

**Request of General Education Overlay
Writing Emphasis (WE)**

Course # <u>Hist 1XX</u>	Section(s) <u>ALL</u>	Title <u>Global History II</u>	<u>3</u> sh
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Sections of courses designated WE are recommended by the department each semester as part of the scheduling process. Completed criteria sheets for each WE course should accompany the proposed schedule of courses submitted to the Deans for approval. Available resources may limit the number of WE courses that can be offered during a semester. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type.

Criteria for Writing Emphasis (WE)

The purpose is to maintain the writing skills developed in the first-year composition course.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target). 	<p>Enrollment in History 1XX is limited to twenty-five.</p>
<ul style="list-style-type: none"> Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class. 	<p>Students in History 1XX will engage in a number of writing exercises both inside and outside the classroom. Through these assignments students will describe and discuss how major world religions have defined global events over the last five hundred years and demonstrate an ability to evaluate the major historical divisions typically applied to this era. (Objectives 3 and 4). Instructors may also use writing assignments to provide students with opportunities to discuss evolving economic models, trace the rise of industrialization, analyze the transfer of technology between nations, and describe the evolution of globalization and its consequences for various populations. (Objectives 5, 6, 7 and 8) It is only through writing that students can demonstrate their ability to do the work of the historian, examining primary documents and evaluating them in relationship to other evidence from the period and in light of subsequent scholarship, and to demonstrate their ability to read historical scholarship on major topics from the period and to articulate a critical analysis of the material (Objectives 9 and 10).</p>
<ul style="list-style-type: none"> Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing 	<p>Instructors will provide students with detailed instructions outlining their demands and expectations for each assignment. They will provide model essays as appropriate and refer</p>

Request of General Education Overlay

Multicultural (MC)

Course #1XX	Title: <u>Global History II</u>	3 sh
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A completed cover sheet and the first page of the course syllabus must accompany a proposal for a course to fulfill a general education overlay requirement. A completed cover sheet and the first page of the course syllabus must accompany a proposal for a course to fulfill a general education overlay requirement. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type. (This does not replace the UCC Proposal Cover Sheet.) All bullets of the criteria must be met. Please type. (This does not replace the UCC Proposal Cover Sheet.)

Criteria for Multicultural (MC)

The purpose is to enable students to function successfully in a culturally diverse world. Students may also meet this requirement by studying a semester abroad through the Institute for International Studies.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> Develop an ability to view historical and contemporary events from diverse cultural perspectives. 	<p>HIST1XX is a course in world history, stressing interaction and integration of cultures; it examines events and themes from a global perspective. (Objectives 2,3,7,8; Activities 1,2,5)</p>
<ul style="list-style-type: none"> Develop an ability to explore, question, compare, interpret, analyze, and evaluate cultures. 	<p>Students are provided with the opportunity through stated activities to develop a multi-cultural perspective in analysis, interpretation, and comparison (Objectives 2-11; Activities 1,2,5)</p>
<ul style="list-style-type: none"> Develop cross-cultural competency or an ability to interact and communicate with members of different cultural groups and make reflective decisions to solve cultural problems. 	<p>Developing a multi-cultural perspective, as outlined in the second criterion, will permit the development of cross-cultural competency and the ability to make reflective decisions. (Objectives 2-8; Activities 1,2,5)</p>

- Develop an awareness and understanding of cultural differences in a comparative perspective.

See above descriptions and objectives. (Objectives 2-8;Activities 1.2.5)

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COURSE SYLLABUS (2005)

I. Introductory Information

(A) Department Name: History, Political Science, and Economics

(B) Department Catalogue number: HIST 1XX

(C) Course Title: Global History II

(D) Semester Hours of Credit: 3

(E) Clock Hours Per Week: 3

(F) Overlays: None

(G) Restrictions Upon Student Registration: Restricted to Majors in History and Secondary Education, Social Studies

II. Description of the Course

A. Catalog Description: A survey of world history from the early modern period to the present. Its central focus is the gradual integration of diverse populations as global contact expanded during the period in question. Students will consider the construction of historical periodization from a multi-cultural perspective while examining a variety of themes that illuminate the interaction of cultures through conflict and cooperation. This course fulfills the General Education requirement for World History.

