

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: History 102	Course Title: World Civilizations from 1500 to the Present	
Number of Units: 3 _____		
College or Program: X <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: X <input type="checkbox"/> Fall X <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year	Mode of Delivery: X <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Zhiwei Xiao	Email: zxiao@csusm.edu	Submission Date:

1. Course Catalog Description:

Surveys the history of the world from the commercial empires of the 16th century to the present. Examines the global convergences, colonialism, imperialism and the modern world system.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Zhiwei Xiao

Course Proposer

Date

Department Chair

date

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

Judith A. Downie Support Do not support*
Library Faculty Date 3/13/14

Impacted Date
Discipline Chair

Support Do not support*

Support Do not Support*
Impacted Discipline Date
Chair

GEC Chair Date

Approve Do not Approve

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

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Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.	Course will explore different parts of the world, the diverse cultural traditions and value system, and the interactions between them since the early 16 th century.	This is assessed by one of the class assignments towards the end of the semester in which students are asked to write an essay on one of the optional topics that requires them to compare and contrast how modernity unfolded in Western Europe, Russia and Japan differently; and how the diversity in cultural traditions, value systems, and historical circumstances in these countries affected the way people reacted to the modern transformation of their societies.
C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.	The inclusion of both the primary and secondary sources in the course materials will show students how historians interpret and make sense of the “raw materials,” use them as evidence and construct coherent narrative account about the past.	This is assessed by a series of quizzes, tests and essays in which students will be tested on their understanding of and the ability to use historical method and approach. For instance, one of the essay assignments in week 8 requires students to discuss imperialism and colonialism of the 19 th century and make connections between the colonialist rhetoric of the past with contemporary international politics.
C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.	The incorporation of a number of debates in the class on several controversial issues will expose students to different and sometimes opposing points of views and highlights how perspectives affect our understanding of the past.	The assignment consists of two components: a debate in class on the pros and cons of the Industrial Revolution and an essay to reflect on how the Industrial Revolution was experienced differently by people from different social, economic, political, gender, and ethnic backgrounds. Both the debate and the essay require students to read scholarly analysis as well as primary documents that included testimonies about the working conditions in the factories by workers (female and under aged laborers), factory managers/owners, official investigators and journalists. These exercises work as assessment tools to evaluate how well students can apply multiple theoretical and analytical perspectives to the study of history.
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the		

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humanities. [Methods Courses]		
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. [Methods Courses]		
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	There are three writing assignments, each addressing a different but controversial topic. Students are also required to participate in Forum Discussion in Cougar Courses which provides additional opportunities to improve their logical thinking and writing communication skill.	Essays will be graded, and commented individually. There will also be a review session in class to discuss common problems in the writing assignments.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	In the course of the semester, students will be engaged in four debates on controversial issues that include (1) the pros and cons of the Industrial revolution; (2) the legacy of imperialism and colonialism; (3) the use of A-bomb against Japan; and (4) what explains the rise of the West.	The assessment of student performance during the debates comes in two parts. First, there is a peer review and scoring component which works in much the same way as a gymnastic is evaluated by a group of juries, in which each student will be evaluated for individual score by her/his peers who use a set of rubrics I hand out before class. Then, there is a second component involving me to discuss the strength and weakness I find in each debate with the class.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	The class includes both the in-class debates and the writing assignments which are predicated on students conducting research on their topic and using information beyond what is included in the class texts. One of the objectives of the debate and writing assignment exercises is to provide students with additional opportunities to develop their skill in finding the information relevant to their projects, evaluating the validity and reliability of such information, and using them to construct a historical narrative or support an argument.	There are five ways of assessing these learning objectives. First, the writing assignments can usually work as the most effective assessment tool; secondly, the in-class debates can also show how well (or how poorly) students have achieved these learning objectives; thirdly, the forum discussion in Cougar Courses which require all students to participate should also provide clues to the progress students are making; fourthly, the midterm and final exam questions are designed to measure how well students have learned; and finally, the interactions with students both in and outside class offer

