History | Folsom Lake College

The Folsom Lake College history curriculum offers a study of history that contributes to cultural literacy and develops critical thinking and other useful skills while helping students understand today and plan for tomorrow.

Career Options (/academics/programs-and-majors/history#)

Administrator
Analyst
Archivist
Business Consultant
Foreign Service
Government Service
Historian
Journalist
Librarian
Museum Curator
Pre-Law/Lawyer
Researcher/Research
State Park Historian
Teacher
Writer

Some career options may require more than two years of college study.

Highlights (/academics/programs-and-majors/history#)

- Overview of world civilization, American history, and women in American history
- Heritage interpretation and California studies
- Faculty includes widely-traveled scholars, authors, and active historians.

Associate Degree

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, concepts, theories, and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and others as members of a larger society. Topics and discussions to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)
It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

### Degree Requirements

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<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<td>BUS 345</td>
<td>Law and Society (3)</td>
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<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ECON 304</td>
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<td>Concepts in Personal Finance (3)</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>The Child, the Family and the Community (3)</td>
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<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<td>Human Geography: Exploring Earth’s Cultural Landscapes (3)</td>
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<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<td>HIST 311</td>
<td>History of the United States (3)</td>
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<td>HIST 312</td>
<td>History of the United States (to 1865) (3)</td>
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<td>HIST 313</td>
<td>History of the United States (1865-1945) (3)</td>
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<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
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</table>
### The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.)

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

### Certificate of Achievement

#### Heritage Interpretation Certificate

Heritage Interpretation involves conveying meaningful information about historical, cultural, and natural events or sites to a broad audience. One may have encountered interpretive prose in historical site markers, displays at parks or museums, and written park visitor guides. Park rangers, docents, and tour guides use oral and written interpretation skills. More recently, interpretive skills have been expanding into social media. Students completing this proposed certificate of recognition will be prepared to take an exam to be a Certified Interpretive Guide (C.I.G) from the National Association for Interpretation. Courses in this certificate may also be applied towards associate degree and/or transfer requirements.

#### Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
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<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>or ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
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<td>or BIOL 323</td>
<td>Plants and People (4)</td>
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<td>or BIOL 350</td>
<td>Environmental Biology (3)</td>
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<td>or HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<tr>
<td>ANTH 392</td>
<td>Principles of Heritage Interpretation (3)</td>
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<td>A minimum of 2 units from the following:</td>
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<tr>
<td>ANTH 498</td>
<td>Work Experience in Anthropology (1 - 4)</td>
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<td>BIOL 380</td>
<td>Natural History Field Studies: Coastal Ecosystems (1)</td>
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<td>BIOL 382</td>
<td>Natural History Field Studies: Desert Ecosystems (1)</td>
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<td>BIOL 384</td>
<td>Natural History Field Study of Forest Ecosystems (1 - 4)</td>
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<td>BIOL 386</td>
<td>Natural History Field Studies: Marine Ecosystems (1)</td>
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<td>Natural History Field Studies: River Ecosystems (1)</td>
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<td>Natural History Field Studies: Wetland Ecosystems (1)</td>
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<td>BIOL 390</td>
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<td>Work Experience in (Subject) (1 - 4)</td>
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<td>Total Units:</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- pass the Certified Interpretive Guide exam offered by the National Association for Interpretation.
- interpret information about a historical, cultural, or natural event or site to a diverse audience.
- justify the importance of preserving historical, cultural, and natural resources.

Career Information

Students completing this certificate along with additional coursework may be prepared to seek jobs as an interpretive guide or Interpretive Specialist at parks, museums, historical sites, and cultural centers; K-12 educator; river guide; or in the hospitality industry. This certificate may also fulfill some of the transfer requirements for a bachelor's degree in Public History, Cultural Resources Management, or Natural Resources Management.

History (HIST)

HIST 307 History of World Civilizations to 1500

| Units: | 3 |
| Hours: | 54 hours LEC |
This course is a survey of the development of world civilizations from antiquity to 1500 CE, with particular emphasis on the dynamic interaction and comparison of peoples and cultures. The focus is on the roles played by social, political, economic, cultural and religious forces in shaping the major world civilizations and the legacy of these civilizations within the world today.

