



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: History 141
Descriptive Title: History of Modern Civilizations
Course Disciplines: History
Division: Behavioral and Social Sciences

Catalog Description:

This course is a survey of the political, economic, social, and cultural development of world civilizations from the rise of the West in the mid-fifteenth century to the present day. Topics include the European voyages of exploration and expansion, Africa and the transatlantic slave trade, Protestant and Catholic Reformations, the Islamic empires, China and Japan in the age of global expansion, French and industrial revolutions, World War I and II, the Cold War, and globalization.

Conditions of Enrollment:

Recommended Preparation eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: Prior to July 1992

General Education:

El Camino College:
2C – Social and Behavioral Sciences – General
 Term: Other:

CSU GE:
C2 - Humanities
 Term: Spring 2009 Other:

D6 - History
 Term: Spring 2009 Other:

IGETC:
3B - Humanities
 Term: Spring 2009 Other:

4F - History
 Term: Spring 2009 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

Developing and Arguing a Persuasive Historical Thesis

Upon completion of History of Modern Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Modern Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Analyze the reasons for the European explorations and methods of expansion in the fifteenth and sixteenth centuries.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
2. Compare and contrast the Iberian conquest, colonization, and exploitation of Latin America with that of the English, French, and Dutch experience in North America.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
3. Explain the origins and expansion of the transatlantic slave trade and assess its impact on the political, economic, demographic, and social development of Africa.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
4. Evaluate the impact of the Protestant Reformation and scientific revolution on the religious, political, and intellectual development of Europe.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
5. Analyze the development of absolutism in continental Europe and constitutional monarchy in Great Britain.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
6. Discuss the political, economic, social, and cultural development of China under the Ming and Qing dynasties and evaluate the impact of early interaction with European traders and missionaries.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
7. Analyze the impact of European traders and missionaries on the political development of Japan and the transformation of Japan under the Tokugawa Shogunate.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
8. Compare and contrast the political, economic, social, and cultural development of the Islamic Ottoman, Safavid and Mughol empires of the early modern era as well as their relations with the European states.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)

9. Discuss the long and short term causes of the French Revolution and assess its role in the political, social, and cultural development of Europe.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
10. Analyze the impact of the French Revolution on the political and economic development of the colonial Americas.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
11. Explain the origins, development, and expansion of the industrial revolution and analyze its political, economic, and social consequences.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
12. Compare and contrast the political, economic, and social development of the United States, Canada, and Latin American in the nineteenth century.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
13. Analyze the factors that contributed to the decline of the Ottoman empire, Russian empire, China, and Japan in the nineteenth century and explain the reasons for the differing responses of China and Japan to European incursions.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
14. Evaluate the motives for New Imperialism, assess its impact on Africa and Asia, and discuss the anti-colonial movements that emerged in response.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
15. Analyze the factors that contributed to the outbreak of World War I and the reasons for the failure of the peace settlements.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
16. Analyze the causes of the Russian revolution and examine the establishment of communism in the Union of Soviet Socialist Republics.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
17. Discuss the factors that contributed to the rise of totalitarian regimes in the interwar period.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
18. Explain the Asian and European origins of World War II as well as the course of the war and its peace settlements.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
19. Compare and contrast the Russian and Chinese communist revolutions and the evolution of communism in the Union of Soviet Socialist Republics and the People's Republic of China.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
20. Trace the origin and course of the Cold War and analyze the reasons for the collapse of communist regimes in Eastern and Central Europe and the Union of Soviet Socialist Republics.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)
21. Explain the process of post-World War II decolonization and evaluate the colonial legacy of the newly independent states of Asia and Africa.
 - Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)

22. Discuss the regional and global integration of national economies and the social, cultural, and environmental impact of globalization.

- Other (essay exams, other exams, quizzes, written homework, class performance, term or other papers)