B. Comprehensive Description: A survey of world history from the early modern era to the present. Through an evaluation of diverse historical sources, students will examine the gradual integration of peoples around the globe during these centuries. By considering the subjective processes through which historical periodization is constructed, students will appraise different approaches to historical inquiry while learning to identify and describe accepted chronologies. The transfer of technology, social, intellectual and religious movements, political orders, economic developments, the rise of multinational associations, and the interaction of cultures through conflict and cooperation will serve as organizing themes and will guide the students in developing an understanding of historical change and continuity and in analyzing the origins of contemporary global issues.

The content of this course satisfies the standards of the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education Standards for Secondary Education in Social Studies in World History. The course meets NCSS Standard Theme Nine: Global Connections and Theme Two: Time Continuity and Change.

III. Exposition

A. Objectives:

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

1. Use a world map or globe to find and identify various world regions and peoples.
2. Identify major nations and empires and trace their evolutions from 1500CE to the present.

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3. Describe major world religions such as Islam, Christianity, Judaism, and Buddhism and discuss how their developments have defined global events over the last five hundred years.
4. Recognize the major historical divisions typically applied to this era (Early Modern, Modern, Industrial Age, Age of Imperialism, etc.) and explain the justifications offered by historians for such divisions.
5. Describe evolving economic models and consider how they have contributed to military and political conflict and exploitation.
6. Trace the rise of industrialization and analyze its role in fostering imperialism and economic competition.
7. Analyze the transfer of technology between nations by considering, for example, the impact of the spread of gunpowder or the diffusion of nuclear technology.
8. Describe the evolution of globalization and its consequences for various populations.
9. Undertake the work of the historian, examining primary documents and evaluating them in relationship to other evidence from the period and in light of subsequent scholarship.
10. Demonstrate the ability to read historical scholarship on major topics from the period and to articulate a critical analysis of the material.
11. Describe the origins of recent policy issues such as human rights, famine, religious extremism, nuclear proliferation and evaluate the importance of historical analysis in contemporary policy debates.

B. Activities and Requirements: The composition and content of activities will be at the discretion of the individual instructor; however, all students should do the following:

1. Complete an assigned reading program that identifies, locates, and periodizes key events and themes and provides exposure to the diversity of historical experience.
2. Attend lectures and presentations that pose questions or interpretation of key events or themes.
3. Demonstrate knowledge of geography through map assignments.
4. Demonstrate ability to analyze primary and secondary sources through written and oral presentations.
5. Complete written and/or oral exercises that demonstrate understanding of some or all of the course objectives.

C. Major Units and Time Allotted*:

I. The World in 1500	3 contact hours
II. Islamic Empires	3 contact hours
III. Asian Powers	3 contact hours
IV. Europe and the Evolution of Global Connections	3 contact hours
V. Africa in the Age of Expansion	3 contact hours
VI. The Trans-Atlantic World	3 contact hours
VII. New Political and Social Ideals in an Era of Revolution	3 contact hours
VIII. The Industrial Revolution and its Impact	3 contact hours
IX. The Consequences of European Imperialism in Africa and Asia	3 contact hours

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X. World War I and Anti-Imperialism	3 contact hours
XI. Political Extremism between the Wars	3 contact hours
XII. World War II and the Cold War	3 contact hours
XIII. Nationalism in Africa and Asia	3 contact hours
XIV. After the Cold War	3 contact hours
XV. The Rejection of the West	3 contact hours

* The number of themes, their precise composition, and the time allotted is left to the discretion of the individual instructor.

D. Materials and Bibliography

1. Suggested Textbooks

Bulliet, Richard W., et al. *The Earth and Its Peoples: A Global History, Vol. II*, 2nd ed. Boston: Houghton Mifflin, 2001.

Fields, Lanny B., et al. *The Global Past: Volume Two, 1500 to the Present*. Boston: Bedford Books, 1998.

Marks, Robert B. *The Origins of the Modern World: A Global and Ecological Narrative*. Lanham, MD: Rowman & Littlefield Publishers, 2002.

Spodek, Howard. *The World's History, Volume II: Since 1100*. Upper Saddle River, NJ: Prentice Hall, 2001.

Stavrianos, L.S. *A Global History: From Prehistory to the 21st Century*, 7th ed. Upper Saddle River, NJ: Prentice Hall, 1999.

Stearns, Peter N., et al. *World Civilizations: The Global Experience, Vol. 2*, 3rd ed. New York: Longman, 2001.

