



General Education Course Proposal

Proposed Course: Hist 21 World History II Units 03
Prefix No. Title

Department: History School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D_x; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course___; Revised Course___; New Course_x

Course Included in Current GE Program___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

The economic, political and social developments in world history from around 1600 to the present.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 One; Year 3 Three

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 5/4/01
Department Chair Date

[Signature] 5/4/01
School Curriculum Committee Date

[Signature] 5/4/01
School Dean Date

[Signature] 11/2/01
General Education Subcommittee Date

[Signature] 11/9/01 12 copies
Associate Provost Date

Attachment 2: Common Objectives, Common Course Content and General syllabus

Common Objectives:

World History addresses the historical, political, governmental, and social developments in the world broadly defined from approximately 1600 to the present. World history thus prepares students to understand modern day political institutions, citizenship, international conflict and cooperation and the development of global trade and economic systems.

Students will learn the basic outlines of the development of world history from 1600 to the present. They will learn to recognize different historical periods, to identify changes and continuities between them, and to develop explanations for how and why events developed historically in the ways that they did.

Students should be able to reflect that knowledge through historical writing and discussion.

Students will begin to develop an understanding of the uses of primary and secondary sources in history.

Common Content:

In order to emphasize the above themes and objectives, all sections of this course will study the following issues (see general syllabus for more information):

1. The Latin West, the Renaissance
2. The Maritime Revolutions
3. Origins and transformations in the trans-Atlantic slave trade
4. The Atlantic system
5. Absolutism and Constitutionalism
6. Scientific Revolution
7. Enlightenment
8. The Columbian Exchange
9. Colonial Expansion and Conflict
10. Plantation Life
11. The Ottoman Empire
12. Safavid and Mughal Empire
13. Revolutions (American, French, Haitian, Industrial and Technological)
14. Independence Movements and Nation Building
15. More Revolutions (Latin American, Russian, Chinese)
16. New Imperialism
17. World Wars I and II
18. The Middle East
19. Cold War
20. Technological and Environmental Change

21. New World Order?

Required Activities

All students are to take one or two mid-term examinations, as determined by the instructor, and a final examination. Such examinations will be either essay examinations or a combination of short-answer questions and essay questions. In addition, a short term paper, essay or book review will be required to bring the writing total to at least 2,000 words.

Attachment #2: General Syllabus
Proposed Course: World History II

Office Location:

Class Time:

Office Hours:

Class Location:

Office Phone:

e-mail:

Catalog Description:

The economic, political and social development of world history from the around 1600 to the present. Stresses the dynamism and expansion of the west, the interpenetration of cultures in the modern era, and the resurgence of non-western independence in the twentieth century.

Required Readings:

Individual Instructors will choose a World History textbook and accompanying reader.

Fees: There are no fees attached to this course.

Goals of the Course:

1. To expose students to the variety of civilizations, cultures, religions, and political systems that have existed in world history.
2. To learn the basic outlines of World history from 1600 to the present, to learn to recognize different historical periods, to identify changes and continuities between them and to develop explanations for how and why events developed historically in the ways that they did.
3. To be able to reflect your knowledge through historical writing and discussion.
4. To develop a basic familiarity with the use of technology in history. Students should be able to locate, assess and read sources on the World Wide Web.
5. To develop an understanding of the uses of primary and secondary sources in history.

Course Requirements:

1. Exams. Exams will test memory and mastery of the material.
2. Papers. The University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement. Accordingly each student will be required to complete the writing assignments, consistent with the GE Policy.
3. Participation. Students will be expected to attend class and to discuss readings and topics.

Grading Policy:

Each syllabus will contain a grading policy, which apportions points/credit to each assignment. It will also contain a grading scale and an explanation of how grades will be assigned.

Eligibility for a passing grade: To be eligible for a passing grade in this course, the student must complete all of the writing assignments and earn 600 points or more in the course.

Eligibility for General Education Credit: To earn GE credit in this course you must receive a grade of C or better.

Attendance Policy: Each instructor will determine an attendance policy.

