

Lassen Community College Course Outline

HUM 2 Western Civilization: 1600 to Present

3.0 Units

I. Catalog Description

The development of Western civilization from 1600 to the present, with emphasis on the inter-relations between historical occurrences and the world view revealed in philosophy, literature, music, painting, and architecture and how the respective world views evolved into our present views. This course has been approved for correspondence and online delivery.

Recommended Preparation: English 1 or equivalent multiple measures placement.

Transfers to both UC/CSU

General Education Area: C

CSU GE Area: C2

IGETC GE Area: 3B

C-ID HIST 180

51 Hours Lecture, 102 Expected Outside Class Hours, 153 Total Student Learning Hours
Scheduled: Fall

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 159900

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify, recognize, define or associate the various important works, creators, schools, styles and events in art, literature, philosophy and history central to Western Civilization: 1600 to present.
2. Develop an appropriate and factually correct theme on a single specified topic within a particular era or culture of Western Civilization.
3. Develop an appropriate and factually correct theme on a specified topic comparing and contrasting works, events or values of two or more eras or cultures of Western Civilization.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Identify and comprehend major themes of Western development.
2. Note the complexity of the interaction of such areas as political, religious, economic, diplomatic, and cultural history.
3. Reflect from history to one's own life and note the need for understanding of important issues.
4. Analyze the role of various belief systems in the development of Western civilization.
5. Explain the connection between artistic expression in history and its specific social context.

6. Appreciate how a greater awareness of issues of gender, race, class, and ethnicity influences the writing and understanding of Western history.
7. Develop the ability to analyze primary historical sources.
8. Synthesize information, concepts, and ideas from a variety of texts.
9. Develop a carefully focused main idea, using relevant details, examples, and evidence.
10. Emphasize non-narrative writing techniques, including comparison, summary, argument, analysis, and definition.

IV. Course Content

- A. Age of Absolutism and Constitutionalism : France, England, Spain, the Netherlands, Austria, Prussia, and Russia
- B. The Age of Reason: Scientific Revolution and the Enlightenment.
- C. Social transformation in the 18th Century: rise of trade, change in family structure.
- D. The French Revolution and Napoleon: causes, role of women, results.
- E. The Industrial Revolution: origins in England, impact on working classes.
- F. Nationalism and Liberalism: Revolutions in France, Austria, and Prussia, Nation-building in Germany and Italy. Victorian reform.
- G. Urbanism and Darwinism.
- H. Imperialism: European immigration, rise in trade, the New Imperialism.
- I. World War One: causes, course, effect, a fragile peace.
- J. The Russian Revolution: Leninism, Stalinism.
- K. World War Two: fascism, Nazism, impact of military events on diplomacy.
- L. Post-war World: Cold War, economic integration and prosperity, the recent past.

V. Assignments

A. Appropriate Readings

Test and original works in philosophy and literature.

B. Writing Assignments

Research paper and essay papers.

C. Expected Outside Assignments

Group work, individual reports, library and internet research.

D. Specific Assignments That Demonstrate Critical Thinking

Research and critical analysis skills brought to bear on a term paper project in the form of argumentative essay.

VI. Methods of Evaluation

Traditional Classroom Instruction

Term paper (topic choice, thesis statement, outline, bibliography, rough draft, final draft), homework, classroom discussion, essay, journals, lab demonstrations and activities, multiple choice quizzes, and participation.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

A variety of evaluation methods will be used, such as: research papers, asynchronous and synchronous discussions, online quizzes and exams, postings to online website, and email communications using the districts approved learning management system.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery **Correspondence Delivery**

Hybrid Delivery

Online Delivery

Traditional Classroom Delivery

Lecture, discussion, audio-visual media, and other appropriate methods.

Correspondence Delivery

Assigned readings, instructor-generated assignments typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous (chat/forum) discussions, online quizzes and exams, posting to online website and email communications using the districts approved learning management system.

VIII. Representative Texts and Supplies

Worlds of History, Volume 2: A Comparative Reader, Since 1400 Seventh Edition ©2020; Kevin Reilly ISBN:9781319221454

IX. Discipline/s Assignment

Humanities, Philosophy

X. Course Status

Current Status: Active

Original Approval Date: 2/15/1988

Revised By: Lisa Gardiner

Curriculum/Academic Standards Committee Revision Date: 11/1/2022

Reviewed for IPR with no recommended change: