HIST M180: WESTERN CIVILIZATION: FROM 1600 TO THE PRESENT

Originator
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Co-Contributor(s)

Name(s)
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College
Moorpark College

Discipline (CB01A)
HIST - History

Course Number (CB01B)
M180

Course Title (CB02)
Western Civilization: From 1600 To The Present

Banner/Short Title
Western Civilization from 1600

Credit Type
Credit

Start Term
Fall 2022

Formerly
HIST M01B - Western Civilization II

Catalog Course Description
Analyzes important events and developments in Western civilization from the seventeenth century to modern times. Evaluates ideas and institutions as well as political, economic and social structures.

Taxonomy of Programs (TOP) Code (CB03)
2205.00 - History

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity
Minimum Contact/In-Class Activity Hours
0
Maximum Contact/In-Class Activity Hours
0

Laboratory
Minimum Contact/In-Class Laboratory Hours
0
Maximum Contact/In-Class Laboratory Hours
0

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid
Minimum Paid Internship/Cooperative Work Experience Hours
0
Maximum Paid Internship/Cooperative Work Experience Hours
0

Unpaid
Minimum Unpaid Internship/Cooperative Work Experience Hours
0
Maximum Unpaid Internship/Cooperative Work Experience Hours
0

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	compose an argument contextualizing primary and secondary sources regarding the history of Western civilization from 1600 to the present.
2	identify connections between Western civilization of the past and the students' current role in the world today.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	list, identify, and describe central themes and significant achievements of Western civilization from the 17th century through the present.
2	describe and evaluate the impact of the Scientific Revolution and the Enlightenment on Western societies of the Ancien Regime.
3	evaluate the impact of the Industrial Revolution.
4	explain and analyze the effects of Western imperialism on Western civilization and the world.
5	assess the rise of nationalism and the creation of nation-states.
6	identify and describe important thinkers and ideologies of the 19th and 20th centuries.
7	analyze and evaluate how revolution and war in the 19th and 20th centuries shaped Western civilization and the world.
8	appraise the changing concepts of human identity in relationship to hierarchy, ethnicity and race, gender, religion, and environment in Western civilization.

Course Content

Lecture/Course Content

(20%) - Part I: Age of Absolutism

   A. France and England
   B. The Scientific Revolution and the Enlightenment

(20%) - Part II: Age of Revolution

   A. Origins of Revolution
   B. French Revolution
   C. Industrial Revolution
   D. Age of Ideologies

(20%) - Part III: Age of Nationalism - Pt 1

A. Imperialism
B. World War I and the Russian Revolution
C. Postwar Age of Anxiety

(20%) - Part IV: Age of Nationalism - Pt 2

A. Rise of Fascism
B. Soviet Union
C. Appeasement
D. Global War
E. Holocaust

(20%) - Part V: Post Modern Era

A. Rise of Cold War - the Iron Curtain, Korea and Vietnam
B. Detente
C. Global World and 21st Century

Laboratory or Activity Content

Not applicable.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Essay exams
Group projects
Individual projects
Journals
Oral analysis/critiques
Objective exams

Oral presentations
Performances
Projects
Participation
Portfolios
Quizzes
Role playing
Reports/Papers/Journals
Reports/papers
Research papers
Written analyses
Written compositions
Written homework
Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Large group activities
Lecture
Readings
Role-playing
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

To explain course content instructor will use presentations, board work, educational videos and recordings, other visuals, classroom discussions, small work group, and other methods as appropriate to help students understand the content of the course.

Representative Course Assignments

Writing Assignments

Write an argumentative paper utilizing primary and secondary source documents, on a topic such as social, political, economic explanations of the Scientific Revolution.

Write a review of a primary or secondary source document such as a monograph, biography, or historical novel on topics such as the Holocaust.

Write research papers on topics such as the Dreyfus Affair.

Critical Thinking Assignments

Participate in class and small group discussions debating whether World War II was caused by "Great Men" or by "Great Historical Forces."

Compare and contrast the English and French Revolutions.

Compare and contrast primary source documents to evaluate authorship.

Reading Assignments

Read selected pages from text book(s) set for the course; complete assignment by checking understanding (group work, quiz, etc.).

