

## HISTC104 : Western Civilization - Renaissance to the Modern Era

### General Information

Author:	-
Course Code (CB01) :	HISTC104
Course Title (CB02) :	Western Civilization - Renaissance to the Modern Era
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) :	CCC000242960
Curriculum Committee Approval Date:	10/16/2015
Board of Trustees Approval Date:	12/17/2015
External Review Approval Date:	02/10/2016
Course Description:	This course covers the growth and development of European Civilization from the Renaissance to the present, integrating social, political, and cultural developments of European and the Western heritage.
Submission Type:	New Course
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>History</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>Political Science</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is not a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grade Options</b> <ul style="list-style-type: none"><li>Letter Grade Methods</li><li>Pass/No Pass</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<b>Course Prior To College Level (CB21)</b> Not applicable.
<b>Rationale For Credit By Exam/Challenge</b>	<b>Retake Policy Description</b>	<input checked="" type="checkbox"/> All

No value

Type:|Non-Repeatable Credit

Allow Students to Audit Course

**Course Support Course Status (CB26)**

No value

**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

Transferable to both UC and CSU

#### Transferability Status

Approved

#### Cerro Coso General Education Requirements

Area 2.3

#### Categories

Social & Behavioral Sciences Historical

#### Status

Approved

#### Approval Date

No value

#### Comparable Course

No Comparable Course defined.

#### CSU General Education Certification

Area D.6

#### Categories

Social Sciences History

#### Status

Approved

#### Approval Date

No value

#### Comparable Course

No Comparable Course defined.

#### Intersegmental General Education Transfer Curriculum

Area 3.B

#### Categories

Arts & Humanities Humanities

#### Status

Approved

#### Approval Date

No value

#### Comparable Course

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 Class
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 a diversity of 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	Outside reading
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

<b>Methods of Instruction</b>	Discussion										
<b>Rationale</b>	No value										
<b>Methods of Instruction</b>	In-class writing										
<b>Rationale</b>	No value										
<b>Methods of Instruction</b>	Audiovisual										
<b>Rationale</b>	No value										
<p><b>Assignments</b></p> <p>- A. Reading assignments in textbook and supplementary materials. Example: read the chapter on the industrial revolution and be prepared to discuss the social and political changes to which it can be tied. B. Writing analytic and/or personal reflection essays on topics related to subjects covered in class. Example: an assignment may ask students to write a short essay reflecting on the differences between the American and French revolutions. C. Conduct research on topics covered or related to subjects in the topical outline. Example: a term paper may require students to research from a list of approved topics that they will research in more depth to reflect on how their own interpretation of the topic changed as they acquired deeper and more detailed information.</p>											
<b>Methods of Evaluation</b>	<b>Rationale</b>										
Research Paper	D. Term Paper requiring students to research on selected topics - For example: a term may require students to research pick from a list of approved topics that they will research in more depth to reflect on how their own interpretation of the topic changed as they acquired deeper and more detailed information.										
Tests	A. Examinations - which can include multiple choice and both long and short essays measuring students' ability to identify key events, concepts, and trends in Western Civilization C. Quizzes requiring students to write in class essays on selected topics - For example: How does T. Mann's short story explain the historical forces contributing to the demise of Europe on the eve of World War I?										
Research Paper	B. Short analytical and/or personal reflection papers on selected topics covered in class - For example: Write a three page paper comparing the development of French Absolutism to British Constitutionalism.										
<p><b>Equipment</b></p> <p>No Value</p>											
<p><b>Textbooks</b></p> <table border="1"> <thead> <tr> <th>Author</th> <th>Title</th> <th>Publisher</th> <th>Date</th> <th>ISBN</th> </tr> </thead> <tbody> <tr> <td></td> <td>Kagan, D., et al. . (2012) The Western Heritage: Volume 2, 11th, Pearson Prentice-Hall</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Author	Title	Publisher	Date	ISBN		Kagan, D., et al. . (2012) The Western Heritage: Volume 2, 11th, Pearson Prentice-Hall			
Author	Title	Publisher	Date	ISBN							
	Kagan, D., et al. . (2012) The Western Heritage: Volume 2, 11th, Pearson Prentice-Hall										
<p><b>Other Instructional Materials</b></p> <p>No Value</p>											

## Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

**Explain major ideas and events shaping Western Civilization from the Renaissance to the present. This includes the historical significance of major discoveries, inventions, and scientific achievements.** Expected SLO Performance: 70.0

*Social Science*  
Liberal Arts: Social & Behavioral Sciences AA Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

*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.

**Evaluate important historical theories that describe the formation of the political, social, cultural (i.e. art, literature, and music), and intellectual institutions shaping Western Civilization from the Renaissance to the present.** Expected SLO Performance: 70.0

**Compare and contrast the contributions of different nations and ethnic groups towards the accomplishments of Western Civilization. Emphasis on race, class, and gender during this period being highlighted.** Expected SLO Performance: 70.0

*English*  
Liberal Arts: Arts & Humanities AA Degree

Evaluate, create, or perform artistic and cultural constructions.

*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.

*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.

**Using both primary and secondary sources describe and formulate a hypothesis on how and why Western Civilization became so powerful in shaping world events.** 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.

## Outline

### Course Outline

- A. Basic Components of History
1. What is History and why study History
  2. Critical thinking - objective v subjective

B. Past; Present future: Change and Continuity European Hegemony - 1500-present

1. European (and American) domination of the globe
2. Meanings of Western Civilization
3. Emergence of World Civilization today

C. Renaissance and Reformation

1. Changes in European social and political structure
2. Religious upheavals in Europe and America
3. Florence v Geneva &dash: Renaissance v Reformation

D. Absolutism v Constitutionalism

1. French system under Louis XIV v British system under Parliament
2. Powers of enforcement available to Rulers
3. Scientific Breakthroughs of 17th Century

E. 18th Century Europe

1. Enlightenment and Social and political change
2. American and French Revolutions
3. Role of the "Elites" in shaping culture

F. 19th Century World

1. Industrialism and social change
2. Conservatism; Liberalism and Radicalism
3. Nationalism and the Nations State
4. New Thinkers: Darwin and Marx and Freud

G. 20th Century Chaos and Crises

1. War and Revolution
2. Technology and social change
3. New Role of the United States in the New World Order
4. Fascism; Democracy and the Future

## 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  
itv

**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.

**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 iTV