This course explores the concept of Western Civilization from the Renaissance (c.1500) to the modern era. Topics include Reformation, Scientific Revolution, Enlightenment, Constitutionalism, French Revolution, Industrial Revolution, Romanticism, Nationalism, Totalitarianism, and Consumerism. The dynamics of change and continuity throughout the period will be questioned and analyzed. Recommended for all transfer students majoring in the liberal arts, the humanities or the social sciences.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:

History

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]

ART HISTORY(Associate in Arts for Transfer)
Art History(Associate in Arts for Transfer)
Associate in Arts: Liberal Arts: Emphasis in Social Sciences(Associate in Arts)
Associate in Arts: Liberal Arts: Emphasis in Social Sciences RETIRE FALL 20(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Arts and Humanities(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences(Associate in Arts)
HISTORY(Associate in Arts for Transfer)
History(Associate in Arts for Transfer)
Philosophy(Associate in Arts for Transfer)
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. 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).

2. 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).

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History 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, religion, and literature and analyze their historical significance.

5. Analyze Western civilizations through the lens of gender, race, class, and ethnicity.

6. Apply comprehension of the historical record and Western developments in order to analyze and interpret historical primary and secondary sources.

7. Formulate essential questions, pose new interpretations, and conduct research using historical evidence.

8. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.

9. Analyze the dynamics of change over time in order to explain historical causality and preserve contingency in the past.

10. Evaluate the consequences of historical decisions and reflect on the relevance of debatable issues in the modern day.

COURSE CONTENT:
LECTURE CONTENT:
1. The Renaissance
   A. Classicism and Humanism
   B. The Italian (Southern) Renaissance
   C. The Northern Renaissance (Christian Humanism)
   D. Neoplatonism
   E. Art, Architecture, Philosophy, and Literature
2. The Reformation
   A. Lutheran
   B. Calvinism
   C. Anglicanism
   D. Catholic Reformation
   E. Religious wars and state-building
3. Mercantilism and Early Capitalism
   A. Agriculture, urbanism, and industry
   B. The Commercial Revolution
   C. Colonization and overseas trade
   D. Slavery and the social order
   E. Wars for empire
4. Absolutism and Constitutionalism
   A. French Absolutism (*Ancien Regime*)
   B. Russian (Eastern) Absolutism
   C. English Constitutionalism
   D. Enlightened Absolutism
5. The Scientific Revolution
   A. Intellectual roots (including Islamic foundations)
   B. Astronomy Revolution: Copernicus, Kepler, and Galileo
   C. New philosophy: Bacon and Descartes
   D. Experimentation and inquiry: Newton
6. The Enlightenment
   A. Foundations
   B. The *Philosophes*: Voltaire, Montesquieu, and Diderot
   C. Humanitarianism and toleration: Beccaria
   D. Economics, government, and nature: Smith, Locke, Hobbes, Rousseau
E. Gender: Mary Wollstonecraft

7. The French Revolution
   A. Destruction of the Old Regime
   B. The Popular Revolution and the Reign of Terror
   C. Napoleon and Imperial France
   D. Napoleonic wars

8. The Industrial Revolution
   A. Industrial Revolution in Britain
   B. Industrial Revolution in Europe
   C. Industrialization and empire
   D. Urbanization and class conflict

9. Revolution and Reform
   A. Conservatism
   B. Liberalism
   C. Romanticism

10. Nationalism and Nation Building
    A. National identity and Nationalism
    B. Nationalism in Germany
    C. Nationalism in the Habsburg Empire
    D. Nationalism in Italy
    E. Nationalism in the United States and Canada

11. Imperialism and Colonialism
    A. Imperialism in Asia
    B. Imperialism in Africa
    C. "The White Man's Burden:" Imperial rationales
    D. U.S. imperialism in Central and South America

12. The Modern West
    A. Second Industrial Revolution (electricity and electrical engineering)
    B. Growth of corporations
    C. Challenge of socialism: Marx and Engels
    D. Challenge of science and philosophy: Darwin, Freud, and Nietzsche
    E. Women's widening sphere
    F. Labor unrest and Progressivism
    G. Realism (art and literature)
13. The First World War
   A. War between empires and alliance systems
   B. The Home Front
   C. The Russian Revolution

14. The Second World War
   A. The Great Depression
   B. Emergence of Fascism in Italy and Germany
   C. The Soviet Union under Lenin and Stalin
   D. Appeasement and the outbreak of war
   E. Racial war and the Holocaust
   F. Total War and peace settlement

15. Cold War and Cultural Change
   A. The Cold War
   B. European recovery
   C. Social and cultural change
   D. Social movements
   E. Economic stagnation
   F. Collapse of Communism and the Soviet Union

16. Decolonization and Globalization
   A. Global decolonization
   B. Anti-colonialism and self-determination
   C. Terrorism
   D. Globalization
   E. Environmentalism
   F. End of the West?: for and against arguments

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

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:
   Reading Assignments

   1. Objective multiple-choice assignments: the multiple choice assignments will assess the students’ historical comprehension of the course lectures and secondary source readings.

   2. 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.
3. 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 historical 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 G185 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 G185 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. *Candide*, Voltaire

*The Prince*, Niccolo Machiavelli

*The Second Treatise of Government*, John Locke

*Paradise Lost and Paradise Regained*, John Milton

*The Inferno*, Dante Alighieri

*The Communist Manifesto*, Karl Marx and Friedrich Engels

*On Liberty*, John Stuart Mill

**LIBRARY:**

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

**Comments:**

**Attachments:**

[Attached Files](#)