

HIST R160: WORLD HISTORY II

Originator

khughes

College

Oxnard College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

R160

Course Title (CB02)

World History II

Banner/Short Title

World History II

Credit Type

Credit

Start Term

Fall 2020

Formerly

HIST R100B

Catalog Course Description

To understand and navigate our global community, it is important to study the history of how our interdependent world came into being. Since 1500 C.E., the great civilizations of Asia, Africa, Europe, and the Americas have rapidly changed, influenced each other, and become more interconnected. Students will explore the political, military, economic, social, and cultural development of each regional civilization. Students will also study the modernizing and globalizing forces of trade, migration, colonization, decolonization, the nation state, the Enlightenment, industrialization, capitalism, urbanization, science, technology, and war. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or better or "P." C-ID: HIST 160.

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

May be required

Grading method

Letter Graded

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

Laboratory

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****Unpaid****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 | Students will examine the "Age of Enlightenment" and explain how it transformed Europe, and thus the world. |
| 2 | Students will examine World War I and the impacts of the event on the world. |

Course Objectives**Upon satisfactory completion of the course, students 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. |
| 11 | Identify the locations and analyze the historical timelines of the major ancient civilizations discussed in the course. |
| 12 | Complete assignments with appropriate academic skills in research, reading, analysis, and writing. |

Course Content

Lecture/Course Content

1. Medieval Origins of Monarchy and the Modern State
2. Emergence of a Global Commercial Economy and the Age of Discovery
3. The Protestant Reformation, the Counter Reformation and Religious Wars
4. The Emergence of Absolutism and Restoration Culture in Europe
5. The Government and Cultures of Muslim Empires: Ottoman, Savafid, Mughal
6. China from the Ming to Early Qing Dynasty
7. Shogunate Culture of Japan and Responses to Western Influences
8. Interaction of Europeans and Southeast Asian Societies
9. European Intrusions into Africa and the Slave Trade
10. Colonial Developments and Monoculture in Latin America
11. The Scientific Revolution and Enlightenment Ideals
12. Liberalism and the Age of Revolutions: American and French
13. The English Origins and Global Impact of Industrialization
14. Urbanization and the Social Impacts of Industrialization
15. Europe in Ideological Conflict: East and West
16. Marxist/Socialist Responses to Advanced Industrialization and Capitalism
17. Modern Science and Cultural Reactions
18. World War I and Consequences on the Home Front
19. Soviet Communism and its Global Influence
20. Social and Political Developments in China and Japan, 1868-1940
21. World War II, Mobilization in Response to Fascism
22. Origins and Nuclear Dimensions to the Cold War
23. Decolonization, Africa and the Emergence of the Third World
24. Revolution and Modernization in Asia: India, China, Japan and Southeast Asia
25. Latin American Politics and Relations with the United States in the Twentieth Century
26. Reemergence of the Muslim World and the Conflict with Israel
27. Collapse of the Soviet Empire and Emergence of Independent States in Eastern Europe and Central Asia
28. The Challenges of Globalization and Emergence of International Institutions

Laboratory or Activity Content

NA

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):

Essay exams
 Essays
 Group projects
 Individual projects
 Objective exams
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

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

Audio-visual presentations
 Computer-aided presentations
 Class discussions
 Distance Education
 Group discussions
 Internet research

Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will have interactive lectures (allowing for questions, discussions, and exercises). These lectures will be complemented with the visuals provided by PowerPoint slides and short documentaries. The lectures will give students a fundamental understanding of the material as well as the critical thinking experiences needed to be proficient in the discipline.
2. Students will be instructed on how to research and compose a formal essay (for a Blue Book exam), how to research and write a research paper, and/or how to critically evaluate a primary source and explain its significance in writing.
3. Students be guided into class discussions about the course material, either in groups in a traditional classroom or in discussion forums for online classes.

Representative Course Assignments

Writing Assignments

1. Rough drafts to assigned questions that may appear on essay exams (ex. Compare and contrast the Ottoman, Safavid, and Mughal Empires.).
2. Research papers that include citations and a bibliography (ex. research a 20th century leader of a nation or movement).
3. Reviews about the merits of a particular historical resource, such as primary sources or documentaries (ex. the BBC documentary on *The [British] Industrial Revolution*).

Critical Thinking Assignments

1. Rough drafts to assigned questions that may appear on essay exams (ex. Compare and contrast the Ottoman, Safavid, and Mughal Empires.).
2. Research papers that include citations and a bibliography (ex. research a 20th century leader of a nation or movement).
3. Reviews about the merits of a particular historical resource, such as primary sources or documentaries (ex. the BBC documentary on *The [British] Industrial Revolution*).

Reading Assignments

1. A survey text chosen for the course (ex. *Understanding World Societies, Volume II*, 2nd Ed., by McKay).
2. A primary source reader.
3. Supplemental handouts prepared by the instructor or downloaded from a reputable Internet sources (ex. a detailed timeline of the French Revolution).

Other assignments (if applicable)

1. Creating maps and timelines that help students internalize the geographic and chronological dynamics of World History.
2. Watching and evaluating documentaries for the purpose of writing a review, but also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
3. Museum visits that require a written and/or oral report.

Outside Assignments

Representative Outside Assignments

1. Students may be required to read a resource and write short summaries of the key ideas in each section of a textbook chapter or article.
2. Student may be required to compose rough drafts in response to potential essay exam questions (emphasis on how to compose a formal essay).
3. Students may be required to conduct research for a paper or a presentation.

Articulation

C-ID Descriptor Number

HIST 160

Status

Approved

Comparable Courses within the VCCCD

HIST M160 - World History 1450 to Present

HIST R160H - Honors: World History II

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Description

Bulliet/Crossley/Headrick/Hirsch/Johnson/Northrup (2018). *The Earth and Its Peoples: A Global History, Volume II: Since 1500* (7th ed.). Cengage.

Resource Type

Textbook

Description

Stearns, P.; Gosch, S.; Grieshaber, E.; Belzer, A.S. (2012). *Documents in World History, Volume 2* (6). (Latest edition) Pearsons/Longman.

Resource Type

Textbook

Description

Lockard, Craig A (2020). *Societies, Networks and Transitions: A Global History, Volume II: Since 1450* (4th ed.). Cengage.

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
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.
E-mail	Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students.
Asynchronous Dialog (e.g., discussion board)	Discussion boards where students respond to an instructor question and other students reply.

E-mail

Contacting students with important updates or expressing concern over their progress, but also replying to student concerns and questions.

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**

08/31/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000097301

DOE/accreditation approval date

MM/DD/YYYY