

HIST M160: WORLD HISTORY: FROM 1450 TO THE PRESENT

Originator

hhernandez

Co-Contributor(s)**Name(s)**

Brown, Nenagh (nbrown)

College

Moorpark College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

M160

Course Title (CB02)

World History: From 1450 to the Present

Banner/Short Title

World History 1450 to Present

Credit Type

Credit

Start Term

Fall 2022

Formerly

HIST M20B - World History II

Catalog Course Description

Introduces the world's major civilizations of Asia, Europe, Africa and the Americas from 1500 to the present day. Surveys historical themes that are found in the world's political, economic, social, religious and cultural structures from the Early Modern Period, the Era of Western Hegemony and the Modern Era.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Minimum Contact/In-Class Activity Hours

0

Maximum Contact/In-Class Activity Hours

0

Laboratory

Minimum Contact/In-Class Laboratory Hours

0

Maximum Contact/In-Class Laboratory Hours

0

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Minimum Paid Internship/Cooperative Work Experience Hours

0

Maximum Paid Internship/Cooperative Work Experience Hours

0

Unpaid

Minimum Unpaid Internship/Cooperative Work Experience Hours

0

Maximum Unpaid Internship/Cooperative Work Experience Hours

0

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | compose an argument contextualizing primary and secondary sources regarding world history from 1450 to the present. |
| 2 | identify connections between world history of the past and the students' current roles in the world today. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|---|
| 1 | list, identify, and describe central themes and significant achievements in world history from 1450 CE through the present. |
| 2 | analyze the reasons for the rise of the West from the sixteenth century. |
| 3 | appraise the increase in global commerce and contacts evident during the Early Modern Period. |
| 4 | list the strengths and weaknesses of the Asian empires during the Early Modern Era. |
| 5 | relate the political, industrial and social development of the West from 1750 to 1914. |
| 6 | describe the principal characteristics of the West's "New Imperialism" during the Era of Western Hegemony. |
| 7 | explain the key challenges posed to the existing states, empires and societies in the Era of Western Hegemony and how they were confronted. |
| 8 | evaluate the challenges to Western hegemony developing during the Modern Era. |
| 9 | distinguish potential themes in world history for the twenty-first century. |
| 10 | identify the role of gender and ethnicity, as well as science and technology, in world history. |

Course Content**Lecture/Course Content**

(35%) **PART I: THE EARLY MODERN PERIOD** (c.1450 – 1750)

An Introduction to World History Periodization

A. The Rise of the West: Western Europe

1. The transformation of the West
2. Western expansion

B. The Increase in Global Contacts

1. Spanish Latin America Conquest
 - The Columbian exchange
 - Western settlement
2. Other examples of the increase in global contacts

C. The Expansion of Commerce

1. Africa and the Atlantic slave trade
 - Early African slavery
 - The Atlantic slave trade
 - The effects on sub-Saharan Africa
2. Other examples of the expansion of commerce

D. The Gunpowder Empires

1. Ming China
 - The restoration of Chinese rule
 - The imperial government
 - The Zhenghe expeditions
2. Other gunpowder empires

(30%) **PART II: THE ERA OF WESTERN HEGEMONY** (c. 1750 – 1914)

A. The Development of the West

1. Political revolution
2. The Industrial Revolution
3. Expansion of "the West"

B. Western Imperialism

1. British India
 - The British East India Company
 - The British Raj
 - Results of the New Imperialism
2. Other examples of Western imperialism

C. States in Crisis

1. The Ottoman empire
 - Eighteenth century problems
 - Western reform and reaction
 - World War I
2. Other civilizations in crisis

D. Industrialization Outside the West

1. Meiji Japan
 - The Tokugawa shogunate
 - Meiji reforms
 - Results of Westernization
2. Other examples of industrialization outside the West

(35%) **PART III: THE MODERN ERA** (c. 1914 – today)

- A. Independence Movements
 1. The Middle East
 - The introduction of nationalism
 - World War I and its aftermath
 - The new nations
 2. Africa
 - World War II
 - Kenya
 - Zimbabwe
 - South Africa
 3. Other independence movements
- B. The New Industrial Nations
 1. The U.S.S.R.
 - The Communist Revolution
 - The rise of the Soviet Union
 - The fall of the Soviet Union and Russia today
 2. Other new industrial nations
- C. East Asian Conflict
 1. The People's Republic of China
 - Revolution, world war and civil war
 - Mao's China
 - The PRC post Mao
 2. Other examples of East Asian conflict
- D. Conclusion: The Twenty-First Century

Laboratory or Activity Content

Not applicable

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
 Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral presentations
 Projects
 Participation
 Portfolios
 Quizzes
 Role playing
 Reports/Papers/Journals
 Reports/papers
 Research papers
 Written analyses
 Written compositions
 Written homework
 Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Large group activities
Lecture
Readings
Role-playing
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

To explain course content instructor will use presentations, board work, educational videos and recordings, other visuals, classroom discussions, small work group, and other methods as appropriate to help students understand the content of the course.

Representative Course Assignments

Writing Assignments

Write research papers on topics such as the Asian empires of the Early Modern Era.

