

Course Outline

COURSE: HIST 4B DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Fall 2018 CURRICULUM APPROVAL DATE: 03/12/2018

SHORT TITLE: GLOBAL HISTORY AFTER 1500

LONG TITLE: Global History After 1500

| Units | Number of Weeks | | Contact Hours/Week | | Total Contact Hours |
|-------|-----------------|----------|--------------------|----------|---------------------|
| 3 | 18 | Lecture: | 3 | Lecture: | 54 |
| | | Lab: | 0 | Lab: | 0 |
| | | Other: | 0 | Other: | 0 |
| | | Total: | 3 | Total: | 54 |

COURSE DESCRIPTION:

Beginning with the European Renaissance, this course examines the development of global society after 1500. With attention to the interactions between humans and environment, developing states, cultures, economics, and social structures are examined in global context. The course emphasizes historical, analytical, and research skills. It asks students to analyze the evolution of global values, beliefs, and practices, as well as the conditions and results of social change and globalized human activity. This course has the option of a letter grade or pass/no pass. (C-ID: HIST 160) ADVISORY: Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Explain, analyze, and predict historical interactions between humans and the environment.
 Measure of assessment: written exam, oral reports, role playing, project, and/or written homework

Year assessed, or planned year of assessment: 2013

2. Compare and contrast various historical models for state building, expansion, and conflict.

Measure of assessment: written exam, oral reports, role playing, project, and/or written homework

Year assessed, or planned year of assessment: 2013

3. Analysis of the creation, expansion, interaction, and transformation of economic systems.

Measure of assessment: written exam, oral reports, role playing, project, and/or written homework

Year assessed, or planned year of assessment: 2013

4. Compare, contrast, and critique of the development, maturation, interaction, and transformation of cultures and social structures.

Measure of assessment: written exam, oral reports, role playing, project, and/or written homework

Year assessed, or planned year of assessment: 2013

5. Develop and refine varied research skills, using global history topics to look deeply and broadly at human history.

Measure of assessment: written exam, oral reports, written reports, project,

Year assessed, or planned year of assessment: 2013

6. Develop and practice historical thinking skills including analysis, argumentation, chronological reasoning, interpretation, contextualization, comparison, and synthesis.

Measure of assessment: written exam, written reports, project, and/or written homework

Year assessed, or planned year of assessment: 2013

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/12/2018

Note: in most of the content areas below, possible areas for study are used as models or examples; other areas may serve equally well and can often

be substituted. Only one area for study is likely to be universally considered worthy of inclusion as written, and that is the Hellenistic world.

HOURS 9 CONTENT: Comparing cultures in the 15th

century; encounters between cultures and empires in the 15th and 16th centuries and the development of global commerce. Introduction of the five themes in global history, use of primary sources.

PERFORMANCE OBJECTIVES: Demonstrate mastery of historical periodization in the topical time frame. Demonstrate mastery of global geographic features. Explain the methods of study

(including archeology) by which current historians gain understanding of early modern societies and peoples. Analyze the biological interaction between cultures in two key ways, the transmission of disease and the exchange of foods in the Atlantic. Evaluate the trade relationships in the Atlantic region, including the slave trade, and the development of water routes between Asia and Europe.

Describe how environmental factors conditioned and limited the growth of empires. Compare and contrast the characteristics of religious practices between cultures. Apply the five course themes to

early modern life and to life at present to gain facility in their use and applicability. Practice using primary sources. **OUT OF CLASS ASSIGNMENTS:** As part of your reading assignment, read and view

?Visual Sources,? and ?Using the Evidence: Exchange and Status in the Early Modern World? regarding these materials:

--painting, serving tea; also Chinese porcelain in Europe (Germany, early 1700s)

--painting on ceramic, a chocolate party in Spain (early 1700s)

--painting, an Ottoman coffee house (1500s)

--painting, clothing and status in Colonial Mexico (1700s)

--drawing or

engraving, procession and display in the Kingdom of Dahomey (late 1700s)

HOURS 6 CONTENT: Change, continuity, and expansion of religious and scientific worldviews. Possible models for study:

India and Europe.

PERFORMANCE OBJECTIVES: Use primary sources to analyze the developments in world religions with an emphasis on interchanges between belief systems (for example, in India between Hindus and Muslims) and the intersection of human societies, belief systems, and social institutions such as government (for example, in Europe in the Reformation). Evaluate the global spread of Christianity. Compare and contrast hierarchical and nonhierarchical religious governance systems. Analyze the ascendance of scientific method and its impact on several aspects of society including technological change and trade.

OUT OF CLASS ASSIGNMENTS: Reading on these topics; written response to primary sources. Test questions essay format. Begin research assignment comparing two governance systems.

HOURS 6 CONTENT: Revolutions and the Atlantic exchange; political revolutions, social upheaval, and the Industrial Revolution. Possible models for study: the

Americas.