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		additional opportunities to observe and assess how well these GEGLOs are accomplished.
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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): As the title of the class implies, it is about world civilizations in plural.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The syllabus makes specific mention about the class' focus on the interconnectedness and interactions between different cultures.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	There are three writing assignments, each 3-4 pages. On average, each page is about 350 – 400 words.
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	The instructions for the writing assignments will make it clear that students must write in ways conforming to the format and styles common in the history discipline.
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.	The reading materials for the class consist of two types: primary historical documents and scholarly accounts. By working with both types of materials, students will learn how historians reconstruct the past. In addition, the debates in class, the forum discussions in Cougar Courses, the midterm and final exams, and especially the writing assignments shall give students ample opportunities to practice both general and discipline specific research skills and analytical abilities.
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	For each writing assignment, there will be a “prep-talk” in which I will guide students to the scholarly resources available to them. The use of internet and specific data base is expected when students work on their debate preparation and writing assignments.
Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	Reading students comments posted on the forum in Cougar Courses, observing their performance during in-class debates, reading their essays, grading their weekly tests (quizzes) and midterm and final exams.

Sample Syllabus
History 102: World Civilizations since 1500
Semester/Year

Class times and location:

Instructor:

Office location:

Office hours:

Phone & email:

Course description and introduction

This class introduces students to the major events, changes and movements in world history since 1500, with specific focus on the most important forces and developments that have shaped the world we live in today. The class will explore the connections between past and present and examine the transnational and cross cultural dimensions of world history from a non-Eurocentric perspective.

There are a number of objectives embedded in the conceptual design of this class. First, I want to introduce students to historical thinking (e.g. how historians approach questions in ways different from sociologists, political scientists, and anthropologists). Second, I want to familiarize students with the methods historians use to study the past (e.g. how evidence is collected, interpreted and narrative constructed). Third, I want to help students to appreciate diversity in human cultures and societies by challenging the traditional Eurocentric view of world history (e.g. exposing the biases in the intellectual paradigm on which many old “world history” narrative was constructed). And finally, I want to improve student skills in logical analysis, oral and writing communications through readings, lectures, class discussions, debates, and writing assignments.

GE Learning outcomes:

At the end of the semester, students are expected to have developed the ability to

1. analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability;
2. explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life;
3. apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

In more specific terms, after taking this class, students should (1) have the basic knowledge of major world events of the last 500 years; (2) understand cultural and ethnic diversity as key components of human history; (3) recognize the connections between past and some current events; and (4) appreciate importance of civic engagement and life-long learning to citizens of democracy.

Further clarifications:

The **knowledge** and **diversity** components of the LDGE “learning objectives” are addressed chiefly through the class materials, the lectures and the tests; the **critical thinking** component through both the in-class and on-line discussions, debates and essays; the **communication skills**

component through discussions, debates, and writing assignments, and **civic engagement and life-long learning** through the entire class and especially the incorporation of *The New York Times* as a required reading.

Cougar Courses (hereafter CC)

The use of CC is an integral part of this class. Students are expected to visit the web site on **daily** basis for the following reasons: (1) the instructor will post instructions on assignments, announcements concerning adjustments to class schedule and additional articles of interest; (2) participation in the weekly discussion forum (which is set up in CC) is part of the requirement of the class; (3) a significant portion of the class materials, including a number of film, are posted in CC; and finally (4) most of the homework will be required to submit through TURNITIN which is also set up in CC.

Student with disabilities

Students with disabilities who need accommodations must contact the Office of Disable Student Services (DSS) which is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909 or by email at dss@csusm.edu. Students authorized by DSS to receive accommodations should meet with me in office to ensure confidentiality.

Required readings (suggested for purchase)

Alfred J. Andrea, et. al.	<i>The Human Record: Sources of Global History</i> (Vol. 2)
Philip L. Ralph, et. Al.	<i>World Civilizations</i> , Vol. II (Ninth edition)
<i>The New York Times</i>	on line edition at http://www.nytimes.com/yr/mo/day/

Additional reading materials are posted in CC.

Requirements and grading policy

Regular attendance and active participation in class are mandatory. Students are allowed two absences in the course of the semester. Thereafter, each absence will result in penalty points and reduction in final grade. Participation in **both** in-class discussion and the on-line "forum" in CC is critical to earning high score for "participation" (see below). In addition to **mid-term and final exams**, students are to take **weekly quizzes**, write **three short essays** (3-4 pages each on topics given two weeks prior to due date) and participate in one **debate**. Final course grade will be based on the accumulative total of the scores earned in each of the aforementioned areas.

There will be no make-up quizzes or exams. Late paper will not be accepted unless approved by the instructor. Students who arrive in class five minutes late forfeit their rights to take the quiz for that day. Those who are half hour late for the midterm and final exams will be barred from entering the room.

