

# HIST 0051 - WORLD HISTORY SINCE 1500

## Catalog Description

Advisory: Eligibility for ENGL 1A

Hours: 54 lecture

Description: Survey from 1500 of the political, economic, social, and cultural developments of world civilizations with a special emphasis on exploring interactions among these civilizations. (C-ID HIST 160) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Analyze the role of geography in world history.
- CSLO #2: Compose coherent, persuasive academic historical arguments using correct academic citation methods.
- CSLO #3: Differentiate primary and secondary sources and describe how each are used to make historical claims.
- CSLO #4: Investigate major political, economic and social changes with emphasis on culture, race, class, gender and/or ethnicity.

## Effective Term

Fall 2019

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
2. Analyze broad patterns of change within and between complex societies.
3. Analyze the concept of civilization using analytical categories such as race, class, gender, and ethnicity.
4. Explain how the world's physical and natural environment has affected and been affected by developments in human history.
5. Analyze the interaction between human groups, including trade, migration, warfare, cultural exchange, and biological exchange since 1500.
6. Compare and contrast political, social, and economic organization of the world's people and explain their historical significance.
7. Identify major technological innovations, inventions, and scientific achievements and explain their historical significance.
8. Describe cultural developments, such as art, music, architecture, literature and religion, and explain their historical significance.

9. Compare major beliefs systems, including their ideas, practices, and historical development.
10. Analyze the impact of interactions between cultures and across regional boundaries.
11. Discuss the division of world history into epochs as a means of organizing and comparing time periods and regions.
12. Demonstrate knowledge of the geography of world history.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Literature & Language
  - AA/AS - Multicultural Studies
  - AA/AS - Social Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - C2 Humanities
  - CSUGE - D6 History
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 3B Humanities
  - IGETC - 4F History

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Essay Examinations
  - Example: As an assignment in an exam Blue Book, explain the causes and consequences of the Opium Wars of the 18th century.
- Objective Examinations
  - Example: Using a set of terms, during an exam, match them to provide a comparison of the experiences of China and Japan as they experienced contact with Western powers in the eighteenth and nineteenth centuries. Compare your findings in a small group and add to your chart as a result of the discussion.
- Reports
  - Example: In a 5 paragraph report, identify and discuss the primary causes of World War I. Report will be graded using a rubric designed by the instructor and shared with students as a part of the assignment.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will assign a set of primary source documents from the Atlantic Revolutions such as "The Declaration of the Rights of Man and Citizen," "A Vindication of the Rights of Woman," "The Jamaica Letter," and "What to the Slave is the Fourth of July." Students will be divided into groups of four and each student will be required to read and summarize a document. Instructor will guide groups to move from summaries of individual documents to comparisons between the sources under discussion. Instructor will lead a whole class

discussion on the main themes that groups identified around the issue of the Atlantic revolutions.

2. Instructor will assign textbook reading and provide material in lecture format (either oral or written) on colonial encounters, 1750-191
3. Instructor will lead a discussion of the reading and lecture, either in class or in web-based format.

#### Distance Learning

1. Instructor online lecture which explains the impact of economic and political changes in Europe on Latin America in the 19th and early 20th century. After reading/listening/watching the assigned lecture content students will be asked to participate in a discussion board assignment which explains their understanding and addresses the relevance of the lecture content.

- Classic Textbook?:
- OER Link:
- OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**

## Typical Out of Class Assignments

### Reading Assignments

1. Read the assigned chapter on "Religion and Science, 1450-1750," take notes on your reading, and connect the information in your reading with the study guide. 2. Complete the primary source selection, "The Communist Manifesto," and be prepared to summarize both orally and in a carefully written paragraph.

### Writing, Problem Solving or Performance

1. Based upon reading and class discussions, write a 500 word essay comparing the Chinese, Mexican, and Russian Revolutions. 2. Make a chart that identifies the major causes and consequences of World War I.

## Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- Traditions and Encounters: A Global Perspective on the Past, volume II
  - Author: Jerry Bentley and Herbert Ziegler and Heather Streets Salter
  - Publisher: McGraw Hill
  - Publication Date: 2015
  - Text Edition: 6th
  - Classic Textbook?:
  - OER Link:
  - OER:
- World Civilizations: Sources, Images, and Interpretations, volume II
  - Author: Dennis Sherman, et.al.
  - Publisher: McGraw Hill
  - Publication Date: 2005
  - Text Edition: 4th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Things Fall Apart
  - Author: Chinua Achebe
  - Publisher: Everyman's Library
  - Publication Date: 1994
  - Text Edition: 1st