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Semester effective: Fall 2024

History (HIST) 2212 World Civilization since 1500 (3 Units) CSU

Advisory: Eligibility for English 1500 or 1501 strongly recommended.

Hours and Unit Calculations:

48 Hours Lecture. 96 Outside-of-class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course surveys the evolution of the “modern” world. Attention is given to social, cultural, political, economic, demographic, and ecological implications of the growing interdependence between world regions.

Type of Class/Course: Degree Credit

Textbook: Allosso, Dan and Tom Williford, *Modern World History*. OER, 2022.

Additional Selection of Required Materials:

*Helmet for My Pillow: From Parris Island to the Pacific*, Robert Leckie, 2010  
*A Vindication of the Rights of Woman*, Mary Wollstonecraft (1792) *Wild Swans: Three Daughters of China*, 2003, by Jung Chang *Letters from a Father to his Daughter*, Jawaharlal Nehru, 1929  
*Americanos: Latin America's Struggle for Independence*, John Charles Chasteen, 2008  
*African Perspectives on Colonialism*, A. Adu Boahen, 1987  
*Africa Remembered: Narratives by West Africans from the Era of the Slave Trade*, Philip D. Curtin, 1967  
*Brothers in Arms: Chinese Aid to the Khmer Rouge, 1975-1979*, Andrew Mertha, 2014  
*The Triumph of Improvisation: Gorbachev's Adaptability, Reagan's Engagement, and the End of the Cold War*, James Graham Wilson, 2014  
Bonnie G. Smith, *Sources for World in the Making*, 2018  
Peter Stearns, *World History in Documents, A Comparative Reader*, 2008  
Abou-Jaoude, Amir Lowell. "A Pure Invention: Japan, Impressionism, and the West, 1853- 1906." *The History Teacher* 50, no. 1 (2016): 57-82.  
Peter von Sivers, *Patterns of World History with Sources*, Oxford University Press, 2017  
Banks, Bryan A. "Rethinking the Age of Revolutions: France and the Birth of the Modern World." *History* 47, no. 4 (2019): 96–97.  
Kelly, Morgan, and Ó Gráda Cormac. "Speed Under Sail during the Early Industrial Revolution (c. 1750-1830)." *The Economic History Review* 72, no. 2 (2019): 459–480.  
Simms, Marian. "The Great War: One Family's History." *Social Alternatives* 37, no. 3 (2018): 36– 41.  
McMahon, Robert J. *The Cold War: A Very Short Introduction*. Very Short Introductions, 87. Oxford: Oxford University Press, 2003.  
Skidmore, Thomas E, and Peter H Smith. *Modern Latin America*. 6th ed. New York: Oxford University Press, 2005.

Course Objectives:

By the end of the course, a successful student will be able to:

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 C.E. to 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 and philosophical systems.
10. Analyze historical developments across national, regional, and cultural boundaries.

#### Course Scope and Content:

- Unit I            Influence of Ancient History on the Modern World
- A. How the Agricultural Revolution Influences the Modern World
  - B. How Ancient Kingdoms effect the Modern World
  - C. How the Age of Empires set the Model for the Modern World
  - D. Southeast Asia in the Era of the Spice Trade

- Unit II            Europe and Africa
- A. Nations and Empires at 1500
  - B. Islam and India at 1500
  - C. The Enlightenment and the Protestant Reformation
  - D. Trade Routes to China
  - E. The *Reconquista* and Portuguese
  - F. The African Slave Trade

- Unit III           The Americas and Columbus
- A. Indigenous Empires before Contact
  - B. The Columbia Exchange and the New World
  - C. Vikings and the Spanish in the New World

- Unit IV           Early Globalization and Revolutions
- A. The Development of Nation-States in Europe
  - B. European Colonization of North America
  - C. Comparative Colonization: The Spanish, the British, the Land, the Indigenous Groups
  - D. Caribbean Islands, Sugar Cane, and the Model for Plantation Slavery
  - E. The New World and the Enlightenment: Independence of the United States
  - F. The French Revolution
  - G. The Independence of Latin America

- Unit V            Troubled Nineteenth Century

- A. Liberalism and the Revolutions of 1848
- B. Immigration to the United States
- C. The Industrial Revolution
- D. Transportation, Steam Power, and Interchangeable Parts
- E. Nineteenth-Century China and Japan

Unit VI            Imperialism

- A. Declining Land-Based Empires
- B. Rising Overseas Empires
- C. The United States: Slavery, Expansion, and Civil War
- D. Neo-Imperialism in Latin America
- E. U.S. Imperialism
- F. European Imperialism in Africa
- G. China and Japan during Imperialism

Unit VII           The Great War

- A. How it Starts
- B. Alliances and Advances in Weapons Technology
- C. U.S. Role as an Arms Manufacturer to the Modern World
- D. Pancho Villa, Mexico, and the Zimmerman Telegram
- E. The Revolutions of 1917
- F. The United States Enters the War
- G. Influenza Pandemic
- H. The Treaty of Versailles and Parsing of the World
- I. Creation of the League of Nations
- J. The “Red Summer” in the U.S.
- K. Communism and Socialism in the U.S.

Unit VIII          Modern Crisis

- A. The Lost Generation, Literature, and Art
- B. The Birth of Modern Science: Anthropology, Sociology, and Psychology
- C. The Soviet Union: Marx, Lenin, and Stalin
- D. Rise of Fascism
- E. The Great Global Economic Depression
- F. The Rise of Nazism
- G. China, Japan, and India in the Inter-War Years

Unit IX            World War II

- A. The Road to War in Europe
- B. The Road to War in East Asia
- C. 1940-1942: Axis Conquest in Europe and Asia
- D. Japan and the Bombing of Pearl Harbor
- E. Allied Victories
- F. Yalta Conference
- G. The Holocaust
- H. War in the Pacific, Hiroshima, and Nagasaki
- I. U.S. Industry and the “Home Front”
- J. Creation of the United Nations

Unit X            Decolonization

- A. The Cold War



- B. Independence and Partition in British India
- C. Israel, Kenya, Algeria, and Indochina
- D. New Nations and National Development
- E. How the Dollar became the World Economic Standard and the Creation of the International Monetary Fund
- F. The Green Revolution

Unit XI Cold War

- A. The Yalta Conference Aftermath
- B. Containment, The Truman Doctrine, Greece, and the Soviet Union
- C. The Marshall Plan and North Atlantic Treaty Organization
- D. The People's Republic of China, Mao, and the Great Leap Forward

Unit XII The Cold War in Asia

- A. The Cold War in the Middle East
- B. Revolutions in Latin America and the Cuban

Unit XIII Missile Crisis

- A. The Cold War in the U.S.
- B. The Space Race
- C. The Wall Comes Down

Unit XIV Neoliberal Globalization

- A. Mexico, Venezuela, and Oil
- B. The End of the U.S.S.R.
- C. World Trade Organization and the North American Free Trade Agreement
- D. The Growth of Asian Manufacturing and Purchasing Power
- E. The European Union
- F. Computers, IBM, Apple, and the Internet

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Reading
2. Writing Discussions
3. Leading Reading Discussions
4. Conducting research
5. Writing a 6000-word research paper

Methods of Instruction:

1. Lecture/Discussion
2. In-class Activities
3. In-class Writing
4. Class presentations

Methods of Evaluation:

1. Substantial writing assignments (essay exams, research paper, in-class writing)
2. Map assignments
3. Chapter or unit tests

## Supplemental Data:

T.O.P. Code:	2205.00 History
Sam Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class.
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes
Discipline:	History