2. Other: selected videos

3. Bibliographic support:

Arrighi, Giovanni and Takeshi Hamashita, eds. *The Resurgence of East Asia: 500, 150 and 50 Year Perspectives*. London: Routledge, 2003.

Barendse, R.J. *The Arabian Sea 1640-1700: The Western Indian Ocean of the Seventeenth Century*. New York: M.E. Sharpe, 2001.

Benjamin, Thomas, et al., eds. *The Atlantic World in the Age of Empire*. Boston: Houghton Mifflin, 2001

Curtin, Philip D. *The World and the West: The European Challenge and the Overseas Response in the Age of Empire*. Cambridge: Cambridge University Press, 2000.

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- Davis, Mike. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. London: Verso Press, 2001.
- Diamond, Jared. *Guns, Germs, and Steel*. New York: W.W. Norton, 1998.
- Flynn, Dennis O., and Arturo Giraldez. *Metals and Monies in an Emerging Global Economy*. Brookfield, VT: Variorum, 1997.
- Lionel Frost and A.J.H. Latham, eds. *Pacific Centuries: Pacific and Pacific Rim History Since the Sixteenth Century*. London: Routledge, 1999.
- Frank, Andre Gunder. *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press, 1998.
- Hochschild, Adam. *King Leopold's Ghost: A story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Houghton Mifflin, 1998.
- Huppert, George. *After the Black Death: A Social History of Modern Europe*, 2nd ed. Bloomington: Indian University Press, 1998.
- Katzenstein, Peter J., and Takashi Shiraishi, eds. *Network Power: Japan and Asia*. Ithaca: Cornell University Press, 1997.
- Klein, Herbert S. *The Atlantic Slave Trade*. Cambridge: Cambridge University Press, 1999.
- Levathes, Louise. *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433*. New York: Oxford University Press, 1994.
- McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. New York: W.W. Norton, 2000.
- Northrup, David, ed. *The Atlantic Slave Trade*, 2nd ed. Boston: Houghton Mifflin, 2002.
- Parker, Geoffrey. *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800*. 2nd ed. Cambridge: Cambridge University Press, 1996.
- and Lesley M. Smith, eds. *The General Crisis of the Seventeenth Century*, 2nd ed. London: Routledge, 1997.
- Parsons, Timothy. *The British Imperial Century, 1815-1914: A World History Perspective*. Lanham, MD: Rowman and Littlefield Publishers, 1999.
- Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton, NJ: Princeton University Press, 2000.
- and Steven Topik. *The World that Trade Created: Society, Culture, and the World Economy, 1400-the Present*. Armonk, NY: M.E. Sharpe, 1999.

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Smith, David A. et al., eds. *States and Sovereignty in the Global Economy*. London: Routledge, 1999.

Thornton, John. *Africa and Africans in the Making of the Atlantic World, 1400-1800*, 2nd ed. Cambridge: Cambridge University Press, 1998.

Trocki, Carl A. *Opium, Empire, and the Global Political Economy: A Study of the Asian Opium Trade, 1750-1950*. London: Routledge, 1999.

Wills, John E. Jr. *1688: A Global History*. New York: W.W. Norton, 2001.

Wong, R. Bin. *China Transformed: Historical Change and the Limits of European Experience*. Ithaca, NY: Cornell University Press, 1997.

Von Glahn, Richard. *Fountain of Fortune: Money and Monetary Policy in China 1000-1700*. Berkeley: University of California Press, 1996.

IV. Standards and Assessment

A. Standards

Achieved student competence in the course objectives will be assessed through written exercises, exams and verbal participation. These will be scored as follows:

- A = Distinguished
- B = Proficient
- C = Satisfactory
- D = Below Standard
- E = Unsatisfactory

B. Assessment

Examinations, exercises, presentations and discussion participation will be used to assess the objectives in section III A.

V. Rationale and Impact

- A. This proposal was revised to allow more thematic variety in the course, to update the bibliography, and to bring the objectives and activities in line with NCATE and PDE accreditation requirements.
- B. The course is designed as a more rigorous introduction for History and Secondary Education, Social Studies majors. It substitutes for HIST 102, World History 2 as a general education requirement.
- C. This revision places no further demands on existing academic programs or departments.

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VI. Cost and Staff Analysis:

N/A (This is a revision of an already existing course, HIST102 World History 2, developed for History and Secondary Education Majors.)

VII. Date Approved by University President

(signature)

(date)