COURSE OUTLINE OF RECORD

Number: HIST G162  TITLE: World History 2

ORIGINATOR: Sunshine McClain  EFF TERM: Fall 2017
FORMERLYKnown AS: History G195  DATE OF OUTLINE/REVIEW: 07-26-2017
CROSS LISTED COURSE:

SEMESTER UNITS: 3.0
HRS LEC: 54.0  HRS LAB: 0.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course is an exploratory survey of diverse cultural, political, and socio-economic societies in numerous geographical arenas of the world since 1500. The course also addresses unique historical developments and concepts from the Early Modern Era to the current day. Students will also assess contemporary challenges of global interaction and interdependence. Recommended for transfer students.

JUSTIFICATION FOR COURSE:
Update course in compliance with program review curriculum offerings.

PREREQUISITES:

COREQUISITES:

ADVISORIES:
- GEOG G100: World Regional Geography Students are advised to have a basic knowledge of global geography.

ASSIGNED DISCIPLINES:
History

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course
OCCUPATIONAL (SAM) CODE: E
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X]  Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Anthropology(Associate in Arts)
Associate in Arts: Liberal Arts: Emphasis in Social Sciences(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Arts and Humanities(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences(Associate in Arts)
Elementary Teacher Education(Associate in Arts for Transfer)
Elementary Teacher Education(Associate in Arts for Transfer)
HISTORY(Associate in Arts for Transfer)
History(Associate in Arts for Transfer)
GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 3: Arts and Humanities
    3B: Humanities
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
    C2 - Humanities
CSU GE Area D: Social, Political, and Economic Institutions
    D3 - Ethnic Studies
    D6 - History

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

describe the structure, pace, and causal agents of changing historical contexts.

employ interpretative skills to reach reasoned conclusions from historical evidence.

evaluate cultural, socio-political, and economic contexts through historical time.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).

2. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

COURSE OBJECTIVES:

1. Explore evolving patterns in human history and identify regional interconnections of religion, warfare, commerce, migration, culture, and technology since 1500.

2. Examine human geographical explorations, technological achievements, and scientific advances and interpret their historical impact.

3. Examine the influence of the earth’s topography and climate in the development of human civilizations and evaluate the historical implications of mankind’s attempts to harness the environment.

4. Examine human art, architecture, literature, philosophy, and religion and analyze their historical significance.

5. Explore the diversity of human political, social, and economic structures and explain their influence in the historical record.

6. Analyze human civilizations through the lens of gender, race, class, and ethnicity.

7. Apply comprehension of the historical record in order to analyze and interpret historical primary and secondary sources.

8. Formulate essential questions, pose new interpretations, and conduct research using historical evidence.

9. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.

10. Analyze the dynamics of change over time in order to explain historical causality and preserve contingency in the past.

11. Evaluate the consequences of historical decisions and reflect on the relevance of debatable issues in the modern day.
COURSE CONTENT:

LECTURE CONTENT:

1. European Exploration and Expansion:
   A. Competition with Islam over global trade routes
   B. Conquest and colonization of the Americas
   C. The Columbian Exchange: Europe, Africa, and the Americas
   D. The Atlantic slave trade
   E. Mercantilism

2. Religious and political reform in Early Modern Europe:
   A. The Protestant and Catholic Reformation
   B. Political and religious wars of Europe
   C. Absolutism and constitutional monarchies

3. Muslim Empires:
   A. Religion of Islam
   B. Expansion into S.E. Asia, Africa, and India
   C. The Ottoman Empire
   D. The Safavids of Africa
   E. The Mughals of India

4. East Asia and Encounters with the West:
   A. China: Ming and Qing (Manchu) Dynasties
   B. Japan: Tokugawa shogunate
   C. Korea and Vietnam

5. Enlightenment and Revolution:
   A. The Scientific Revolution
   B. The Enlightenment
   C. The American War for Independence
   D. The French Revolution
   E. The Age of Napoleon

6. Industrialization and Nationalism:
   A. Cottage industries and plantations
   B. Industrial capitalism and the Industrial Revolution
   C. Urbanization and social impacts
   D. Labor unrest and organization
   E. Conservatism and Liberalism
   F. Nationalism and Nation-States
   G. Revolution and independence in Latin America