Write an essay as part of an in-class exam.

Compose an essay evaluating an argument presented by a secondary source, for example “capitalism challenged traditional agrarian political structures,” using one or more primary sources as evidence to support or contradict the argument.

Critical Thinking Assignments

Conduct research work comparing and contrasting different interpretations provided by world historians for the rise of the West.

Participate in class and small group discussions debating the political, economic, and social consequences of colonialism.

Compose short written papers comparing and contrasting primary source documents to evaluate authorship.

Reading Assignments

Read selected pages from text book(s) set for the course; complete assignment by checking understanding (group work, quiz, etc.).

Read secondary sources such as Camilla Townsend's *Fifth Sun*

Read selected primary or secondary documents from the topics covered in the course; write responses to documents; participate in seminar discussing the sources.

Read selected or student-chosen works (such as novels, histories, biographies) from the topics covered in the course; set assignment to affirm student understanding and deepen analysis.

Outside Assignments

Representative Outside Assignments

Conduct library and/or internet research on a topic appropriate to the course.

Visit art galleries, museums and/or places of religious worship relevant to the course objectives, such as exhibitions of communist propaganda art and the Norton Simon Museum.

Prepare written and/or oral presentations on topics such as resistance to industrialization.

Participate in oral history projects on topics such as global warming.

Visit Moorpark's Writing Center and train how to log in and make an appointment with tutors.

Articulation

C-ID Descriptor Number

HIST 160

Status

Approved

Equivalent Courses at 4 year institutions

| University | Course ID | Course Title | Units |
|---------------------|-----------|---------------------------------|-------|
| CSU Northridge | HIST 111 | World History Since 1500 | 3 |
| CSU Long Beach | HIST 112 | World Since 1500 | 3 |
| CSU Channel Islands | HIST 212 | World Civilizations: Since 1500 | 3 |
| CSU Dominguez Hills | HIST 121 | World History II | 3 |

Comparable Courses within the VCCCD

HIST R160 - World History II
 HIST R160H - Honors: World History II
 HIST V86 - World History Since 1550

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

C. Humanities**C2. Humanities**

Approved

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F1997

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

Area D: Social Sciences**D Social Sciences**

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities
Approved

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Duiker, William, and Jackson Spielvogel. *World History. Volume II, Since 1500*. 9th ed., Cengage, 2018.

Resource Type

Textbook

Description

Pollard, Elizabeth and Clifford Rosenberg. *Worlds Together, Worlds Apart: A Companion Reader, Vol. 2*. 3rd ed., Norton, 2019.

Resource Type

Other Instructional Materials

Description

Andrea, Alfred, and James Overfield, editors. *The Human Record: Sources of Global History. Volume II, Since 1500*. 8th ed., Cengage Learning, 2016.

Resource Type

Textbook

Description

Bulliet, Richard, et al. *The Earth and its Peoples: A Global History; Brief Edition. Volume II, Since 1550*. 7th ed., Cengage, 2018.

Resource Type

Textbook

Description

Bentley, Jerry H., and Herbert F. Ziegler. *Traditions and Encounters. Volume II, From 1500 to the Present: A Global Perspective on the Past*. 6th ed., McGraw-Hill, 2014.

Resource Type

Textbook

Classic Textbook

Yes

Description

Morillo, Stephen. *Frameworks of World History: Networks, Hierarchies, Culture. Volume II*. Oxford UP, 2013.

Resource Type

Other Instructional Materials

Description

Stearns, Peter, et al. *Documents in World History. Volume I*. 6th ed., Pearson, 2012.

Resource Type

Websites

Description

World History. Globalyceum History (2020). Interactive software.

Library Resources**Assignments requiring library resources**

Research papers, book and/or journal reviews, oral and/or written reports using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Conduct research work comparing and contrasting different interpretations provided by world historians for the rise of the West.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts; provide students with an online schedule of class events using the "calendar" tool in the online course shell. |
| E-mail | Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates. |
| Other DE (e.g., recorded lectures) | Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources. |
| Synchronous Dialog (e.g., online chat) | Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature or similar alternatives. |
| Telephone | Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations. |
| Video Conferencing | Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing such as ConferZoom. |

Hybrid (51%–99% online) Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts; provide students with an online schedule of class events using the "calendar" tool in the online course shell. |
| E-mail | Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates. |
| Other DE (e.g., recorded lectures) | Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources. |
| Synchronous Dialog (e.g., online chat) | Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature or similar alternatives. |
| Telephone | Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations. |
| Video Conferencing | Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing such as ConferZoom. |

100% online Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts; provide students with an online schedule of class events using the "calendar" tool in the online course shell. |
| E-mail | Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates. |
| Other DE (e.g., recorded lectures) | Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources. |
| Synchronous Dialog (e.g., online chat) | Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature or similar alternatives. |
| Telephone | Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations. |
| Video Conferencing | Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing such as ConferZoom. |

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

HISTORY

Review and Approval Dates**Department Chair**

04/14/2021

Dean

04/14/2021

Technical Review

09/02/2021

Curriculum Committee

9/7/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000427456

DOE/accreditation approval date

MM/DD/YYYY