Academic Honesty:

The University Policy on Cheating and Plagiarism (see schedule of Courses) will be strictly enforced in this course. Plagiarism is a serious offense! Whenever you use the work of any other person and do not give them credit for it you are guilty of plagiarizing. Downloading information from the internet and presenting it as your own is plagiarism. Getting someone else to write a paper for you is also plagiarism. If you are unsure of what plagiarism means, see me!

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit, such acts also include assisting another student to do so. Plagiarism is a specific form of cheating which consists of the misuse of the published or unpublished works of another by misrepresenting the material (i.e. their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university.

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live.... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. (From the University Catalog)

Computers:

In this course I will be asking you to look for sources on the internet and to work on projects which require a computer. You should regard this in much the same way as you would regard an assignment which required you to use the library, i.e. as a necessary part of your education. "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all of the recommended software... In the curriculum and class assignments, students are presumed to have 24 hour access to a computer workstation and the necessary communications links to the University's information resources." (From the University Catalog)

Course Topics:

The order and emphasis in coverage of these topics may vary according to discretion of instructor and in light of specific textbook used.

The Latin West, Renaissance and Reformation
The Maritime Revolutions
Origins and transformations of the trans-Atlantic slave trade
The Atlantic system
Absolutism and Constitutionalism
Scientific Revolution
Enlightenment
The Columbian Exchange
Colonial Expansion and Conflict
Plantation Life
The Ottoman Empire
Safavid and Mughal Empires
Revolutions (American, French, Haitian, Industrial, Technological, Latin American, Russian, and Chinese)
Independence Movements and Nation Building
New Imperialism
World Wars I and II
The Middle East
Cold War
Technological and Environmental Change
New World Order?

Please Note:

I reserve the right to adjust this syllabus at any time if necessary. Students with documented disabilities will be accommodated per University regulations. Final grades are subject to University policies regarding cheating and plagiarism.

If you are a disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within

the course can be made. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).



World History II
Dr. Michelle DenBeste
California State University, Fresno

Office Location: SS 118
Office Hours:
Office Phone: 278-5151
e-mail: mdenbest@csufresno.edu

Class Time:
Class Location:

Catalog Description:

The economic, political and social development of world history from around 1600 to the present. Stresses the dynamism and expansion of the West, the interpenetration of cultures in the modern era and the resurgence of non-western independence movements in the 20th century.

Required Readings:

Bulliet, Crossley, et al., *The Earth and Its Peoples: A Global History (Since 1500)*. Houghton Mifflin, Second Edition.

Wiesner, Wheeler, et al., *Discovering the Global Past: A Look at the Evidence (Vol. II)*. Houghton Mifflin.

Ken Wolf, ed. *Personalities and Problems: Interpretive Essays in World Civilizations, Vol. II*. McGraw Hill.

Goals of the Course:

1. To expose students to the variety of civilizations, cultures, religions, and political systems that have existed in world history.
2. To learn the basic outlines of World history from 1600 to the present, to learn to recognize different historical periods, to identify changes and continuities between them and to develop explanations for how and why events developed historically in the ways that they did.
3. To be able to reflect your knowledge through historical writing and discussion.
4. To develop a basic familiarity with the use of technology in history. Students should be able to locate, assess and read sources on the World Wide Web.

5. To develop an understanding of the uses of primary and secondary sources in history.

Course Requirements:

1. Exams (450 points total—150 pts. Each). There will be three exams during the course of the semester. These will consist of essays and identification questions. Students will always receive a review sheet prior to the exam and will always have some choice for essay questions.
2. “Thought Papers” (200 points total—33 points each). Students will write a brief (one typed page) paper on the assigned weekly readings. Readings will be due each week and students will choose to write papers in six of the fifteen weeks.
3. Group Presentations (250 points). Students working in groups will put together a lecture on world history to present to the class. Students will be expected to make use of some kind of visual materials for this presentation (maps, power point, video, slides, etc).
4. Participation (100 points).