**Student Learning Outcomes**

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

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- explain the development of world civilizations incorporating perspectives of race, class, gender, and ethnicity.
- explain major social, political, economic, technological, and scientific developments, their causes and effects, and their historical significance to 1500 CE.
- analyze the ways human groups have interacted through trade, warfare, migration, and biological exchange and how these developments have been affected by and have in turn affected the natural environment.
- compare broad patterns of cultural change and exchange within complex societies and across regions, including cultural developments such as religion, philosophy, art, music, literature, and architecture.

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**HIST 308 History of World Civilizations, 1500 to Present**

**Units:** 3

**Hours:** 54 hours LEC

**Prerequisite:** ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300.

**Transferable:** CSU; UC

**General Education:** AA/AS Area V(b); AA/AS Area I; AA/AS Area VI; CSU Area C2; CSU Area D; IGETC Area 3B; IGETC Area 4

**C-ID:** HIST 150

This course is a survey of the development of the major civilizations of the world from the 16th century to the present, with particular emphasis on the dynamic interaction of peoples and cultures. The focus is on the role played by social, political, economic, cultural and religious forces in shaping the major world civilizations and the legacy of these civilizations within the world today.

**Student Learning Outcomes**

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

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- explain the development of world civilizations incorporating perspectives of race, class, gender, and ethnicity.
- explain major social, political, economic, technological, and scientific developments, their causes and effects, and their historical significance from 1500 to the present.
- analyze the ways human groups have interacted through trade, warfare, migration, and biological exchange and how these developments have been affected by and have in turn affected the natural environment.
- compare broad patterns of cultural change and exchange within complex societies and across regions, including cultural developments such as religion, philosophy, art, music, literature, and architecture.
HIST 310 History of the United States

This course portrays the growth of the history of America from the pre-Columbian period to 1877 focusing on its institutions and ideals, examining the decisions and developments that shaped our national heritage. The U.S. Constitution and the establishment of American government institutions are also covered.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- explain the development U.S. History incorporating perspectives of race, class, gender, and ethnicity.
- explain the major American social, cultural, economic, technological, and scientific developments, their causes and effects, and their historical significance.
- describe America's growth in a global context, and analyze the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance.
- explain the philosophical reasoning, the federal concept, and the democratic ideology in the development of the Constitution.

HIST 311 History of the United States

This course portrays America's development from the period of Reconstruction following the Civil War in 1865 to the present, examining the significant ideals, decisions, forces, institutions, individuals, events, and processes that affected continuity and change during this time. Coverage also includes California state and local government.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- explain the development of U.S. History incorporating perspectives of race, class, gender, and ethnicity.
- explain the major American social, cultural, economic, technological, and scientific developments, their causes and effects, and their historical significance.
- describe America's growth in a global context, and analyze the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance.
HIST 312 History of the United States (to 1865)

This course portrays the growth of the history of America from the pre-Columbian period to 1865 focusing on its institutions and ideals, examining the decisions and developments that shaped our national heritage. The U.S. Constitution and the establishment of American government institutions are also covered.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate information literacy skills necessary to conduct basic research of historical documents, publications, and references.
- compose historical writing assignments reflecting written expression competency at the college composition level.
- critically analyze the chronology of events that make up our country's past to understand change and/or continuity and cause and/or effect in history.
- embody historical empathy by judging the past on its own terms and use that knowledge to understand contemporary issues.
- demonstrate an understanding of U.S. history through multiple analytical categories such as race, class, gender, and ethnicity.
- demonstrate an understanding of the philosophical reasoning, the federal concept, and the democratic ideology in the development of the Constitution.

HIST 313 History of the United States (1865-1945)

This course portrays America's development from the period of Reconstruction following the Civil War in 1865 through the end of the Second World War in 1945, examining the significant ideals, decisions, forces, institutions, individuals, events, and processes that affected continuity and change during this time. Coverage also includes California state and local government.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate information literacy competency skills necessary to conduct basic research of historical documents, publications, and references.
- compose historical writing assignments reflecting written expression competency at the college composition level.
- critically analyze the chronology of events that make up our country's past to understand change and/or continuity and cause and/or effect in history.
- embody historical empathy by judging the past on its own terms and use that knowledge to understand contemporary issues.
- demonstrate an understanding of U.S. history through multiple analytical categories such as race, class, gender, ethnicity, and development in a global context.
HIST 314 Recent United States History

3
54 hours LEC

ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300.

