

# HIST A162H: WORLD HISTORY 2 HONORS

its peoples upon other peoples of other geographic regions over time, after 1600CE.

## 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 on both interregional scales and within complex societies.
- 3. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- 4. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
- 5. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from 1500 to the present.
- 6. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- 7. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- 8. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion
- 9. Compare ideals, practices, and historical developments of major belief systems.
- 10. Analyze historical developments across national, regional, and cultural boundaries.

## Lecture Content

A. THE EARLY MODERN WORLD 1. India, East Asia, and Africa During the Early-Modern Era (c. 1500-1800) Dynasties of India, China, and Japan African Rulers 2. The Economy and Society of Early-Modern Europe Colonization and Overseas Trade Population Patterns Life within a Society of Orders 3. The Age of Absolutism (1660-1789) Justification of Absolutism Eastern Europe, 1660-1720 The Emergence of a State System Limited Monarchy in the Eighteenth Century War and Diplomacy in the Eighteenth Century 4. The Scientific Revolution and Enlightenment The Scientific Revolution The Foundations of the Enlightenment Classicism and Innovation in Art, Literature, and Music B. THE FRENCH AND INDUSTRIAL REVOLUTIONS AND THEIR CONSEQUENCES 1. The French Revolution The Destruction of the Ancient Regime Napoleon and Europe The Vienna Settlement 2. The Industrial Revolution Revolution in England The Coming of the Railways Industrialization After 1850 3. Consequences of Industrialization: Urbanization and Class Consciousness (1800-1850) The Life of the Urban Middle Class The Life of the Urban Working Class The Middle-Class World View Early Critics of the Middle-Class World View 4. The Rise of Liberalism (1815-1870) Western Europe, 1815-1832 Liberalism in Britain and France, 1830-1848 Liberalism in France and Britain After 1850 5. Nationalism and Nation-Building (1815-1870) Nationalism and Nation-Building, 1800-1848 Nation-Building, 1850-1870 Revolution and Nation-Building in Latin America C. THE WEST AT THE WORLD'S CENTER 1. The Progress of International Industrialization and Competition (1870-1914) New Technologies Changes in Scope and Scale The New Capitalism International Competition: Imperialism 2. The Middle Class Challenged The Challenge of Socialism The Challenge of Science and Philosophy The Challenge of Literature and the Arts 3. The Search for Stability (1870-1914) Germany: The Search for Imperial Unity Russia: The Road to Revolution The Search for Stability Elsewhere in the West The Road to the First World War 4. China, Japan, and Africa

Item	Value
Curriculum Committee Approval Date	11/01/2023
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> <li>• Area 3 Arts and Humanities 3A Theory (OC1)</li> <li>• Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2)</li> </ul>
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> <li>• Area 3B Humanities (OSC2)</li> <li>• Area 4 Social and Behavioral Sciences (OSD)</li> </ul>
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> <li>• CSU C2 Humanities (C2)</li> <li>• CSU D3 Ethnic Studies (D3)</li> <li>• CSU D6 History (D6)</li> </ul>

## Course Description

The history of world civilizations since the 17th Century, giving a general outline of political, social, economic, and cultural institutions. Enrollment Limitation: HIST A162; students who complete HIST A162H may not enroll in or receive credit for HIST A162. Transfer Credit: CSU; UC. C-ID: HIST 160.C-ID: HIST 160.

## Course Level Student Learning Outcome(s)

1. Upon the successful completion of this course, students will display the ability to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns that are relevant to the course geographic area and timeline of study.
2. Students will evaluate thematic change over time involving the formation, expansion and contraction of human societies throughout world history as exhibited after 1600CE.
3. Students will analyze the impact of peoples and their political ideologies, religions and technology from one geographic region and

