



HIST-102: WESTERN CIVILIZATION SINCE 1650

Also listed as: HIST-102H

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

HIST - History

Course Number

102

Course Title

Western Civilization Since 1650

Short Title

Western Civ Since 1650

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-102H

C-ID (Admin Only)

C-ID HIST 180

CB 00

CCC000600210

Course Title

Honors Western Civilization Since 1650

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID HIST 180

Catalog Description

This course surveys the development of Western Civilization from the era of absolutism in 17th century Europe to the present. Using a comparative approach to the study of modern Western Civilization, students will examine social structures, political systems, economic development, and cultural values.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0103 - European History.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Discover the basic factual content and distinguish the major events and figures of the history of modern Western Civilization.
2. Analyze economic, social, and political changes central to the development of modern Western Civilization.
3. Examine Western Civilization since 1650 through multiple analytical categories such as economics, race, class, gender and ethnicity.
4. Evaluate the importance and assess the impact of modern Western civilization through trade, cultural exchange, environmental change, technology, disease, migration, colonization, and military conflict.
5. Compare the perspectives and contributions of historically underrepresented groups to arrive at a deeper understanding of the various experiences of people in modern western history.
6. Examine change over time as institutions and cultural trends evolve in the development of modern Western Civilization.
7. Engage as a community to analyze of culturally relevant historical themes and ideas from Western Civilization since 1650.
8. Demonstrate the ability to interpret primary and secondary sources from Western Civilizations since 1650 and to compose an argument which uses the sources, as appropriate, for support.

Honors Objectives

For the honors component of the course, students will:

- 1) develop advanced-level research skills through the completion of a major research project
- 2) enhance their academic writing and oral presentation skills

3) engage in critical analysis of primary source readings or secondary academic sources concerning major issues and interpretations of western civilization

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of later Western history.
2. The students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to later Western history to demonstrate historical understanding and cultivate social awareness.
3. The students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to later Western history.

Program Learning Outcomes

Learning Outcome

1. The student will demonstrate the ability to analyze and interpret historical trends to form independent interpretations.
2. The student will compare and contrast the histories of different peoples to cultivate empathy and social awareness.
3. Through composition and discussion the student will demonstrate a clear and multifaceted understanding of history.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Political Change and Turmoil in the Seventeenth Century
 1. Constitutional Crisis and Settlement in Seventeenth-Century England
 1. The Glorious Revolution, 1689
 2. England's Constitutional Monarchy
 2. The Dutch and the Golden Age of the Netherlands
 3. Louis XIII, Louis XIV and French Absolutism
 1. Louis XIII
 2. Louis XIV
 3. Maria Theresa of Spain
 4. The Palace of Versailles
 4. Central and Eastern Europe
 1. The Thirty Years War & the Treaty of Westphalia
 2. The Rise of Russia & Peter the Great
2. Thought and Culture in the Sixteenth and Seventeenth Centuries
 1. Continued Religious Turmoil
 1. Aftermath of the Wars of Religions
 2. Catholic and Protestant religious minorities
 2. The Scientific Revolution
 1. Copernicus, Brahe, Kepler, Galileo, Newton
 2. Medicine and Anatomy
 3. Margaret Cavendish

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- 3. Changes in Philosophy
 - 1. Bacon, Descartes, Hobbes, and Locke
 - 2. The Rise of Scientific Societies
 - 4. Continuing Superstition—Witchcraft
 - 5. Baroque Art
 - 3. Society and Economy in the Eighteenth Century
 - 1. Agriculture Under the Old Regime
 - 1. Peasants and Serfs
 - 2. Women, Family Economy, and Household Production
 - 3. The Transatlantic Economy
 - 1. Mercantilism and Emerging Trade Empires
 - 2. Mercantilism and Poverty
 - 3. The Spanish Empire in the 18th c.
 - 4. Slavery, the Plantation System, and the Atlantic Economy
 - 5. The Slave Trade and Domestic Subjugation
 - 1. Captain William Dampier; *The General Slavery a* Achin (1697)
 - 2. Olaudah Equiano; *The Case against the Slave Trade* (1789)
 - 6. The Agricultural Revolution
 - 1. New Crops and New Methods
 - 2. Increased Production and Population Increase
 - 4. Eighteenth-Century Culture and Thought: the Age of Enlightenment
 - 1. Precursors—Locke and the English Constitution, Newton
 - 2. France and the Philosophes
 - 1. Diderot and the Encyclopedie
 - 3. Deism and Toleration
 - 4. Political Thought—Montesquieu and Rousseau
 - 5. Rococo and Neoclassical Styles in Art
 - 6. The Jewish Enlightenment.
 - 1. Moses Mendelssohn
 - 2. Hasidism
 - 3. Acts of Toleration
 - 7. European Women and the Enlightenment
 - 1. Marquis de Condorcet
 - 2. Mary Astell
 - 1. *A Serious Proposal to the Ladies of the Advancement of Their* True and Greatest Interest (1697)
 - 8. Enlightened Absolutism
 - 1. Frederick the Great in Prussia
 - 2. Joseph II of Austria
 - 3. Catherine the Great in Russia
 - 5. Wars of the Eighteenth Century
 - 1. The Seven Years' War
 - 2. The American Revolution
 - 6. The French Revolution
 - 1. The Crisis of the Monarchy: Debt, Taxes, and Reform
 - 1. The Calling of the Estates General
 - 1. Abbe Emmanuel-Joseph Sieyes; *What Is the Third Estate?*
 - 2. The Revolution of 1789
 - 3. National Assembly
 - 4. Fall of the Bastille