Read primary sources such as Aldous Huxley's Brave New World.

Read selected primary or secondary documents from the topics covered in the course; write responses to documents; participate in seminar discussing the sources..

Read selected or student-chosen works (such as novels, histories, biographies) from the topics covered in the course; set assignment to affirm student understanding and deepen analysis.

Outside Assignments

Representative Outside Assignments

Visit a historical site or museum, such as the Getty Center, and write a critical summary on a curated exhibit such as "WWI: War of Images, Images of War."

Prepare written and/or oral presentations on topics such as the Enlightenment.

Conduct library and/or internet research on a topic appropriate to the course.

Participate in oral history projects on topics such as the Holocaust.

Visit Moorpark's Writing Center and train how to log in and make an appointment with tutors.

Articulation

C-ID Descriptor Number
HIST 180

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	HIST 132	Modern Western Civilization	3
San Diego State Univ.,	HIST 106	Western Civilization Since the Sixteenth Century	3
CSU Northridge	HIST 151	Western Civilization Since 1500	3
UC Los Angeles	HIST 1C	Introduction to Western Civilization: Circa 1715 to the Present	5
CSU Fresno	HIST 2	Western Civilization II	3

Comparable Courses within the VCCCD
HIST V82 - Introduction to Western Civilization since the Scientific Revolution

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences
Approved

C. Humanities

C2. Humanities
Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English
Approved

Area D: Social Sciences

D Social Sciences
Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities
Approved

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Resource Type
Textbook

Description
Backman, Clifford R. *The Cultures of the West. Volume 2: Since 1350*. 3rd ed., Oxford UP, 2019.

Resource Type
Textbook

Description

Brophy, James M., et al. *Perspectives from the Past: Primary Sources in Western Civilizations: From the Age of Exploration through Contemporary Times, Vol. 2.* 6th ed., Norton, 2011.

Resource Type

Textbook

Description

Chambers, Mortimer, et al. *The Western Experience. Volume 2 with Primary Source Investigator.* 10th ed., McGraw-Hill, 2009.

Resource Type

Textbook

Description

Noble, Thomas, et al. *Western Civilization: Beyond Boundaries. Volume 2: Since 1560.* 7th ed., Cengage, 2013.

Resource Type

Textbook

Description

Moeller, Robert G. *The Nazi State and German Society: A Brief History with Documents*. Bedford/St. Martin's, 2009.

Resource Type

Other Instructional Materials

Description

Remarque, Erich Maria. *All Quiet on the Western Front.* Reissued ed., Fawcett, 1987.

Resource Type

Other Instructional Materials

Description

Descartes, Rene. *Discourse on Method and Meditations on First Philosophy.* 4th ed., Hackett, 1999.

Resource Type

Textbook

Description

Levack, Brian, Edward Muir, and Meredith Veldman. *The West: Encounters and Transformations. Volume II: Since 1550.* 5th ed., Pearson, 2016.

Resource Type

Textbook

Description

Kishlansky, Mark. *Sources of the West. Volume 2: From 1600 to the Present.* 8th ed., Pearson, 2011.

Resource Type

Textbook

Description

Rogers, Perry M. *Aspects of Western Civilization: Problems and Sources in History, Vol. II.* 7th ed., Pearson, 2010.

Resource Type

Websites

Description
Western Civilization II (2020). Globalyceum History. Interactive software.

Library Resources

Assignments requiring library resources
Research papers, book and/or journal reviews, oral and/or written reports using the Library's print and online resources.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Write an argumentative paper utilizing primary and secondary source documents, on a topic such as social, political, economic explanations of the Scientific Revolution.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts; provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature or similar alternatives.

| Telephone | Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations. |
| Video Conferencing | Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing such as ConferZoom. |

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts; provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature or similar alternatives.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing such as ConferZoom.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts; provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
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Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing such as ConferZoom.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
HISTORY

Review and Approval Dates

Department Chair
04/15/2021

Dean
04/15/2021

Technical Review
09/02/2021

Curriculum Committee
9/7/2021

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000427350

DOE/accreditation approval date
MM/DD/YYYY