7. Imperialism:
   A. Justifications and tactics
   B. Colonial rule in India, S.E. Asia, and Africa
   C. Anti-colonialism and resistance efforts
   D. Association and collaboration
   E. Decline of Qing (Manchu) China: Opium War, Boxer Rebellion, etc.
   F. Rise of Modern Japan: Meiji Restoration and imperialism in Asia

8. World Wars:
   A. Causes of WWI: imperialism, militarism, nationalism, etc.
   B. Outbreak of WWI
   C. Life on the battlefront and home front
   D. The Russian Revolution
   E. Peace settlement and impacts
   F. The Great Depression
   G. Causes of WWII: democratic states vs. totalitarian states
   H. Fascism in Germany and Italy and rise of militarism in Japan
   I. Outbreak of WWII
   J. Developments in the Pacific and European theaters of war
K. Running the arsenal of war: life on the home front
L. The Holocaust, nuclear war, costs, and casualties

9. Decolonization and self-determination in Asia, Africa, the Middle East, and Latin America:
   A. Modern nationalism
   B. Gandhi, nonviolent resistance, and independence in India
   C. Nationalism and revolution in the Middle East
   D. Arab-Israeli dispute
   E. Nationalism vs. Communism in China
   F. Nationalism, dictatorships, and revolutions in Latin America
   G. Nationalism and independence in Africa

10. The Cold War:
   A. Collapse of the alliance
   B. Containment and recovery policies
   C. NATO vs. the Warsaw Pact
   D. Communism in Asia: Chinese, Korean, and Vietnamese civil wars
   E. Competition over the Third World
   F. Détente
   G. Eastern European rebellions and the collapse of the Soviet Union

11. Modernization and Globalization:
   A. Recovery and revival in Europe
   B. The European Union
   C. The USA as a superpower
   D. Tiger economies of Asia
   E. Triumph of consumer capitalism and popular culture
   F. Sexual revolution and Women's Rights
   G. Civil rights and student protests
   H. Emergence of terrorism and religious fundamentalism
   I. Immigration
   J. Environmentalism
   K. Advances in science and technology
   L. Globalization

METHODS OF INSTRUCTION:

A. Lecture:
B. Online:
C. Independent Study:
D. Hybrid:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Readings for History G162 will generally include a college-level survey textbook, a collection of separate readings, and a book-length primary source for the second semester of World History. The survey textbook will serve as a secondary source and as a supplement to course lectures. The collection of separate readings will serve as analysis of primary source documents and comprehension of historical argument/theory. The book-length primary source will serve as extended analysis and a research paper assignment in the context of the assigned readings or other secondary source background.

Out-of-class Assignments

Required readings from primary and secondary sources, exercises, and written responses as required by the instructor.
The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 6-8 pages/1,800-2,500 words.

**Writing Assignments**

**Objective multiple-choice tests:** the multiple choice tests will assess the students’ historical comprehension of the course lectures and secondary source readings.

**Short essay exams and class assignments:** the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts.

**Blue-book essay examinations and research paper:** the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in World History and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

**METHODS OF STUDENT EVALUATION:**

- Midterm Exam
- Final Exam
- Short Quizzes
- Written Assignments
- Essay Examinations
- Report

**Demonstration of Critical Thinking:**

Students shall demonstrate their ability to think critically by means of essay examinations and written research assignments which will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations and written research assignments will be an important and integral component of every History G162 course.

**Required Writing, Problem Solving, Skills Demonstration:**

**Objective multiple-choice tests:** the multiple choice tests will assess the students’ historical comprehension of the course lectures and secondary source readings.

**Short essay exams and class assignments:** the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historic facts.

**Blue-book essay examinations and research paper:** the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in World History and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

**TEXTS, READINGS, AND RESOURCES:**

**TextBooks:**


**Other:**

1. Book-Length Historical Documents:
   --The Prince, Niccolo Machiavelli
   --The Social Contract, Jean-Jacques Rousseau
   --Two Treatises of Government, John Locke
   --The Age of Reason, Thomas Paine

   Book-length historical primary source document such as: The Communist Manifesto

**LIBRARY:**

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials

**Comments:**

**Attachments:**

[Attached Files]