Under the Impact of the West (1800-1914) Imperialism and Revolution in China The Transformation of Japan into a Modern State Africa During the Century of European Imperialist Expansion 5. The First World War Prelude to War Revolution in the Midst of War Armistice and Peace D. THE EMERGENCE OF WORLD CIVILIZATIONS 1. The Commonwealth of Nations The Dominion of Canada The Commonwealth of Australia India Under Company and Crown Independent India, Pakistan, and Bangladesh 2. The Middle East and Africa The Middle East The Republic of South Africa The Upsurge of Africa Independent Africa in Transition 3. Eruption in East Asia Nationalism and Communism in China The Beginning of a New Era In Japan 4. Progress, Poverty, and Revolution in Latin America Cultures in the Nineteenth Century Twentieth-Century Progress and Poverty in Mexico and South America Crisis and Revolution 5. New Power Relationships and a Changing World Order Four Decades of Soviet-American Rivalry Imperial Decline and the Emergence of the Third World 6. Problems of World Civilization The Nuclear Age Political and Social Change Within the Industrialized Nations Problems of the Third World The Problems of Ecology and Population The Achievements and Limitations of Science and Technology

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## Instructional Techniques

This course is classified as a lecture course, but instructors will use a variety of methodologies to help students achieve instructional objectives and student learning outcomes. These may include: Lecture enhanced with Power point, overhead, white board, and/or handouts to highlight concepts Audiovisual materials to establish historical context Discussion with full class and in small groups Role playing Group activities Guest speakers Field trips ——— Additional Variations for Distance Education: The online environment will allow students to have expanded access to all of the students in the class. Methods of Instructor-Student communication for a Distance Ed. class include: 1. Use of Camtasia and/or ConferZoom (provided to instructors by OCC) to create recorded lectures and video content. 2. Canvas allows for the use of e-mail, video conference, tele-conference and written communication as forms of regular contact between the instructor and the student. 3. Discussions Boards and Chat Rooms provides an opportunity for students and instructors to discuss issues in a live-format or with a time-delay. 4. Through Canvas, students may be assigned projects for class activities through the use of historical databases such as census records, virtual museums and archives, digitized print, graphic, audio, and video primary and secondary source documents, and global e-communications with subject-matter peers and experts. Specific types and frequencies of regular Instructor-Student communication include: Announcements/Bulletin Boards: Instructor will utilize Canvas' Announcement feature at least every week to communicate class news, assignment updates and grading progress to the students. Chat Rooms: group-ongoing Discussion Boards: Canvas-hosted discussion boards will be maintained by the instructor on a weekly basis, with the intent to have students communicate with each-other and the instructor on formative questions of the curriculum. The instructor will pose questions and moderate student responses, along with regular feedback, as might be done in a live classroom setting. Email Communication: weekly FAQ: as needed Scheduled Face-to-Face Meetings: Group meetings(in person) - 50% Telephone: as needed Other (explain): quizzes w/ feedback Other (explain): Individual weekly

## Reading Assignments

Students will read 1-2 textbook chapters and related primary/secondary source material per week. (54 hours total)

## Writing Assignments

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/ student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support. (27 hours total)

## Out-of-class Assignments

Students may be assigned homework to help them develop and/or assess their ability to Derive pertinent information from assigned readings Prepare for class discussion Find appropriate primary/ secondary sources through library research Interpret primary/secondary sources correctly Manage the steps of a research project (27 hours total)

## Demonstration of Critical Thinking

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/ student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

## Required Writing, Problem Solving, Skills Demonstration

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/ student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.

## Eligible Disciplines

History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required. History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required.

## Textbooks Resources

1. Required Bentley, Jerry, Herbert Ziegler. Traditions Encounters: A Global Perspective on the Past, Volume 2, 6th ed. McGraw-Hill, 2015
2. Required Duiker, William J., Jackson J. Spielvogel. The Essential World History, Volume II: Since 1500, 8th ed. Cengage Learning, 2016
3. Required Fernandez-Armesto, Felipe. The World: A History, Volume 2, 3rd ed. Pearson, 2016
4. Required Hansen, Valerie, Ken Curtis. Voyages in World History, Volume 2, 3rd ed. Cengage Learning, 2014

## Other Resources

1. Students will read and analyze primary and secondary sources. Instructors may require students to buy Readers like Discovering the Global Past, Volume 1, 4th edition, Boston: Cengage Learning, 2012 Customized readers designed by the instructor Mongraphs like The Silk Roads: A Brief History with Documents in the Bedford St. Martin series. Or, they may refer students to online collections of sources like the Internet World History Sourcebook or academic databases.