

San Bernardino Valley College
Course Outline
Social Science Division

I. Course Identification

History 171: World Civilizations since 1500

Three hours lecture: three units

Prerequisite: None

History 171 is a survey of the modern world from 1500 to the present. The course emphasizes the unique characteristics of world cultures as they entered into a critical period of increasing interaction, a process that led to the shaping of the modern world. Specific themes include religious, economic and political revolution; the development of modern science; industrialism; imperialism; rise and fall of superpowers; colonization and de-colonization, fascism, communism, world wars, and contemporary history.

II. Course can be taken only once for credit.

III. Course Objectives

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

- Demonstrate an understanding of fundamental cultural values as reflected in seminal religions and philosophies such as Judaism and Christianity, Islam, Confucianism, Buddhism, Hinduism, and other enduring value systems.
- Identify fundamental economic relationships between regions based on international trading systems.
- Explain the role of ideologies in modern cultures and the impact of such movements as communism, fascism, and other ideologies developed in the 20th Century.
- Compare the impact of colonialism, imperialism, independence and nationalistic movements on different world cultures.
- Analyze the impact of technology and industrialization upon developed and developing nations.
- Explain social relationships and structures in different cultural settings.
- Compare daily life in different cultural and geographic settings.

IV. Course Content.

1. **Muslim Empires:** Rise of the Ottoman Empire, Muslim sphere of influence; economic and political consequences of the conquest of the Americas on the Ottomans. Reconquest of Muslim Spain by the Kingdoms of Castile and Aragon. Islam in North Africa. Safavids in Persia and the Moguls in India.
2. **China:** Ming and its sphere of influence (1368-1644). Hegemony of Ming China in Japan (Heian court culture and samurai provincial culture), Korea.
3. **Africa:** Kingdoms of Mali and Ghana. Sub-Saharan African Kingdoms. The impact of the Slave trade. Development of trade with Europe and India.

4. **Americas:** Political and economic structures of the Aztec and Inca empires. Caribbean and Brazilian indigenous structures. European conquest and how the Spanish and Portuguese utilizes these structures to establish colonial empires.
5. **Europe:** Expansion and Consolidation. The Renaissance, Reformation, and Expansion of Merchant Capitalism. Development of absolute monarchies. The emergence of an international commercial economy based on colonization, trade, competition between nation-states. The fragmentation of religious consensus. Search for alternative trade routes.
6. **Europe:** State and the Enlightenment. Absolutism and the modern state: the rise of Great Britain, France, Austria, Prussia, and Russia. The Scientific Revolution and the Enlightenment (the reign of reason and the critique of traditional society).
7. **Asia:** Yuan and Qing China in the 17th-19th Century. Manchu emperors under renewed Confucianism and the Tokugawa shoguns in Japan. Persia fades with the Shi'ite wars. Ottoman Empire loses territory to Russia and East.
8. **Political and Industrial Revolution in Europe.** The industrial revolution—the emergence of powerful national economies and social upheaval. The French Revolution and the revolutionary trend in Europe. The emergence of modern ideologies: Liberalism and socialism. Nationalism—Germany and Italy.
9. **New Nations in a New World.** Independence, nation building and civil war in the United States and Latin America. Great leaders of the American revolutions. George Washington, Thomas Jefferson, Simon Bolivar, Miguel Hidalgo, José de San Martín.
10. **Europe, the World and the New Imperialism.** Frontier expansion in the US, Russia and Australia coupled with the New Imperialism by Europe in Africa and Asia. European domination.
11. **War and Revolution:** World War I, the result of industrialized militarism and nationalistic competition in Europe. The war had international consequences: revolution in Russia, emergence of Japan, dissolution of Ottoman empire. France and England emerge stronger. Emergence of new powers on international scene: US, Russia and Japan.
12. **Depression and Modern Culture:** WWI created a crack in the image of Europe as the model of civilization to the rest of the world. Counter cultural movements would produce alternative images; such as, *indigenismo* in Mexico, communism in Russia and Fascism in Germany and Italy. The Great Depression will also bring to the forefront nationalist regimes in various countries around the world.
13. **World War II:** Germany, Japan, Italy and Russia, dissatisfied with the settlement after WWI, expand their sphere of influence. Allied victory creates two super powers; US and the Soviet Union.
14. **Cold War, End of colonial empires, decolonization:** Tension between superpowers will allow room for revolutions under the guise of nationalism

in the “developing” world. Algeria, Vietnam, Korea, China will all experience drastic changes as the world reorganizes in a post-colonial era.

15. **Western Prosperity and consumer culture:** Economic power of Europe (Germany and EEC), US, Japan based on high technology and large concentration of capital. Domestic turmoil and the gap between rich and poor in industrial nations.
16. **The Developing World:** Much of the problems confronting the “3rd World” today are legacies of Imperialism. Still highly dependent on Industrial capital to fund modernization of their countries, non-industrial nations are plagued with large debt to foreign banks, single-party dictatorships, coups, revolutions and extreme poverty, environmental catastrophes. All this despite the growing prosperity of industrialized nations, what does the future hold?

V. Methods of Instruction (100%):

- Lecture/In-class Discussion, including discussions of assigned readings
- Collaborative learning and small group exercises
- In-class student essays on broad questions raised by the subject matter
- Films and other multimedia presentations covering subjects in World History
- Student presentations on student research projects
- Student trips to museums and other sites pertaining to more contemporary world issues.