The class has a zero tolerance for academic dishonesty. Anyone found violating CSUSM's Academic Honesty policy will automatically fail the class. For details of the policy and consequences of violation, students are urged to read the policy by visiting the university's website at http://lynx.csusm.edu/policies/policy_online.asp?ID=25. Students should also conduct themselves in civil and courteous manner in class. Examples of such behaviors include, but are not limited to, respecting other people's opinions, not using rude language in discussion, turning off cell phone and refraining from talking to each other during lecture and discussion.

Further breakdown of course grade is as follows:

Attendance & participation	10%
Debate	10%
Quizzes	20%
Midterm	10%
Final	20%
Essays (3x10)	30%

Class schedule and weekly focus

- Week 1** Introduction: Themes, Approaches and Methods
Film viewing: *Columbus Discovery of America*
Readings: Andrea, P1-P15
Focus of discussion for the week: what is history? What is the value and limitation of primary sources? How to read them critically? Taking the film, *Columbus Discovery of America* as an example, how do different perspectives and opposing points of view affect the way the past is understood and represented?
- Week 2** Early Modern Europe
Readings: Ralph, p. 57-99.
Focus of the week: What are the major economic changes in early modern Europe? What factors contributed to those changes? What was the European marriage pattern during this period? How were women portrayed in popular media? What was the motive of European overseas colonization?
- Week 3** Revolution in Europe and America
Readings: Ralph, 189-230, 353-369; Andrea, 155-8: Revolution in France; Declaration of the Rights of Man and of the Citizens.
Film viewing: *The French Revolution*
Focus of discussion: What were the causes (both long term and short term) of the French Revolution? What is the historical significance and the most important legacy of the Revolution? In what ways, the American and the French Revolution are connected? How does Ralph explain the different consequences of the revolutionary movements in north and south Americas?
The first debate: “for or against the French Revolution?”
- Week 4** The Industrial Revolution
Readings: Ralph, 233-255, 257-288; Andrea, 240-248: Industrialization and the working class in Europe; Andrea, 248-256: New perspectives on humanity and society; Samuel Smiles, Self-help and Thrift (CC).
Film viewing: *The Corporation* (available on CC)
Focus of discussion: What is the Industrial Revolution? Why it took place in Europe (and not in other parts of the world)? What explains the delay of the revolution on the European continent? What are the major consequences of the revolution? What does Ralph have to say about “the middle-class world view” and its critics? What are the differences between the solutions proposed by

Smile, Darwin and Marx to deal with poverty, social inequality and injustice in post industrial revolution Europe? Do you find elements of their ideas reflected in our social policies today?

First essay due

Week 5 Nationalism and Nation Building
Readings: Ralph, pp. 317-369
Focus of discussion: based on your reading of Ralph's text, what gave rise to nationalist movements in 19th century Europe? What purposes did nationalism serve? Who benefited most from nationalist movements? What it takes to build a nation? What are the key elements in nationalist movements cross Europe?

Week 6 The March of Imperialism
Readings: Ralph, pp. 373-414; Andrea, pp. 262-274: Nationalism and imperialism in the late 19th century.
Focus of discussion: What explains the rise of imperialism? How did the Europeans (e.g. Jules Ferry) justify it and what enabled imperialism to expand globally? What are the impacts of imperialism on the non-Western parts of the world? How would you assess the legacy of Western imperialism in the 19th and 20th centuries?

The second debate: "The rise of machine – a curse or a blessing?"

Week 7 The Transformation of Africa
Readings: Ralph, 35-52, 703-761; Andrea, 104-06: Political breakdown in the Kingdom of Kongo; Andrea, 284-290: Western pressures, nationalism, and reform in Africa, southwest Asia, and India in the 1800s.
Focus of discussion: What was the "traditional pattern of life" in Africa before the coming of the Europeans? What brought the Europeans to Africa in the first place? What were the consequences of the encounter between the Europeans and the Africans? In what ways, the legacy of Western colonialism is still alive in modern African history?

Second essay due

Week 8 **Midterm Review and Exam**

Week 9 WWI and the Russian Revolution
Readings: Ralph, 539-566; Andrea, 345-355: The industrialized world in crisis, the trauma of WWI, the romance of war, 24 hours on the Western front; 355-362: The Russian revolution and the foundation of the Soviet state.
Focus of discussion: What was the direct and underlying cause of the First World War? What was the connection between WWI and the Russian Revolution? What are some of the major changes to Russian and world history brought forth by the war and the October Revolution? How did Lenin justify the Soviet seizure of power? What do you see as the similarities and differences between the French and the Russian Revolution?