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6. *Declaration of the Rights of Man and Citizen*
 7. Olympe de Gouges; *The Declaration of the Rights of Women*
 8. The role of women in Revolution
 1. Poissarden
 2. Marie Antoinette
 3. Mary Wollstonecraft
 2. The Radical Phase
 1. The Jacobins
 2. The Sans-Culottes
 3. 1792 and War
 4. Robespierre and the Terror
 5. Dechristianization
 6. Haitian Revolution
 1. Toussaint L'Ouverture
 2. Haitian Slave Revolt and Independence
 7. Napoleon
 1. Napoleonic Empire and the Code Napoleon
 2. European Response to the Empire
 3. Defeat
 4. Congress of Vienna and European Settlement
 1. Philosophy of Edmund Burke; *Reflections on the Revolution in France*
 2. Wollstonecraft; *A Vindication of the Rights of Women*
 2. Re-establishment of Conservatism
 3. Women in a Conservative Age
 8. The Industrial Revolution
 1. Britain's Head Start
 2. Textile Production, Steam, Iron, and Coal
 3. The Growth of Cities
 4. Life in the Industrial Age
 5. Industrial Labor
 1. *Testimony for the Factory Act* (1833)
 6. Women and Children
 7. Britain and Industrial Reform
 9. 19th Century Western Ideologies
 1. Romanticism
 1. Art and Literature
 2. Nationalism
 1. Italian unification
 2. Bismarck and German unification
 3. Jewish Nationalism
 1. Theodor Herzl and Zionism
 3. Classical Liberalism
 1. Revolution of 1848
 2. Laissez faire economics
 3. Responses to classical liberalism--Chartist movement
 4. Socialism, Marxism & Communism
 1. Karl Marx & Fredrick Engels
 2. The Communist Manifesto
 10. The Modern Women (1860-1914)

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1. Cult of Domesticity
 2. Suffragists and Suffragettes
 1. National Society for Women's Suffrage
 2. Emmeline Pankurst
 3. Women's Social and Political Union (WSPU)
 3. Love and Sex
 4. Exploring the Female Identity
 5. Education and Work
 1. Florence Nightingale
 2. Mary Seacole
 3. Elizabeth Garrett Anderson
 4. Maria Montessori
 6. Women and Writing
 1. *Mrs. Beeton's Book of Household Management* (1861)
 2. Jane Austen
 3. Bronte Sisters
 4. Bertha von Suttner;
 11. The Second Industrial Revolution
 1. Population Trends and Migration
 2. The Middle Classes
 3. Sanitation, Policing, and Cities
 4. New Technologies and Industries
 12. Cultural Trends at Midcentury
 1. Darwin and Evolution by Natural Selection
 2. A Secular Universe
 3. Nietzsche and the Revolt Against Reason
 4. Social Darwinism and Racism
 5. Freud and Psychoanalysis
 6. W.E.B. Du Bois; *The Souls of Black Folk*
 13. The New Imperialism
 1. Rudyard Kipling; "The White Man's Burden"
 2. Edmund Morel; *The Black Man's Burden* (1920)
 2. Missionary Europe
 3. Imperial Emulation and Resistance
 1. Dadabhai Naoroji; *Poverty and Un-British Rule in India* (1901)
 2. Mohandas Gandhi; *Hind Swaraj* (1909)
 3. Boxer Rebellion
 4. Young Turks
 14. World War I
 1. Germany and the Alliance System
 2. Origins of the War
 3. The Summer of 1914
 4. Trenches and the Western Front
 5. The Home Fronts
 6. WWI beyond Europe
 1. The Arab Revolt
 2. The Armenian Genocide
 7. The Spanish Flu Epidemic
 15. The Russian Revolution

