Course Outline of Record Report
10/11/2021

HISTC103 : Western Civilization - Antiquity to the Renaissance

General Information

Author:	-
Course Code (CB01) :	HISTC103
Course Title (CB02) :	Western Civilization - Antiquity to the Renaissance
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2205.00) History
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000040011
Curriculum Committee Approval Date:	10/02/2015
Board of Trustees Approval Date:	11/03/2015
External Review Approval Date:	12/03/2015
Course Description:	This course covers the growth of European civilization. Social, political, and cultural developments are integrated with the introduction of ideas and institutions basic to the understanding of one's own heritage. This course also covers the development of Western Civilization from the earliest times to the close of the Middle Ages.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• History
Alternate Master Discipline Preferred:	• History
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	**Course Special Class Status (CB13)**	**Grade Options**
Course is not a basic skills course.	Course is not a special class.	• Letter Grade Methods • Pass/No Pass
☐ Allow Students to Gain Credit by Exam/Challenge	**Allowed Number of Retakes** 0	**Course Prior To College Level (CB21)** Not applicable.

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Liberal Arts: Social & Behavioral Sciences	A.A. Degree Major	Summer 2018 to Fall 2020
CC Liberal Arts: Arts & Humanities	A.A. Degree Major	Summer 2018 to Fall 2020
History Associate in Arts Degree for Transfer (AA-T)	A.A. Degree for Transfer	Spring 2020 to Spring 2020
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
History Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Spring 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 2020
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021

Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.3	Social & Behavioral Sciences Historical	Approved	No value	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area D.6	Social Sciences History	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 3.B	Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education
Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC070 - Introductory Composition

Students are expected to read and comprehend college-level texts explaining complex historical theories. In addition, they must critically analyze scholarly articles for a research project. Students are also expected to
write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The advisory level ensures students have the skills necessary for success in these assignments.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Other
Rationale	Other Methods: Classroom Lectures and discussion of course topics Textbook reading assignments Reading Supplementary material related to course objectives and topics

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Audiovisual
Rationale	No value

Assignments

- 1. Reading an assigned article related to the concepts that will be covered in a certain segment of class and answering questions based on the student's understanding of the article. 2. Researching a historical event or figure and writing an appropriate essay within an exam. 3. Supplemental reading assignments and preparing a written examination of that work.

Methods of Evaluation	Rationale
Tests	A. Examinations-including both long and short essays that measure students' ability to identify key events and trends in Western Civilization C. Quizzes requiring students to write in class essays on selected topics For example: Explain how Homer's Odyssey contributed to the greatness of ancient Athens in the fifth century BC.
Analysis of Primary Sources	D. Written analysis of primary source documents, both in class and as take home essays. Examples of primary documents may include, but not limited to the following: Epic of Gilgamesh, Code of Hammurabi, Epic poems of Homer, History of the Peloponnesian War, Magna Carta, and the Essay on the Principle of Population by Thomas Malthus.
Research Paper	B. Short thought papers on selected topics covered in class For example: Write a three page paper comparing the accomplishments of ancient Greece and the Middle Ages?

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Kagan, D., et al. . (2012) The Western Heritage: Volume 1, 11th, Prentice-Hall			
	Jeffrey B. Gibson ed.. (2014) Annual Editions: Western Civilization, Vol. 1, 17th, McGraw-Hill Education			

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify and explain the major developments and particular characteristics of the various cultures covered (Ancient Near East [Egypt, Mesopotamia], Ancient Greece, Roman Civilization, Eastern Roman Empire, Medieval Civilization, Renaissance, and Reformation).

Expected SLO Performance: 70.0

Social Science PLOs for CSU GE COA	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
English Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
Social Science IGETC PLOs	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
Social Science Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Analyze the major components of each epoch.

Expected SLO Performance: 70.0

Relate the significant trends, developments, and events on the assigned periods to today's world and to the future through the use of primary and secondary sources.

Expected SLO Performance: 70.0

Social Science Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and apply the Scientific Method used by social scientists to study human behavior.
English Liberal Arts: Arts & Humanities AA Degree	Evaluate, create, or perform artistic and cultural constructions.

Outline

Course Outline

A: Basic components of history
1 What is history and why study history
2 Critical thinking--knowledge vs. methodology
3 The past; present; and future

B: ":western": and non-western civilization
1 What does western civilization mean?
2 What does western civilization mean today?
3 A new global or world civilization today.

C: The ancient Near East
1 Ancient Egypt: religious power in an agrarian society
2 Ancient Mesopotamia: political power in an agrarian society
3 Hebrews and Phoenicians: Only exceptions in the historical development of the ancient Near East
4 Contributions of the ancient Near East to history

D: Ancient Greece
1 Greek Ideals and Myths: Birth of an Urban Civilization
2 Greek Contribution to History: Ancient Athens--5th C. B.C.
3 Odyssey and its importance as the Greek ":Bible":
4 Greek Freedom: Arete; Moira; Balance; Center; Ethos; Justice; Good; Truth; and hubris
and the end of Greek Civilization
5 Hellenic and Hellenistic Cultures--Comparison and Contrasting
6 Euripides' assigned plays and their meaning for the Ancient Greeks and for History.

E: Roman Civilization
1 Rise and fall of Ancient Rome
2 Roman Republic and Roman Empire
3 Originality of Ancient Rome
4 Christianity and the Soul: Comparison and contrasting to the Hebrews
5 Division of the Roman Empire: East and West

F: Survival of Roman Empire in the East
1 Comparison with the survival of Roman Empire in the West
2 Authoritarian Political and Religious state

G: Medieval Civilization
1 Rise of Medieval towns
2 Rediscovery of the past
3 Gothic Civilization and Church
4 14th Century and Collapse of Medieval Culture

H: Renaissance
1 Rebirth of Ancient Greek and Roman Cultural Ideals
2 Role of Florence in the Renaissance
3 15th Century Urban Civilization and its importance in History.

I: Reformation
1 The New Historical Forces and the New Religion
2 Geneva and the birth of the modern world

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Online All paper assignments are identical to those in an onsite class, except that they are uploaded to the course shell into a learning management system as an attachment. Weekly class discussions are conducted by means of online discussion forums within a learning management system. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

forums
message
chat

email
phone

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

software Computer with internet connection, CD, DVD, audio playback, and printer.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

class_size Hybrid