VI. Example of Assignments (Sample assignments which demonstrate the level of difficulty expected)

1. Essay question (in-class). Choose one region from each of the following groups and compare how their particular structures influenced the nature of European contact.

Group 1

Latin America
Ottoman Empire

Group 2

Africa
China
Japan

Educational goals of assignment: In essay examinations students will demonstrate an ability to synthesize information from the lecture-discussions and readings, organize evidence and specific information into a coherent response to a major question in history, and produce clear and logically argued analyses in a conclusion. Essay questions will require students to demonstrate analytical thinking rather than rote memory alone, answering “why” and “compare and contrast” questions.

2. Book review. Broken Spears, by Leon Portilla, provides an alternative vision of the conquest of Aztecs. How does this perspective differ from the traditional interpretation? Are Portilla’s sources credible in your opinion? Why or why not?

Educational goals of assignment: Book reviews should enable students to explore how prominent scholars tackle major problems. The assignment should also ask student to consider the following: what evidence was used to reach

conclusions? What are the biases of the author? How does the author's treatment of environmental history tell us more about traditional subjects?

3. Collaborative learning and small group discussions: Use reading notes and discussions among yourselves to identify major causes of World War I. How important was imperialism or nationalism in starting the war? Report to the class on your discussion. Be sure to describe subjects on which members of your group agreed and subjects on which there was disagreement.

Educational goals of assignment: Collaborative learning encourages students to take responsibility for teaching and learning and asks them to work creatively and productively with peers. By asking for a group report, the instructor can make students aware of dissenting opinions and differing interpretations.

4. On-line internet electronic discussions: Similar to collaborative work in class, for this exercise, students will respond to a major historical issue on the world-wide-web.

Educational Goals of assignment: This majority of this exercise is done outside of the classroom and serves two major functions. It gets students to formally post a position paper on a question or document that is on the internet. Their peers will then be able to evaluate and respond to directly to the work. Secondly, it introduces students to computer skills needed in today's high tech workplace.

5. Research Project. Students will chose their own topics in World history and will use on-line internet resources an published materials to do research. The final product will be the result of individual effort.

Educational Goals of assignment. This project encourages students to pursue topics of interest on their own. Use of internet resources and published materials will be one skill gained in this project. Using these resources, students will be asked to develop skills of evaluation, syntheses, and analysis as they produce a coherent and analytical narrative that calls upon skills of critical thinking.

VII. Methods of Evaluation.

- In-class essays in response to key questions in World History
- Discussion participation, including leading of classroom discussion on assigned readings and topics
- On-line electronic discussions involving responses to problems and questions in World history
- Book reviews on major works on World history
- Research projects on problems and subjects in World history (at least 7-10 pages and at least 2 sources)

VIII. Required Course Materials: (All suggested works are primarily college level), estimated cost to students between \$45-60.00.

- Bulliet, Richard. The Earth and Its Peoples: A Global History: Houghton Mifflin, New York, 1997
- Graig, Albert M. The Heritage of World Civilizations: Prentice-Hall, Upper Saddle River NJ, 1997.
- Kishlansky, Mark. Societies and Cultures in World History: Volume II 1500 to the Present: HarperCollins, New York, 1995.
- Ralph, Philip L. World Civilizations, their history and their culture: W.W. Norton, New York, 1997.
- Stearns, Peter N. World Civilizations: The Global Experience: HarperCollins, New York, 1996.
- Stearns, Peter N. World History: patterns of change and continuity: HarperCollins, New York, 1995.
- Strayer, Robert W. The Making of the Modern World: St. Martin's Press, New York, 1995.
- Upsher, Jiu-Hwa. World History: West/Wadsworth, St Paul, MN, 1995.

Supplemental Readings:

- Ikram, Mohamad. Muslim Civilization in India (1986)
- Stearns, Peter. Life and Society in the West: the Modern Centuries (1988)
- Shanduri, K.N.N. Trade and Civilization in the Indian Ocean (1985)
- Wallerstein, Immanuel. The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century (1974)
- _____, The Modern World System: Mercantilism and the Consolidation of the European World Economy 1600-1750 (1980)
- Riasanovsky, Vicholas V. History of Russia (1984)
- Bayley, C.A. Indian Society and the Making of the British Empire, 1988.
- Lockhart, James, Stuart B. Schwartz, Early Latin America, 1982.
- Bushnell, David, Neil Macauley, The Emergence of Latin America in the 19th Century, (1988)
- Spence, Jonathan The Search for Modern China (1990)
- Joll, James. The Origins of World War I (1984)
- Aikman, David. Pacific Rim: Area of Change, Area of Opportunity (1986)
- Paxton, Robert. Europe on the 20th Century (1985)
- Cohen, Stephen. The Soviet Union Since Stalin (1988)
- Linder, Staffan B. Pacific Century: Economic and Political Consequences of Asian-Pacific Dynamism (1986)
- Smith, Peter H. Modern Latin America (1986)
- Sumit, Sarkar. Modern India 1885-1947 (1983)
- Hargreaves, J.D. Decolonization in Africa (1988)
- Pacey, Arnold. Technology in World Civilization (1991)
- Miles, Rsalind. The Women's History of the World (1990)
- Stearns, Peter. The Industrial Revolution in World History (1993)

**Or other college level equivalents (text, Historical monographs, source readers, auto-biographies, novels, or plays) that specifically deal with the topics related to World History.

I. Other Supplies Required of Students:

Floppy disk may be required.