Grading Scale:

900-1000	A
800-899	B
700-799	C
600-699	D
599 or less	F

General Information:

Eligibility for a passing grade: To be eligible for a passing grade in this course, the student must complete all of the writing assignments and earn 600 points or more in the course.

Eligibility for General Education Credit: To earn GE credit in this course you must receive a grade of C or better.

Late papers and Missed Exams: Late “thought” papers will not be accepted under any circumstances. Students should simply do the next week’s paper. Thus, it would behoove students to work on at least some papers early in the semester and not wait until the last six weeks to begin writing the “thought” papers. Exams missed for any reason may be made up at the end of the semester during final exam week.

Attendance Policy:

It is expected that students will attend their classes. Roll will be taken for each class. Absence from class, whether excused or unexcused, does not relieve the student of the obligation to be aware of any schedule changes and/or the responsibility for any material covered in class. Though attendance per se is not

counted toward your point total, participation is. Obviously it is impossible to participate in class if you are not present.

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communications links to the University's information resources." (From the University Catalog)

Course Schedule:

<u>Dates:</u>	<u>Topics:</u>	<u>Reading/Assignment:</u>
Week One	Introduction to the course Syllabus, What is world history? Conceptualizing the Modern World Maritime Revolutions (Prince Henry and Zheng He)	Wiesner, 1-29 Wolf, 1-10 Bulliet, 417-440
Week Two:	The Transformation of Europe Renaissance and Reformation (Erasmus and Luther; Elizabeth and Akbar)	Bulliet, 441-471 Wolf, 11-22 and 23-40
Week Three:	Enlightenment, Scientific Revolution (Bacon And Galileo) Absolutism and Constitutionalism (Kangxi and Louis XIV) Cultural Stereotypes Technology Project: Website evaluations	Wolf, 53-66 Wolf, 41-52 Wiesner, 30-57
Week Four:	American Colonial Societies Other Empires (Ottoman, Safavid, Mughal, Russian, Ming and Qing) The Confucian Family	Bulliet, 471-495 Bulliet, 521-568 Wiesner, 58-91
Week Five:	The Atlantic System The Atlantic Slave Trade EXAM I	Bulliet, 496-520 Wiesner, 162-191
Week Six:	Revolutions in the World The Liberator Hero Toussaint and Tecumseh	Bulliet, 569-597 Wiesner, 192-221 Wolf, 79-92
Week Seven:	Industrial Revolutions Germany and Japan Industrialize Nation Building and Transformation in The Americas	Bulliet, 598-619 Wiesner, 246-284 Bulliet, 620-646
Week Eight:	New Empires, India, Africa and the British The Ottoman Empire China (Opium War, Taiping Rebellion)	Bulliet, 647-672 Bulliet, 673-696

Japan (collapse of the Shogunate)	Wiesner, 223-244
Islamic Fundamentalism and Renewal	
In West Africa	
Week Nine: New power balance	Bulliet, 700-724
Nationalism and great powers	
Bismarck and Ito	Wolf, 109-12
Week Ten: New Imperialism	Bulliet, 725-747
Scramble for Africa	
Asia and the west	
EXAM II	
Week Eleven: The Road to War	Bulliet, 751-778
World War I: Global War	Wiesner, 286-318
Chimwere and York: Heroes in Two Worlds	Wolf, 123-134
Week Twelve: Russian Revolution	
The New Middle East	
The Industrial Crisis and Gov't	Wiesner, 343-370
Centralization	
Week Thirteen: Rise of Fascism	Bulliet, 779-803
Worldwide Economic Crisis	
Chinese Communism	
Hitler and Stalin: Ideas or Personality	Wolf, 135-152
Week Fourteen: WWII	Bulliet, 805-826
Independence Movements in Africa,	
India, and Latin America	Wiesner, 373-399
Week Fifteen: The Cold War and Decolonization	Bulliet, 827-852
Feminism and the Peace Movement	Wiesner, 402-434
Week Sixteen: The New World Order?	
Problems with globalism.	
Finals Week: EXAM III	

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