

HIST A180H: WESTERN CIVILIZATION 1 HONORS

Item	Value
Curriculum Committee Approval Date	11/01/2023
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> • Area 3 Arts and Humanities 3A Theory (OC1) • Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> • Area 3B Humanities (OSC2) • Area 4 Social and Behavioral Sciences (OSD)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> • Cal-GETC 3B Humanities (3B) • Cal-GETC 4 Social & Behavioral Sciences (4) • Cal-GETC 4F History (4F)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> • IGETC 3B Humanities (3B) • IGETC 4 Social&Behavioral Sci (4) • IGETC 4F History (4F)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> • CSU C2 Humanities (C2) • CSU D6 History (D6)

Course Description

The development of present day Western culture from the earliest beginnings to 1715, giving a general outline of the development of social, economic, political, and cultural institutions that have had a major impact upon our civilization. Enrollment Limitation: HIST A180; students who complete HIST A180H may not enroll in or receive credit for HIST A180. Transfer Credit: CSU; UC. C-ID: HIST 170. C-ID: HIST 170.

Course Level Student Learning Outcome(s)

1. Upon the successful completion of this course, students will display the ability to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns that are relevant to the course geographic area and timeline of study.

2. Students will evaluate thematic change over time, from human origins through 1600CE, involving the formation, expansion and contraction of human societies throughout Western history.
3. Students will analyze the impact of peoples and their political ideologies, religions and technology from one geographic region and its peoples upon other peoples and environments of other geographic regions over time in Western History, from human origins through 1600CE.

Course Objectives

- 1. Compare and contrast ancient Sumerian, Assyrian, and Babylonian development.
- 2. Describe what is meant by the Mesopotamian legacy.
- 3. Analyze the importance of the emergence of the Greek city-states.
- 4. Describe the issues and challenges of the early Roman Republic, and compare to the Late Republic.
- 5. Analyze the relationship of the Christian Church and its influence on the ?Fall? of Rome.
- 6. Compare and contrast the intellectual and cultural movements of the Middle Ages rising from the revival of trade and the urban revolution.
- 7. Evaluate the part played by the Crusades in the medieval intellectual revival.
- 8. Define and give examples of what is meant by The Renaissance - in thought, literature and artistic expression.
- 9. Distinguish the major components of the Scientific Foundation of Modern Science as an emergence from Renaissance thinking.
- 10. Distinguish the social and political changes brought about by Protestantism.
- 11. Identify what is meant by the Counter-Reformation Heritage.
- 12. Analyze the results of European overseas expansion, giving examples of intellectual, economic and cultural changes.

Lecture Content

Before Civilization The emergence of villages, trade and warfare The birth of Western Civilization The Ancient Near East Ancient Sumer: The World of the first cities Old Babylonian developments The might of the Assyrians The New Babylonian Revival The Mesopotamian Legacy Greece The emergence of the city-states The Athenian Political Partnership The Persian War and the Peloponnesian War Greek Philosophy The Greek Achievement Rome Early Italy and the Roman monarchy The Early Republic The Social Struggles of the Late Republic The Principate or Early Empire The Roman Heritage Christianity The emergence and triumph of Christianity The structure of Christianity The shaping of Western Christian thought The Church and the Fall of Rome Middle Ages The Byzantine Empire and its culture The flowering of Islam Western Christian Civilization in the early Middle Ages The revival of trade and the urban revolution Feudalism and the rise of the national monarchies The Crusades The medieval intellectual revival Renaissance The Renaissance of thought and literature in Italy The artistic Renaissance in Italy The Renaissance in the North The scientific foundations of modern science Reformation The Lutheran Upheaval The spread of Protestantism The Protestant Heritage The Counter-Reformation heritage The Age of Discovery The Portuguese voyages and discoveries Columbus s journey Spanish South Ame rica Results of European overseas expansion

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

Instructional Techniques

This classroom-based version of the course is classified as a lecture course, but instructors will use a variety of strategies to help students achieve course objectives/student learning outcomes. These may include: Lecture enhanced with Power point, overhead, white board, and/or handouts to highlight concepts Audiovisual materials to establish historical context Discussion with full class and in small groups Role playing Group activities Guest speakers Field trips Additional Variations for Distance Education: The online environment will allow students to have expanded access to all of the students in the class. Methods of Instructor-Student communication for a Distance Ed. class include: 1. Use of Camtasia and/or ConferZoom (provided to instructors by OCC) to create recorded lectures and video content. 2. Canvas allows for the use of e-mail, video conference, tele-conference and written communication as forms of regular contact between the instructor and the student. 3. Discussions Boards and Chat Rooms provides an opportunity for students and instructors to discuss issues in a live-format or with a time-delay. 4. Through Canvas, students may be assigned projects for class activities through the use of historical databases such as census records, virtual museums and archives, digitized print, graphic, audio, and video primary and secondary source documents, and global e-communications with subject-matter peers and experts. Specific types and frequencies of regular Instructor-Student communication include: Announcements/Bulletin Boards: Instructor will utilize Canvas' Announcement feature at least every week to communicate class news, assignment updates and grading progress to the students. Chat Rooms: group-ongoing Discussion Boards: Canvas-hosted discussion boards will be maintained by the instructor on a weekly basis, with the intent to have students communicate with each-other and the instructor on formative questions of the curriculum. The instructor will pose questions and moderate student responses, along with regular feedback, as might be done in a live classroom setting. Email Communication: weekly FAQ: as needed Scheduled Face-to-Face Meetings: Group meetings(in person) - 50% Telephone: as needed Other (explain): quizzes w/ feedback Other (explain): Individual - weekly

Reading Assignments

Students will read 1-2 textbook chapters and related primary/secondary source material per week.

Writing Assignments

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

Out-of-class Assignments

Students may be assigned homework to help them develop and/or assess their ability to Derive pertinent information from assigned readings Prepare for class discussion Find appropriate primary/secondary sources through library research Interpret primary/secondary sources correctly Manage the steps of a research project

Demonstration of Critical Thinking

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/

student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

Required Writing, Problem Solving, Skills Demonstration

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

Eligible Disciplines

History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required. History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Hunt, Lynn, et al. Making of the West, Volume I: To 1750, 4th ed. Bedford St. Martins, 2012 2. Required Kagan, Donald, et al. The Western Heritage, Volume 1, 11th ed. Pearson, 2013 3. Required Kidner, Frank, et al. Making Europe: The Story of the West, Volume 1, 2nd ed. Cengage Learning, 2013 4. Required Spielvogel, Jackson J.. Western Civilization: Volume 1: To 1715, 8th ed. Cengage Learning, 2012

Other Resources

1. Students will read and analyze primary and secondary sources. Instructors may require students to buy Readers published by textbook publishers Customized readers designed by the instructor Monographs like those in the Bedford St. Martin series. Or, they may refer students to online collections of sources like the Internet History Sourcebook or academic databases.