

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

  X   Transfer Course   X   A.A. Degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** Hist 108: World History Since 1650

**UNIT VALUE:** 3

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS** : None

**PREREQUISITE:** None

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

Introduction to the development of the civilizations and the interrelationships of the peoples of Europe, Asia, Africa and America Since 1650.

**SPECIFIC COURSE OBJECTIVES:**

Successful students will be able to:

- 1) Examine the rise of absolutism and constitutionalism in the 17th century.
- 2) Analyze the Scientific Revolution with emphasis on how it affected Europe, Africa, Asia and the Americas.
- 3) Evaluate the evolution of African kingdoms and societies from 1650-1800.
- 4) Recognize the evolution of the Middle East and India from 1650-1800.
- 5) Compare the evolution of China and Japan from 1650-1800.
- 6) Display comprehensive knowledge of the revolutionary movements in Europe and the Americas from 1750-1830.
- 7) Analyze the causes and effects of the Industrial Revolution on world civilizations.
- 8) Evaluate the 19th century nationalist movements in Europe and the Americas.
- 9) Examine 19th century imperialism.
- 10) Test the relationship between the causes and effects of World War I and the postwar period.
- 11) Examine nationalism in Asia, 1914-1939.
- 12) Display comprehensive knowledge of the Great Depression from a global perspective.
- 13) Evaluate the growth of the totalitarian states between the world wars.
- 14) Recognize the causes and effects of World War II.
- 15) Examine European recovery and the development of the Cold War, 1945-1972.
- 16) Compare the post World War II nationalist movements in Asia and Africa.
- 17) Identify the economic and political development of the Third World since 1945.

## **CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

- I. Absolutism in 17th Century Europe
  - A. Overview
  - B. France as the model
    - 1. Foundation
    - 2. Henry IV and Richelieu
    - 3. Louis XIV
      - a. Financial and economic management
      - b. Military adventures
      - c. Religion
      - d. Cultural developments
  - C. Developments in Spain
  - D. Developments in Austria and Prussia
  - E. Developments in Russia
- II. Constitutionalism in 17th Century Europe
  - A. Overview
  - B. England as the model
    - 1. Decline of royal absolutism
    - 2. Cromwell and the Protectorate
    - 3. The Restoration
    - 4. Glorious Revolution
  - C. Developments in the Dutch Republic
- III. Scientific Revolution
  - A. Copernican hypothesis
  - B. Galileo's ideas
  - C. Newton's synthesis
  - D. Causes
  - E. Consequences
  - F. Effects on societies outside of Europe
- IV. African kingdoms and societies, 1650-1800
  - A. Senegambia and Benin
  - B. The Sudan
  - C. Ethiopia
  - D. Swahili city-states
  - E. The trans-Atlantic slave trade
- V. The Middle East and India
  - A. Role of the Ottoman state
  - B. The Persian theocratic state
  - C. India
    - 1. Mughal dominations
    - 2. British dominion
- VI. China and Japan
  - A. China
    - 1. Ming dynasty
    - 2. Manchu dynasty
  - B. Japan
    - 1. Feudalism
    - 2. National unification
- VII. Revolutionary movements, 1750-1830
  - A. American Revolution
    - 1. Causes
    - 2. Events
    - 3. The Constitution
  - B. French Revolution
    - 1. Causes
    - 2. Events
    - 3. Reforms
    - 4. The Terror
    - 5. Reaction