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	1	I	Introduction to the Study of World History: Issues and Problems
Lecture	3	II	The Origins of Global Interdependency (1400-1800) A. European Explorations and Expansion: Maritime Technology and Motives B. Portuguese Explorations: Africa and Indian Ocean C. Spanish Explorations: The Americas D. Trading Post Empires in the East 1) Portuguese 2) Dutch and English East Indian Companies 3) Spanish Manila Galleon Trade E. Commercial Rivalries: Seven Years War (1756-1763) F. Columbian Exchange
Lecture	3	III	European Conquest and Colonization of the Americas A. Latin America: Iberian Empires 1) Conquest 2) Administration 3) Colonization B. Economic Exploitation 1) Spanish America: Mining and Agriculture 2) Portuguese Brazil: Sugar Plantations 3) Forced Labor Systems and Slavery C. French, English, and Dutch Settler Colonies of North America 1) Conquest 2) Administration D. Colonization and Economic Exploitation 1) Fur Trade and Cash Crops 2) Indentured Servitude and Slavery E. Colonial Legacy 1) Social Hierarchy Based on Color 2) Spread of Christianity
Lecture	3	IV	Africa in the Age of the Atlantic Slave Trade A. Introduction to the Major States and Trade Routes of Africa B. Establishment of Portuguese Trade Network C. The Transatlantic Slave Trade D. Origins and African and European Roles in the Trade E. The Middle Passage F. Impact of Transatlantic Slave Trade on African

			Development 1) End of the Transatlantic Slave Trade 2) Legacy of the African Diaspora
Lecture	3	V	Transformation of Europe A. Protestant Reformation B. Wars of Religion C. Catholic Reformation D. Development of Absolute Monarchy: Louis XIV E. Development of Constitutional Monarchy: English Revolutions F. The Scientific Revolution and the Enlightenment
Lecture	4	VI	East Asian Tradition and Change A. China: Political Development 1) Ming Dynasty: Restoration of Chinese Rule and Culture 2) Qing Dynasty: Establishment of Manchu Authority B. Maritime Expeditions C. Agricultural and Commercial Expansion D. Demographic Growth E. Strengthening of the Confucian Patriarchal Order F. Literary and Artistic Development G. Early Encounters with Europeans 1) The Portuguese and English East India Company 2) The Jesuit Mission 3) Expulsion of the Missionaries 4) Restriction of European Trade Operations H. Japan 1) Unification under the Tokugawa Shogunate 2) Social and Cultural Order: Neo-Confucianism I. Early Encounters with Europeans 1) Establishment of Trade and Christian Missions 2) Expulsion of Europeans and Limited Trade with Dutch
Lecture	4	VII	The Islamic Empires and the Flowering of Islamic Culture A. The Ottoman Empire 1) Establishment, Political Institutions, and Expansion 2) Social Organization 3) Cultural Development: Art, Architecture, and Literature B. Safavid Dynasty 1) Establishment, Institutions, and Twelver Shi'ism 2) Economic Expansion 3) Cultural Development: Art, Architecture, and Literature 4) Invasion and Collapse C. Mughal India 1) Establishment, Institutions, and Expansion 2) Muslim-Hindu Conflict 3) Cultural Development: Art, Architecture, and Literature

			4) Expanding Dominance of English East India Company
Lecture	4	VIII	Age of Revolution: Industry and Empire (1750-1914) A. The French Revolution B. Influence of Enlightenment Thought and American Revolution C. Immediate Causes, Course and Outcome of the Revolution D. Legacy 1) The Americas: Haitian Revolution and Latin American Wars of Independence 2) Development of Modern Nationalism and the Nation-State 3) Nineteenth-Century European Liberal Revolutions 4) Concept of Human Rights: Abolitionist and Women's Rights Movements
Lecture	3	IX	Industrial Revolution A. Origins 1) Development 2) Expansion B. Social Impact 1) Responses 2) Regulation C. Trade Unionism D. Socialism E. Legacy 1) Class System 2) Migrations 3) Urbanization
Lecture	3	X	The Americas A. Political Development 1) The United States: Western Expansion and the Civil War 2) Canada: Achievement of Autonomy (Dominion) 3) Latin America: Fragmentation and Political Experimentation B. Economic Development 1) United States Industrialization 2) Canadian Prosperity 3) Latin American Dependency and Neo-Colonialism C. Social Development 1) Immigration 2) Multicultural Societies 3) Native American Populations
Lecture	3	XI	Empires in Decline A. Ottoman Empire 1) Failure of Reform 2) The Young Turks B. Russian Empire 1) Crimean War Defeat

