christianity)
   A. Origins and emergence of Christianity
   B. Doctrinal quarrels
   C. Ecclesiastical organization

7. Islam
A. Origins and emergence of Islam
B. Religious teachings of Islam
C. Shiite-Sunni schism
D. Islamic military conquests
E. Islamic achievements and legacy

8. Byzantine Empire (Greek Orthodox or Eastern Christianity)
   A. Codification of Roman law
   B. Military conquests
   C. Greek Orthodox Christianity
   D. Byzantine culture

9. Early Middle Ages of Europe
   A. Economic disintegration and political instability
   B. Conversion of Germanic peoples
   C. Spread of monasticism
   D. Carolingian Empire and Charlemagne
   E. Invasions: Magyar, Viking, and Muslim
   F. Vikings and North Atlantic revival
   G. Manorialism and Feudalism

10. High Middle Ages of Europe
    A. Agricultural Revolution and technological advances
    B. Revival of commerce and towns and cities
    C. The Crusades
    D. Spiritual authority vs. secular authority
    E. Intellectual revival: universities and Scholasticism
    F. Art and architecture: castles and cathedrals
    G. Famine and plague: the Black Death
    H. Rise of national monarchies

11. The Renaissance
    A. Classicism and Humanism
    B. Italian (Southern Renaissance)
    C. The Northern Renaissance (Christian Humanism)
    D. Neoplatonism
    E. Art, Architecture, Philosophy, and Literature

12. The Reformation
A. Lutheran
B. Calvinism
C. Anglicanism
D. Catholic Reformation
E. Religious wars and state-building

METHODS OF INSTRUCTION:
A. Lecture:
B. Online:
C. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
A. Objective multiple-choice assignments: the multiple choice assignments will assess the students' historical comprehension of the course lectures and secondary source readings.

B. Short essay exams and class assignments: the short essay exams will assess the students' analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts.

C. Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students' ability to take a stance on a controversial question/issue in Western Civilization and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students' ability to analyze a book-length primary source, formulate essential questions, acquire information concerning the historical time and place, and to report on historical implications.

Out-of-class Assignments
The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 4-6 pages.

Writing Assignments
Students will demonstrate their ability to think critically by means of essay examinations and written research assignments which will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations and written research assignments will be an important and integral component of every History G180 course.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Oral Presentations
Demonstration of Critical Thinking:
Students will demonstrate their ability to think critically by means of essay examinations and written research assignments which will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations and written research assignments will be an important and integral component of every History G180 course.

Required Writing, Problem Solving, Skills Demonstration:
Required readings from primary and secondary sources, exercises, and written responses as required by the instructor.

The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 4-6 pages.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. The Epic of Gilgamesh, Anonymous

The Iliad, Homer

The Odyssey, Homer

The City of God, Saint Augustine

The Divine Comedy, Dante Alighieri

Beowulf, Anonymous

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials

Comments:

Attachments:
Attached Files