- C. Revolutions in the Americas
- VIII. Industrial Revolution
  - A. Break-through in England
  - B. Energy and transportation
  - C. Continental Europe
  - D. Effects on non-industrialized countries
- IX. Nationalist movements
  - A. Congress of Vienna
  - B. Radical ideas
  - C. Greece
  - D. Reforms in Great Britain
  - E. Revolutions of 1848
  - F. Developments in the Americas
  - G. Italy
  - H. Germany
- X. Imperialism
  - A. The scramble for Africa
  - B. Imperialism in Asia
  - C. Problems
  - D. Economic results
- XI. World War I
  - A. Background
  - B. Origins
  - C. Events of 1914-1915
  - D. Events of 1916-1918
  - E. Social impact
  - F. Russian revolution
  - G. The peace settlement
  - H. The postwar period
    - 1. Europe
    - 2. Asia
    - 3. The Americas
    - 4. Africa
- XII. Nationalism in Asia
  - A. The Middle East
  - B. Toward self-rule in India
  - C. Turmoil in Asia
- XIII. The Great Depression
  - A. Effects in Europe
  - B. Effects in Asia
  - C. Effects in the Americas
- XIV. The Rise of Totalitarian states, 1920-1940
  - A. Germany
  - B. U.S.S.R.
  - C. Italy
- XV. World War II
  - A. Background
  - B. Origins
  - C. Events, 1939-1942
  - D. Events, 1942-1945
  - E. Social impact
- XVI. Post World War II: Europe
  - A. Development of the Cold War
  - B. The Marshall Plan
  - C. Development toward economic union
- XVII. Post World War II Nationalism Movements: Asia and Africa
  - A. Asia
    - 1. China
    - 2. Japan

- 3. India
- 4. Other nations
- B. Africa
  - 1. Former French possessions
  - 2. Former English possessions
  - 3. Former possessions of other European nations
- XV. Post World War II Economic and Social Developments in the Third World
  - A. Population problems
  - B. Poverty
  - C. Cultural changes
  - D. Urbanization
  - E. Industrialization

**REQUIRED READING:**

McKay, John P., Bennet D. Hill, and John Buckler. A History of World Societies: Volume II Since 1500. Boston: Houghton Mifflin and Company, 2000

**SUGGESTED READING:**

Barnett, Correlli. The Swordbearers. New York: New American Library, 1965.

Boorstin, Daniel J. The Creators. New York: Vintage Books, 1992.

Busty, Margaret (ed.). Daughter of Africa. New York: Ballantine Books, 1992.

Carlyle, Thomas. History of Frederick the Great. Chicago: The University of Chicago Press, 1969.

Churchill, Winston S. The Age of Revolution. New York: Bantam Books, 1963.

DeGrazia, Alfred and Stevenson, Thomas H,Stevenson. World Politics. New York: Barnes and Noble, 1962.

Durant, Will and Ariel Durrant. Rousseau and Revolution. New York: Simon and Schuster, 1967.

Fairbank, John King. China: A New History. Cambridge, Massachussets: The Belknap Press of Harvard University Press, 1992.

Fischer, Louis. Ghandi. New York: New American Library, 1954.

Fogelman, Eva. Conscience and Courage. New York: Anchor Books, 1994.

Gentles, Frederick and Melvin Steinfield,. Hangups From Way Back Volume 2. San Francisco: Canfield Press, 1974.

Hook, Donald D. Madness of History. New York: Dorset Press, 1976.

Hourani, Albert. A History of the Arab Peoples. New York: Warners Books, 1991.

Johnson, Paul. Modern Times. San Francisco: Harper and Row, 1983.

Potter, John Deane. Yamamoto. New York: Paperback Library, 1971.

Sachar, Howard M. Egypt and Israel. New York: Richard Marek Publishers, 1981.

Speck, W. A. A Concise History of Britain. New York: Cambridge University Press, 1993.

Toynbee, Arnold J. A Study of History Volume 2. New York: Dell Publishing Company, 1971.

Wright, Gordon. The Ordeal of Total World. San Francisco: Harper and Row, 1968.

Zhisui, Li. The Private Life of Chairman Mao. New York: Random House, 1994.

### **REQUIRED WRITING:**

An analytical book review of from three to five pages will be written by each student. Study sheets, essays, examinations, and written quizzes may be used.

### **OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.**

Students will spend a minimum of six hours per week reading the required text as well as researching and drafting the required analytical book review.

### **INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

### **DISTANCE LEARNING:**

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply:**

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

The following will be the basis for the grade:

Reading Review	20 - 25%
Study Sheets	0 - 20%
Quizzes	20 - 40%
Examinations	40 - 80%
Class Participation	0 - 20%

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes \_\_\_ No X Number of times course may be taken for credit: \_\_\_

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

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**SIGNATURES ON FILE**

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