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1. Russia and WWI
 2. Lenin and the Rise of the Bolsheviks
 1. Lenin; *The Transition from Capitalism to Communism*
 3. The October Revolution
 16. The Versailles Peace Process
 1. The Wilsonian Moment
 2. Winners and Losers
 3. WWI as a Graveyard for Empires
 17. The 1920s
 1. Early Soviet Policy
 2. Italy, Fascism, and the Rise of Mussolini
 3. The Weimar Republic in Germany
 4. Genesis of the Apartheid State
 1. Sol Plaatje; *The Mote and the Beam: An Epic on Sex-Africa* (1921)
 18. The 1930s
 1. The Great Depression—Causes and Impact
 2. The Great Depression—Responses
 3. Mussolini's Italy
 4. Stalin, the Planned Economy, and the Purges
 5. Hitler and the Rise of the Nazis
 1. Nazism
 2. Lebensraum
 19. World War II
 1. Steps to War
 1. Mussolini and Ethiopia
 2. Rhineland
 3. Spanish Civil War
 4. Munich
 5. Nazi-Soviet Pact and Invasion of Poland
 2. 1939-40
 1. Soviet Advances
 2. German Advances
 3. The Fall of France and the Vichy Republic
 4. The Battle of Britain
 3. Barbarossa and the Invasion of the Soviet Union
 4. China, Japan, and the United States in the Pacific
 5. Racism and the Holocaust
 6. Home Fronts in World War II
 7. Women and the War Industry
 8. Women in, and against, Fascism
 9. British India and WWII
 10. Midway, Stalingrad, D-Day, and the Conclusion of the War
 11. Peace Settlements
 1. Yalta
 2. Potsdam
 3. The Pacific and the A-Bomb
 19. The Cold War
 1. Soviet Domination of Eastern Europe
 2. The Division of Germany

3. Truman and Containment
4. The Marshall Plan
5. Berlin 1948
6. 1949: Soviet Bomb, NATO, and the Warsaw Pact
7. The Death of Stalin, Khrushchev, and 1956
8. McCarthyism
9. Berlin Wall
10. Cuban Missile Crisis
11. The Brezhnev Era

21. Decolonization

1. Great Britain

1. British India and Partition

1. Mohammed Iqbal; *Speech to the All-India Muslim League*
2. Winston Churchill; *Report to the House of Commons on India*
3. Jawaharlal Nehru; *Speech on the Granting of Indian Independence*

2. British Africa

1. Kwame Nkrumah and Ghanaian Independence
2. Jomo Kenyatta and Independence for Kenya

2. France

1. Algeria
2. Indochina
 1. Ho Chi Minh

22. 1989-91 Collapse of Communism

1. Gorbachev and Reform
2. The Fall of the Berlin Wall
3. Yeltsin and Putin
4. The Reunification of Germany

23. European Integration

1. European Coal and Steel Community
2. The Treaty of Rome
3. Maastricht and the Euro
4. Debt and the Crisis of an Integrated Europe

Honors Content

The honors component of History 102 will encourage students to work above the survey level to explore issues in modern western history from the mid-seventeenth century to the present with greater depth and complexity. The topics to be covered in History 102H are the same as those covered in History 102. In addition, honors students will analyze current research and historical concerns in modern western history that focus on topics such as (but not limited to) the following:

- global economic networks since 1650,
- women and western science,
- Western imperialism in the Pacific,
- European integration since 1945,
- public and/or oral history.

Methods of Instruction

Method

Reading

Integration

Instruction will be provided in how to analyze and interpret the primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, people, and events in the modern development of Western Civilization. Primary and secondary source analysis is also a vital tool used to teaching critical thinking skills including weigh conflicting opinions, sifting through information to identify the most pertinent information, identifying trends, etc. The instructor might assign readings that the

focus the student's attention to perspective and contributions of historically underrepresented groups (eg. peasant farmers, ethnic and religious minorities, female rulers, child laborers, etc) to arrive at a deeper understanding of the various experiences of people living in modern western civilization.

DE Adaptations for MOI

Students will log into CMS to access module with written instructions, demonstration videos, and a complete outline for how to complete and submit the assignment. Students will upload their work to the CMS Assignment Portal. Instructor will respond to each assignment in the CMS assignment comments section. All reading materials and delivery methods must meet accessibility guidelines.