- Week 10** WWII and the Post War World Order
Readings: Ralph, pp. 611-629; Andrea, 430-437: From WWII to Cold War.
Focus of discussion: What contrasts do you see between the two world wars? What explains Nazi Germany's initial success? In retrospect, what lessons do you think we should learn from WWII? What are some of the major changes the WWII brought to the world? And what contemporary events, situations, conflicts, and developments can you think of that are linked to WWII?
- Week 11** The Disintegration of the Chinese Empire
Readings: Ralph, pp. 13-25, 487-507
Focus of discussion: How did the Manchu conquer China? What were the social and economic implications of the population growth during the Qing Dynasty? What major problems faced the Manchu government in its effort to rule China? How would you characterize the Qing government's policy and attitude towards the West? In what ways, the Opium War changed China? What are the Taiping Rebellion, the "100 Day Reforms" and "the Boxer Uprising?" And what explains the failure of each one of those movements? Why, despite China's suffering in the hands of Western and Japanese imperialism, the Chinese are attracted to Western teachings?
- Week 12** The Japanese Experience
Readings: Ralph, 25-35, 507-520;
Film viewing: *Meiji: Asia's Response to the West*
Focus of discussion: What strategies did the Tokugawa regime employ to enable them to rule the country for three centuries? Why Tokugawa government decided to suppress Christianity and expel Europeans after coming into power? What are the major contradictions within the Tokugawa social order? What prompted "the Meiji Restoration" and what changes did the Meiji restoration bring to Japan? What are the "peculiarities" of the Japanese capitalism? And what explains Japan's adventures in imperialism? Why did Japan succeed in meeting the challenge from the West in the late 19th and early 20th centuries whereas China failed?
- Week 13** World History from Asian Perspective
Readings: Ralph, pp. 793-843; Craig A. Lockard, "The Asian Resurgence" (CC); Standage's chapter (entitled as "Tea"), Robert Marks' article and Donald Johnson's article and Charles Kupchan's article called "America's place in the new world" (all available in the reading assignment folder of the Cougar Courses page for this class).
Focus of discussion: **For Standage two chapters:** How did tea become a fashionable drink in Europe? How did the European way of drinking tea differ from the Chinese and Japanese way? What role did tea play in the industrial revolution in England? How was the tea trade connected to the American Revolution and the Opium War between China and the Great Britain?

About Robert Marks' article: according to the author, what are the main differences between "the rise of the West" school and the "California School?" with regards to their interpretation of world history of the last two to three centuries? On what ground the California School challenges the traditional "rise of the West" school?

About Donald Johnson's article, what is "the traditional view" that Johnson rejects in this article? On what ground does he reject the traditional view? What is his main argument? What evidence does he have to support his argument?

About Kupchan's article, what does the author see as the challenge facing America in the 21st century? And what does he propose that the U.S. should do in response to the challenge?

About China: according to Ralph, what particular event marks the birth of modern Chinese nationalism? What are the objectives of "The Northern Expedition?" What are the major early achievements of the People's Republic of China? What are the major government policy shifts in post-Mao China?

About Japan: what discriminatory policies of Western nations contributed to the rise of anti-West sentiments among the Japanese? In what ways the Manchurian Incident is viewed as a prelude to war with China? How did the Japanese react to the U.S. occupation and the changes implemented by occupation authorities? Can you name three or four things in the 1946 Constitution that are not found in the older constitution? What explains Japan's post-war recovery and rise to prosperity? According to Ralph, what are some of the major problems facing Japan today?

About Craig A. Lockard's article, what is the main thesis of this essay? How does the author support his thesis? When does "the Chinese millennium" and "the Chinese century" begin and end? According to Lockard, when does the world's economy begin to shift its center from the East to West? What are some of the problems Lockard sees as associated with China's recent economic development?

The third debate - "why the West rules the rest?"

Week 14

Final Thoughts and Reflections

Readings: Andrea, 463-468: Terrorism in global age; Andrea, 472-478:

The promises and pains of globalization.

Focus of discussion: What have been the most significant factors in shaping the world we live in today? In what ways has the study of world history helped you understand contemporary events better? Based on what we have learned in this class, how would you predict the future of mankind?

Week 15

Final Review

Third essay due

Week 16

Final exam