CSU; UC

AA/AS Area V(a); AA/AS Area V(b); CSU Area D; IGETC Area 4

This course reviews those events that constitute our country’s history from 1945 to the present, ensuing against the background of a “world setting.” While the emphasis tends to be on political developments, the course also covers broad economic, social, and cultural patterns. It includes coverage of California state and local government.

Student Learning Outcomes

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

- develop and acquire information literacy competency skills necessary to conduct basic research of historical documents, publications, and references.
- compose historical writing assignments reflecting written expression competency at the college composition level.
- critically analyze the chronology of events that make up our country’s past to understand change and/or continuity and cause and/or effect in history.
- embody historical empathy by judging the past on its own terms and use that knowledge to understand contemporary issues.
- demonstrate an understanding of U.S. history through multiple analytical categories such as race, class, gender, ethnicity, and growth in a global context.
- demonstrate an understanding of the impact of California on the nation as a whole.

HIST 319 American Environmental History

3
54 hours LEC

None.

CSU; UC

AA/AS Area V(b); CSU Area D; IGETC Area 4

This course examines the past interactions between human society and the natural world in what is now the United States. Issues to be discussed include Native American resource management, the ecological effects of the arrival of Europeans in the "New World," resource exploitation in the industrial era, cultural constructions of nature, and the preservation, conservation, and environmental movements. In the context of the historical influence of nature upon human society and the impact of human society upon nature, the course covers broad political, social, and cultural patterns and conflicts. In the same context, it also includes multicultural interpretations of the California and Sierra Nevada foothill experience which may entail field trips.

Student Learning Outcomes

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

- demonstrate the information literacy skills necessary to conduct basic historical research and compose historical writing assignments at the college composition level;
- explain how political, economic, social, and cultural factors have shaped human interactions with and management of the North American environment;
- analyze cultural encounters and conflicts between distinct societies with an emphasis on colonization (including the demographic impacts of disease) and westward expansion, as well as divergent and competing economic ideologies, land-use, and maritime practices;
- identify key authors who helped reshape American attitudes towards the natural world and analyze how these works employed philosophical, scientific, gendered, racial, political, economic,
explain and analyze the environmental impacts of historically significant commodities and industrialization, along with the origins of campaigns or movements to ameliorate those impacts: for conservation, preservation, public health, and environmental justice—with special emphasis on the work of women and non-white activists to protect the most vulnerable people and wildlife from an increasingly toxic environment;

explain and evaluate the emergence of a stronger environmental consciousness beginning in the late twentieth century (with such developments as Earth Day, Ecofeminism, Wilderness and Wildlife Protection Acts and other state and federal environmental regulations);

demonstrate an understanding of and an ability to analyze historical trends (such as climate change) which hold implications for the future.

HIST 331 Women in American History

This course offers a survey of U.S. women’s history, including the origin and development of the nation’s political, social, economic, and intellectual institutions, from pre-contact indigenous societies to the modern era. The diverse roles and contributions of European American, Native American, African American, Mexican American, and Asian American women are emphasized throughout the course.

Student Learning Outcomes

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

• develop skills in historical analysis, synthesis, and interpretation as well as a comprehension of literacy competency skills necessary to conduct basic research of historical documents, publications, and references.

• compose historical writing assignments demonstrating written expression competency at the college composition level.

• analyze and explain the contributions and significance of various groups of women to America’s political, economic and social systems, evaluating how women’s perspective and experience fits into the overall narrative of U.S. history.

• analyze events or controversies in U.S. Women’s History from several historical perspectives including race, ethnicity, or social class.

• define racism and sexism, and use these definitions to analyze the social, political, and economic status of women throughout U.S. history.