Method

Discussion

Integration

Guided small group discussions that engage students in the analysis and interpretation of primary and secondary source readings or films in order to gain a deeper understanding of the key concepts, people, and events that have shaped the modern development of Western Civilization. For example, at the beginning of the course students could discuss how the development of modern Europe was influenced by the growth of absolutism in France and how the English and Dutch forms of governments offered an alternative to absolute rule.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in modern western history. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Film/video Viewing and Discussion

Integration

Films that recreate, comment on, and analyze significant events in modern western history will be used to enhance student awareness of the accomplishments and failings of western civilization. Films could cover such topics as the French Revolution, the music culture of the 1960s, the World Wars, the Cold War, etc. The instruction will also facilitate a discussion following the film which can review the content and aid in making connections between the film and the period of history under review.

DE Adaptations for MOI

Instructor will supplement lectures by using the CMS to post films and other visual materials that recreate significant events in early world history and enhance student appreciation for the accomplishments of modern western civilization. The films/documentaries will be made available using the CMS and will meet accessibility standards.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches that provide the students with an organizational scheme with which to analyze the development of modern Western Civilization from the mid-seventeenth century to the present. Lectures will also expand upon information provided in the assigned readings and use visual materials which may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips. Lectures will enhance the ability of the student to appraise the historical impact of individuals such as Marie Curie or Winston Churchill, a technology such as the atomic bomb, or a ideological movement such as classical liberalism.

DE Adaptations for MOI

Online lectures which cover key course content such as examining the major features of complex societies may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other

features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion

Integration: Guided small group discussions in the honors course will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern western history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project

Integration: Service learning at history institutions, museums, or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Field Trips

Integration: Students will engage in academic inquiry and discussions of history topics by visiting a museum exhibition, going to a film screening, or attending an academic lecture at a nearby university or museum. Museum visits will encourage students to draw parallels between the past and contemporary society while films and lectures provide a means of experiencing history through a variety of mediums beyond the classroom.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams/Tests will be given that may consist of essay questions requiring students to demonstrate analytical thinking or short answer, multiple choice, or true/false questions requiring students to demonstrate competence with factual information related to key ideas, events, and theories of the development of modern western civilization. At least one exam must be an essay-based exam. Students will be evaluated on their ability to demonstrate a knowledge of major events, personalities, and institutions in modern western history; evaluate major interpretive historical theories in modern western history; and analyze the outcomes of major historical developments.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system within two weeks of the due date. All exams/tests must meet accessibility guidelines.

Method

Other

Integration

Students will map important locations (cities, states, empires, battles, ecological zones, bodies of land and water) and trace patterns of migration, trade, exploration, and exchanges of knowledge between different parts of the world that demonstrate an understanding of the modern history of Western Civilization. Mapping assignments could be used to identify how place and space has effected

historical marginalized groups (eg. European Jews, enslaved Africans, Chinese immigrant to the America's West coast, etc). These map assignments can be fill-in-the-blank in a paper format or the instructor can make use of certain online software tools. These types of assignment will be evaluated based on the accuracy of the student responses.

DE Adaptations for MOE

The instructor will use the CMS to provide electronic forms of historical maps or make use of certain online software tools that the students can analyze and respond to with a series of questions. Student will submit their responses electronically using the CMS, while the instructor will also use the CMS to provide feedback within two weeks. Map-related assignment will meet accessibility guidelines.

Method

Papers

Integration

Students will demonstrate the ability to synthesize information from the lecture, discussions, films, and primary and secondary source readings by organizing evidence and specific information into a coherent response to a major question in history, and produce clear and logically argued analyses in an interpretive essay. Topics might include an analysis of the intersection of race, class, gender and ethnicity in 19th century Europe. The paper assignment will be graded based on a historical defensible thesis statement, supporting evidence, analysis, and accurate citation of sources.

DE Adaptations for MOE

The instructor will use the CMS to provide detailed instructions for short or extended essay assignments that will require students to use primary and secondary source readings to investigate key themes in the development of modern Western Civilization. The essay assignment will be submitted electronically via the CMS and feedback of these essays will be provided by the instructor using the CMS rubric tool and/or comments field within two weeks of the due date. They will be graded on the organization and quality of their evidence, and their ability to analyze, compare, and contrast the ideas, people, and events under consideration. Any material necessary to complete the paper assignment will meet accessibility guidelines.