PERFORMANCE OBJECTIVES: Use primary sources to analyze the social and philosophical changes that provided foundations for political revolutions in Europe and the Americas. Chart the rise of nationalism. Compare and contrast American and French models for revolution. Demonstrate mastery of the changes in global trade that derived from socio-political revolutions (possible case study: impact of the revolution in Haiti on trade across the Atlantic). Evaluate the uses and limits of revolutionary ideas by San Martin, Bolivar, and other leaders as applied in several South American states. Describe the creole elite power structure after the revolution (possible case study: Mexico). Assess the environmental impact of the early Industrial Revolution; also, assess its impact on gender roles in early factory settings.

OUT OF CLASS ASSIGNMENTS: Test questions in essay format. Continue research assignment on governance system. As part of reading assignment, read

?Considering the Evidence,? ?Using the Evidence: Claiming Rights? regarding these readings:

--The Declaration of the Rights of Man and Citizen (France, 1789)

--A Vindication of the Rights of Women

(Mary Wollstonecraft, 1792)

--The Jamaica Letter (Simon Bolivar, 1815)

--What to the Slave Is the Fourth of July? (Frederick Douglass, 1852)

--Letter to a Friend (Raden Adjeng Kartini, 1899)

HOURS

6 CONTENT: Responses to external challenges (political, economic, and technological) by several empires and emerging nation-states. Possible models for study: China, Japan, the Ottoman

Empire.

PERFORMANCE OBJECTIVES: Use primary sources to evaluate different responses to European/American intrusion and compare cultural impacts. Demonstrate mastery of global trade patterns in the

19th and early 20th centuries with particular emphasis on inequity of exchange (possible case study: the Opium War). Compare and contrast differing methods of social and political reform (possible case studies: Japan and the Ottoman Empire) and the outcomes of those approaches. Discuss cultural interactions, assumptions, and limits of intercultural understanding (endless case studies available). Analyze the environmental impact of the construction of dams in many different societies in the period. Evaluate the differences between societies in gender roles (possible cases for contrast: Meiji Japan and Polynesia).

OUT OF CLASS ASSIGNMENTS: Reading on these topics; writing short answers related to the reading. Test questions in essay format. Complete and turn in first draft of research assignment comparing two governance systems.

HOURS 3 CONTENT: Colonialism: several European approaches, a variety of responses. Possible models for study: Nigeria, Congo, and India.

PERFORMANCE OBJECTIVES: Use primary sources to analyze the second wave of European conquest from a socio-political point of view. Compare and contrast systems of control, colonial economies, and global trade based on imperialism. Examine responses by different colonized peoples, including rising nationalism and the development of alternative strategies of noncooperation (possible case study: Gandhi in South Africa and India). Chart the environmental impact of extraction technologies (possible case study: Congo). Explore theories of imperialism including (among others) conservative, liberal, realist, and Marxist views. Explore the interchange of Indian and other colonial cultures and ecosystems with Britain through the development of the custom of afternoon tea.

OUT OF CLASS ASSIGNMENTS: Read "Considering the Evidence," "Using the Evidence: Indian Responses to Empire" regarding these readings:

--On Calcutta (Nawab Muhabbat Khan, late 1700s)

--Letter to

Lord Amherst (Ram Mohan Roy, 1823)

--The Azamgarh Proclamation (Bahadur Shah, 1857)

--Speech to a London Audience (Dadabhai Naoroji, 1871)

--Indian Home Rule (Mahatma Gandhi, 1908)

; writing short

answers related to visual sources from the textbook. Test questions in essay format. Continue research assignment comparing two governance systems, using instructor responses to the first draft.

HOURS 6 CONTENT: Twentieth century wars of nationalism and ideology, and Europe's recovery. Possible models for study: Germany and Tanganyika; Japan.

PERFORMANCE OBJECTIVES: Use primary sources to evaluate the socio-political causes of the two world wars; discuss in this context the changes in the international power structure. Demonstrate understanding of ideologies such as fascism and classic liberalism. Show mastery of the global nature of the world wars, including interactions between Europeans and other peoples (possible case studies: Tanganyika in World War I, and Japan and Western nations in the Pacific in World War II). Evaluate the global trade economy in the Great Depression, focusing on challenges to free market capitalism. Analyze the technological development of weapons systems and the spread of weapons of mass destruction and environmental consequences (possible case studies: Hiroshima and Nagasaki; the development of the international nonproliferation regime).

OUT OF CLASS ASSIGNMENTS: Reading on these topics; writing in response to the question, "Was the Empire of Japan a fascist state?" Test questions in essay format. Continue research assignment comparing two governance systems.

HOURS 3 CONTENT: The rise and fall of world communism. Possible models for study: the USSR, China, and Cuba.