HIST 344 Survey of California History: A Multicultural Perspective

This course is a survey of the history of California with an emphasis on the evolution of the state as a multicultural society, beginning with Native Californian cultures and continuing to the present. Above all, the course evaluates the historical experiences and dynamic interaction of Hispanic, Asian, African American, European American, and other cultural groups. Field trips to local sites of historical significance may be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.

• compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.

• assess the political, economic, social, and cultural evolution of California from the settlement of the first humans to the present, evaluating the historical origins and experiences of California's multicultural society.

• compare and contrast selected ethnic and cultural groups (including, but not limited to Native American, African-American, Latin-American, and Asian-American populations), evaluating intercultural contact (including intercultural families) and intercultural conflict with special emphasis placed on the importance of race, ethnicity and gender.

• critically assess the role that ethnocentrism has played in California history, especially since the nineteenth century.

HIST 368 History of France

A survey of the history of France from Roman Gaul to the present, this course examines the origin and development of French political, economic, and intellectual institutions, their influence on French society and culture, and France's role in Europe and the wider world.

Student Learning Outcomes

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

• demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.

• demonstrate the ability to compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.

• demonstrate an understanding of French history incorporating perspectives of race, class, gender, and ethnicity.

• explain the major French economic, technological, and scientific developments and their historical significance.

• demonstrate an understanding of France's growth in a global context, and analyze the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance.

• explain the major French social and cultural developments, their causes and effects, and their historical significance.

HIST 392 Principles of Heritage Interpretation

This interdisciplinary course covers the basics of interpreting historical, cultural, and natural resources to the general public. Interpretation is a communication process that forges emotional and intellectual connections between the interests of the audience and the inherent meanings of the resource. Topics include developing an interpretive program using a thematic approach and learning
program delivery techniques. Completion of this course will qualify students to apply for professional certification through the National Association for Interpretation as a Certified Interpretive Guide (CIG). This course is recommended for students interested in history, biology, anthropology, recreation, education, and communication. Not open to students who have received credit for Biology 392 or Anthropology 392. This course requires field trips.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- define heritage interpretation.
- demonstrate knowledge of the history, principles, and philosophy of interpretation as it is practiced in natural resource settings (parks and forests) and a variety of other settings (museums, nature centers, zoos, arboretums, planetariums, aquariums, botanical gardens, historic sites, etc.).
- compose interpretive themes, goals, and objectives.
- research, outline and develop an interpretive presentation.

**HIST 398 Studying in France: French History and Culture**

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<tr>
<th>Units</th>
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<td>Hours</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite</td>
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</tr>
<tr>
<td>Advisory</td>
<td>ENGWR 101 with a grade of &quot;C&quot; or better</td>
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<td>Transferable</td>
<td>CSU</td>
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This course, offered in a Paris study abroad program, surveys French history to provide a background for exploring and appreciating French life and culture. The focus is on examining the historical context of French political, intellectual, and artistic development, thereby informing and enriching our understanding and enjoyment of French society and culture. The course will examine Roman Gaul, Medieval Francia, the High Middle Ages, the Renaissance and Wars of Religion, Absolutism and the Enlightenment, the French Revolution and Napoleon, the Nineteenth Century Revolutions and the Belle Epoque, the World Wars, and the Trente Glorieuses. Since many of these historical developments occurred in the city of Paris and most of the remaining artifacts are housed in Parisian museums, a significant portion of this course will include visits to historical sites and museums.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- compose historical writing assignments reflecting written expression competency at the college composition level.
- critically analyze the chronology of events that make up France’s past to understand change and/or continuity and cause and/or effect in history.
- embody historical empathy by judging the past on its own terms and use that knowledge to understand contemporary issues.
- demonstrate an understanding of French history through multiple analytical categories such as race, class, gender, and ethnicity.

**HIST 495 Independent Studies in History**

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<tr>
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<td>Prerequisite</td>
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**HIST 498 Work Experience in History**
This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of History. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies.

During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.

- manage personal career plans and decision making using industry & workforce information and online resources.

- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.

- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.

- demonstrate critical and creative thinking skills as they apply to the workplace.

Faculty

Paul Baltimore
Adjunct Professor

Gena Estep-Gompert
Assistant Professor

Rob Maddock
Adjunct Professor

Debbie Moreno
Professor