Method

Projects

Integration

A project to be completed outside of class which requires the use of outside sources to research a question, problem, person, or event in the modern history of Western Civilization, resulting in the production of an organized written response, multimedia project, or class presentation. The assignment will be graded on the evidence used to support the thesis and the quality of analysis. For the written response proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated.

DE Adaptations for MOE

The instructor will use the CMS to post materials explaining how to use a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, for students to acquire additional knowledge about a select topic in later western history. The students will interpret the information gained from their research in an analytical essay or multimedia presentation that will submitted via the CMS and will be graded on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it. Instructor feedback will be provided within two weeks through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Method

Quizzes

Integration

Utilizing multiple-choice, true/false, fill-in, or short answer questions; quizzes are a useful way to evaluate what students have learned about people, ideas, and events in the modern history of Western Civilization as presented in assigned readings, films, or web based resources. Quizzes will be graded on the accuracy of student responses.

DE Adaptations for MOE

The instructor may also use the CMS to administer, grade, post the results, and provide feedback for quizzes that may use multiple-choice, true/false, fill-in, or short answer questions to evaluate what students have learned about people, ideas, and events in the history of modern Western Civilization as presented in the course materials. Feedback will be provided within two weeks from the due date. All quiz material will meet accessibility guidelines.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers and multimedia projects will be assessed on clarity of argument and presentation, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy.

Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument.

Honors class discussions or written analysis of a supplemental reading will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned readings.

For service learning projects, students will be evaluated on their completion of the agreed upon number of volunteer hours as well as the quality of the reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course.

Journal writings, oral histories, museum field trip assignments, and film assignments will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Collect academic resources from accredited, peer reviewed sources and write a 5-6 page research paper on an approved topic relating to modern western history. All sources will be cited and formatted using one of the major citation styles such as MLA, APA, or Chicago style.

Sample essay prompts:

-To what extent were French women the driving force of the French Revolution?

-What role did Western governments place in propagating and eventually ending the Trans-Atlantic slave trade?

-What role did media, including art and entertainment, play in the politics of the 1930s? In other words, how did states attempt to use art and entertainment to advance government agendas?

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Form small groups, either in-class or online, read assigned primary source materials, and answer or discuss corresponding critical thinking questions. The reading assignment will center on historically marginalized groups or historically diverse perspectives. Analysis of the assigned reading should be shared out with the rest of the class.

Reading options might include: Mary Wollstonecraft's A Vindication of the Rights of Woman, the 1832 Sadler Report on Child Labor, Karl Marx & Frederick Engel's Communist Manifesto; Olaudah Equiano's Case against the Slave Trade, Raja Rammohan Roy's Debate on the Practice of Burning Widows, Ida B. Wells' Crusade for Justice, Ning Lao's Biography, Hanna Levy-Hass' Diary of Bergen-Belsen, Cory Tenboom's A Hiding Place, etc.

How assignment will be adapted in online format

Using the "Group" or "Break-out Room" function within the CMS, students will form small groups, read assigned materials and then complete activities which will include dialoguing online with members of the same group and/or other groups. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Engage in an immersive role-playing experience such as Barnard College's Reacting to the Past series of projects. These projects require students to take on roles of historical characters and debate important issues of the time period under study, such as women's rights, voting rights, religious tolerance and migration.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of providing a written response, posting a video of or recording audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Using the CMS, post responses to a discussion board for the following prompt: There is little denying that the French Revolution was bloody and violent as witnessed during certain phases of the Revolution such as the September Massacres and the infamous Reign of Terror. In fact, the death toll in France during the French Revolution was twenty times that of the death toll during the American

Revolution from just a decade or so earlier. That being said, to what extent was the violence of the French Revolution justified (in creating a new and perhaps "better" society)?

Following your initial post, respond to a fellow student's post with a thoughtful and relevant reply.

How assignment will be adapted in online format

Using the CMS, students post will respond to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for course discussions on topics such as race, gender and ethnicity. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within two weeks. Any material for students and communications must meet accessibility guidelines.

Honors Assignments

Assignment

Students will complete all regular course requirements for History 102 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A), B), and C) below. Assignments D), E), or F) below are optional and one optional assignment may be required at discretion of the instructor.

Required or Optional

Required

Assignment

A) A research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. A minimum of ten academic sources must be referenced in the paper. Since this research paper is the major assignment for the Honors section, the student's paper should contain an original argument/thesis or take a novel position on their chosen topic. As part of this project, students may peer review one another's work. Research paper topics could include: exploring how the witchcraft scares/trials of the 17th centuries are best explained, examining the use of violence as a political tool during the French Revolution, or analyzing what trends and developments in the 1920s and 1930s decreased or increased the probability of a Second World War?