PERFORMANCE OBJECTIVES: Use primary and secondary sources to analyze the development of Marxist thought in particular contexts with additional theory and practical modifications such as Leninsim, Maoism, and the unique Cuban experience. Students will compare and contrast Marxist theory with attempts to apply it. Explain the challenges faced by communism, both internally and internationally, and describe the global ramifications of the Cold War. Evaluate trade in the communist bloc (case studies might include the sale of Cuban sugar to the USSR despite the abundance of sugar beets there, and the black market that developed for consumer goods and some foods in China). Describe Soviet successes in particular sciences (physics, medicine) and Soviet authoritarianism as applied in the arts (socialist realism in visual arts; the variable status of Shostakovich and Solzhenitsyn in music and literature respectively).

OUT OF CLASS ASSIGNMENTS: As part of reading assignment, read and view "Visual Source" Ch.

22. answer questions on "Using the Evidence: Poster Art in Mao's China." regarding the following works:

--poster, Destroy the Old World; Establish the New World (1967)

--poster, The Peoples

Communes Are Good (1958)

--poster, Women Can Hold Up Half the Sky; Surely the Face of Nature Can Be Transformed (1975)

--poster, The Reddest, Reddest, Red Sun In Our Heart, Chairman Mao, and

Us

Together (1968)

--poster, The Gods of Wealth Enter the Home From Everywhere; Wealth, Treasures, and Peace Beckon (1993)

;written response to primary sources. Test questions in essay

format. Submit final draft of research assignment comparing two governance systems.

HOURS 3 CONTENT: Independence and development in the global south, 1914 to present. Possible models for study:

South Africa, Indochina.

PERFORMANCE OBJECTIVES: Use primary sources to describe the variety of struggles for independence, as well as consequences including different types of transition and neocolonialism. Cover violent transition (case study: Indochina), peaceful transition (case study: French West Africa), and complex transition (case study: Kenya). Evaluate the new governments and economic systems that emerged in former colonies. Explore the role of religion in the formation of new nations (case studies might include Nigeria and Iran). Analyze the end of apartheid in South Africa, including unusual case aspects such as international and external economic pressures on the white regime. Compare and contrast the availability of power to women in several newly-independent nations.

OUT OF CLASS ASSIGNMENTS: Reading on these topics; writing short answers related to the reading. Test questions in essay format.

HOURS 3 CONTENT: Accelerating global

interaction since 1945. Possible models for study: feminism and religion (several cultures/religions), the green movement (global).

PERFORMANCE OBJECTIVES: Use primary sources to analyze the transformation of the world economy, comparing globalization of the present with earlier global patterns (mercantilism, colonialism). Describe and evaluate the interaction between worldviews, with a particular focus on international feminism? S dealings with contemporary religions (including but not limited to Christian fundamentalism, Christian liberalism, Muslim revivalism, and the Muslim mainstream). Assess the threats to the ecosystem and current responses to those threats (case studies: antibiotic-resistant bacteria, global "green energy" trends, international political responses to global warming including the role of the UN and Californians carbon cap and trade system). Discuss recent multi-national governance models for both politics and economics (e.g., GATT, IMF, ASEAN, NAFTA, the European Union). Compare regions to display global inequities (for instance in the availability of clean water supplies).

OUT OF CLASS ASSIGNMENTS: Reading on these topics; writing related to visual sources from the textbook. Test questions in essay format.

HOURS 3 CONTENT: The five themes of global history in the context of the past 500 years.

PERFORMANCE OBJECTIVES:

Students will review the five themes with illustrative historical examples. They will then assess the global present in teams, using the five themes as a guide. The teams will produce a written summary; a roundtable discussion of the summaries will follow.

OUT OF CLASS ASSIGNMENTS: Review of course content for final class period activity and for test preparation. Test questions in essay format.

HOURS 2 Final exam in essay format.

METHODS OF INSTRUCTION:

Lecture with overhead projector; film/video, class discussion, small group collaborative projects, guest speakers when appropriate and available, group presentations.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 10

Assignment Description: Library Research

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Percent range of total grade: 50 % to 70 % Written Homework; Reading Reports; Essay Exams; Term or Other Papers

Problem-solving assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 20 % Homework Problems; Quizzes; Exams

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 20 % Class Performance/s; Field Work

Objective examinations

Percent of total grade: 10.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Robert W. Strayer and Eric W. Nelson. Ways of the World: A Brief Global History with Sources, Vol. 2: Since 1500, B, 2011 or latest edition, or other appropriate college level text.. Bedford/St. Martin's,2015.

This is a representative textbook used by various colleges teaching this course.

ISBN: 13: 978-1319018429

Reading Level of Text, Grade: 14 Verified by: Verified by:Craig Mosher

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201570

GAV D2, effective 201570

GAV F, effective 201570

CSU GE:

CSU C2, effective 201570

CSU D, effective 201570

CSU D6, effective 201470

IGETC:

IGETC 3B, effective 201570

IGETC 4F, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: HIST

CSU Crosswalk Course Number: 4B

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000449436

Sports/Physical Education Course: N

Taxonomy of Program: 220500