			<ul style="list-style-type: none"> 2) Social Reform: Emancipation of the Serfs 3) Limited Industrialization and Its Discontent 4) Political Protest and Repression <p>C. China</p> <ul style="list-style-type: none"> 1) European Incursions: Opium War and Unequal Treaty System 2) Popular Protest: Taiping and Boxer Rebellions 3) Failure of Reform <p>D. Japan</p> <ul style="list-style-type: none"> 1) Forcible Opening to Foreign Trade and Unequal Treaty System 2) End of Tokugawa Rule 3) Meiji Restoration and Reforms
Lecture	3	XII	<p>The New Imperialism</p> <p>A. Motives of the New Imperialism</p> <p>B. Africa</p> <ul style="list-style-type: none"> 1) European Conquest 2) Establishment of Settler and Non-Settler Colonies 3) Exploitation of Natural Resources and Native Populations 4) Anti-Colonial Movements <p>C. India</p> <ul style="list-style-type: none"> 1) England's Assumption of the East India Company's Authority 2) Political Organization and Economic Exploitation 3) Anti-Colonial Movements <p>D. Asia</p> <ul style="list-style-type: none"> 1) China: Western and Japanese Spheres of Influence 2) Establishment of Colonies: French Indochina 3) Expansion of Japan
Lecture	4	XIII	<p>The Twentieth Century</p> <p>A. World War I</p> <ul style="list-style-type: none"> 1) Causes and Course of the War 2) Women's Role <p>B. Armenian Genocide</p> <p>C. Russian Revolution</p> <p>D. Failure of Peace Settlements</p> <p>E. The Mandate System and Middle East Divisions</p>
Lecture	3	XIV	<p>Between the Wars: Age of Anxiety</p> <p>A. Intellectual and Artistic Currents</p> <p>B. Economic Depression</p> <p>C. Rise of Totalitarianism</p> <ul style="list-style-type: none"> 1) Russia: Stalin 2) Italy: Mussolini 3) Germany: Hitler <p>D. China: Revolution and the Establishment of the Republic</p> <p>E. Japan: Militarism and Imperialism</p> <p>F. Invasion of China</p>

Lecture	3	XV	World War II A. Asian and European Origins B. Course of the War C. The Holocaust D. Postwar Settlements
Lecture	3	XVI	The Cold War A. Origins and Development B. Crisis and Conflict 1) Berlin War 2) Korean War 3) Cuban Missile Crisis 4) Vietnam War 5) Chinese Communist Revolution D. Establishment of the People's Republic of China E. End of the Cold War
Lecture	2	XVII	Decolonization and End of Empire A. Achievement of Independence 1) Through War: Vietnam and Algeria 2) Peacefully: India, Philippines, Indonesia, Cambodia, and Laos B. Middle East: Israel
Lecture	2	XVIII	Globalization A. Regional Integration 1) European Union 2) Association of South East Asian Nations (ASEAN) 3) North American Free Trade Agreement (NAFTA) B. Global Integration 1) General Agreement on Tariffs and Trade (GATT) 2) World Trade Organization (WTO) C. Global Consumer Culture D. Current Issues 1) Environmental Degradation 2) Global Warming 3) Human Rights 4) Women's Rights 5) Global Diseases
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the chapter in your textbook on the European explorations and expansion. Write a three-page paper addressing the following: What were the technological, religious, and economic motives for the European explorations and expansion of the 15th and 16th centuries? If you had to choose one of these factors as the most important cause for Europe's explorations and expansion, which one would you pick? Explain the reason for your choice demonstrating not only why you chose your position, but why you rejected the remaining factors. Support your position with evidence or examples taken from your textbook and class lectures.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Write a five-page paper addressing the following: Nationalism is a force that can be described as being both centripetal and centrifugal. Define the term nationalism and discuss this statement giving examples of the ways in which nationalism has played a unifying role and a disruptive role in the nineteenth and twentieth centuries. To what extent can nationalism be considered as a positive or negative force in history? Is it possible or desirable for each nation to have its own state? Explain your answers and provide specific examples from course lectures and textbook to support your answers.
1. Read "Memoirs of an Arabian Princess from Zanzibar" by Emily Ruete and write a five-page essay analyzing how this work illustrates Islamic beliefs, the political organization, social order, and gender relations of nineteenth century Islamic states, and the impact of Europeans on the political and economic development of Africa. Support your statements with examples from the book.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Other exams
Quizzes
Written homework
Class Performance
Term or other papers

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Bonnie G. Smith. Crossroads and Cultures, Volume II: Since 1300: A History of the World's Peoples. Bedford/St. Martin's, 2012. Discipline standard.
 Robert W. Strayer and Eric W. Nelson. Ways of the World with Sources, Volume 2. 4th ed. Macmillan, 2019

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Memoirs of an Arabian Princess from Zanzibar, Emily Ruete, Markus Wiener Publishers, 1989

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 84 -Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

ENGL 84 -Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by William S. Holley on 10/01/1980.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 06/17/2019

Last Reviewed and/or Revised by: Jason Suarez
20424

Date: 4/3/2019