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

B) Assigned readings beyond the scope of the regular section of History 102. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. Supplemental readings could be a common read that all honors students in the section complete or a short reading that each honors student selects that is specific to their research topic that the group collectively reads.

Example readings could include Norman Ohler's, *Blitzed: Drugs in the Third Reich*, or Gotz Aly, *Why the Germans? Why the Jews? Envy, Race Hatred, and the Prehistory of the Holocaust*.

Required or Optional

Required



Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors supplemental readings will facilitate discussion, encourage reflection, and help students prepare to complete their major research project for the course.

Assignment

C) A 10-15 minute oral presentation of the final research project given to their fellow honors students or to the entire History 102 class. The presentation will include the thesis, supporting evidence, and significance of the project. The student may use a visual aid (eg. PowerPoint) to aid in their presentation.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The oral presentation assignment provides a forum for Honors students to showcase their research projects with their class community and facilitate discussion of the significance of their research findings.

Assignment

D) Interview an individual whose life or professional experiences relate to the themes or subject matter of History 102H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, and decide on the best way to preserve and present their interview findings to the instructor or the class (e.g. a brief write-up of their interview, a short oral presentation, or a report of their findings to an historical organization that collects oral histories provided the interviewee grants permission). Students will submit a one-page reflection that includes what they learned from the interview experience and how their findings fit in or challenge current historical perspectives.

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a professional in the field will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of the interview conducted.

Assignment

E) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The journal assignment will encourage reflection on challenging academic source materials and themes addressed in the Honors section of the course.

Assignment

F) A project outside normal class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 102H. The Getty Center, the Broad Museum, the Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, and the San Diego Museum of Art are all examples of museum locations in the Southern California that might be considered for this assignment. A museum visitation will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Field trips offer students a chance to learn history in academic spaces outside of the classroom, network with professionals in the field, and consider the real-world significance of their research.

Course Materials

Textbooks

Clifford R. Backman (2023). Cultures of the West A History, Vol 2 Since 1350 2nd Ed Oxford University Press. ISBN: 9780197668528

Brian A. Pavlac (2023). A Concise Survey of Western Civilization: Supremacies and Diversities throughout History, 1500 to the Present, Volume 2, 4th Edition Rowan & Littlefield. ISBN: 978-1-5381-7337-4

Frank L Kinder, Maria Bucur, Ralph Mathisen, Sally McKee, Theodore R. Weeks (2019). The Global West: Connections & Identities, 3rd Edition Cengage. ISBN: 9781337401371

Other Resources

Instructors should always supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following: Richard Evans, The Coming of the Third Reich. New York, 2004. Philip D. Curtin, The Rise and Fall of the Plantation Complex: Essays in Atlantic History. 2nd ed. Cambridge, 1998.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The study of later Western Civilization offers students the chance to explore how race, gender, ethnicity, and culture have interacted over the past 500+ years. The course is designed to incorporate diverse elements into both the content and assignments, encouraging students to study, research, and present on these topics. One of the stated goals of the course is to encourage students to compare the perspectives and contributions of historically underrepresented groups to arrive at a deeper understanding of the various experiences of people in modern western history. The course specifically emphasizes the roles and impact of women and historically marginalized groups through the use of primary sources which give voice these diverse perspectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of accessible reading materials and accessible films will supplement this class. The projects

are written to allow students to choose topics that are of interest to them. Formative assignments are present the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction through in-class or online discussions. Students will use collaborative learning exercises to discuss primary source documents and major questions in later western civilization among themselves enabling them to exchange ideas and to prepare for examinations. Students might also work in small groups online or in-class to peer-review or create presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model sound historical thinking and analysis while encouraging students to make similar connections between course content and student observations as it relates to later western civilization. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content through primary and secondary texts. Students will also interact with the content by watching of historically relevant films/documentaries to offer a visual impression of early world history. Lectures, utilizing supporting visual materials (computerized images, maps or white board) will allow the instructor to introduce key concepts in early world history. Research Projects will allow students to explore topics in later western civilization on their own using library materials and further engage with primary and secondary sources.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will encourage students to reflect on how key events in later western civilization have had a major impact on today's society. Students will be given the opportunity to reflect on the relevance of course themes to their own lives and how critical thinking practiced and honed in this course can serve as transferable skills in other academic disciplines and aid in a student's career goals.

Key: 1820