



HIST-104: WORLD HISTORY SINCE 1500

Also listed as: HIST-104H

Effective Term

Fall 2026

BOT Approval Date

10/09/2025

Discipline

HIST - History

Course Number

104

Course Title

World History Since 1500

Short Title

World Hist Since 1500

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-104H

C-ID (Admin Only)

C-ID HIST 160

CB 00

CCC000336948

Course Title

Honors World History Since 1500

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID HIST 160

Catalog Description

This course is a survey of the modern world from 1500 to the present. Using a comparative approach, students will examine interconnections between major European, Middle Eastern, African, South and North American, and Asian cultures and will explore social structure and daily life, industrialization, colonization, cultural development, revolutions and protests, and independence movements. Emphasis will be placed on structures, values, and inter-relationships.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0101 - History, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Compare and contrast the major features of empires, nations, and cultures of later world history.
2. Explain the relationship between methods of governance and belief systems found in early modern and modern societies.
3. Discover patterns of interaction between civilizations in terms of global trade, cultural exchange and dominance, technology transfer, travel, migration, military conflict, and colonization.
4. Analyze the impact of imperialism, colonialism, as well as nationalist and independence movements on different world cultures.
5. Investigate the influence of technology and economic development upon industrial and non-industrial societies.
6. Assess the significance of decolonization, the Cold War, civil rights, and globalization in the development of the contemporary world.
7. Analyze the intersection of race, class, gender and ethnicity in shaping societies and cultures in later world history.
8. Compare the perspectives and contributions of historically underrepresented groups to arrive at a deeper understanding of the various experiences of people in later world history.
9. Demonstrate the ability to critically interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

10. Engage in an analysis of historical themes and ideas through various forms of communication such as class discussion, debates, reenactments, and oral presentations.

Honors Objectives

- Encourage advanced research, writing, and presentation techniques using both primary and secondary sources.
- Complete a research project involving original research and an original thesis, and use of primary and secondary sources that in some cases will be a multi-disciplinary examination of the topic.
- Engage in small group discussions over challenging primary and secondary source readings, research, and writing topics.
- Address major issues and important interpretations in world history with the instructor and other honors students.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of later world history.
2. Students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to later world history to demonstrate historical understanding and cultivate social awareness.
3. Students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to later world history.

Content

Course Lecture Content

1. Introduction to the course
 - a. Defining history and historiography
 - b. Examining what historians study
 - c. Making contemporary connections
2. Transformations in Europe, 1500-1750
 - a. Culture and Ideas
 - b. Social and Economic Life
 - c. Political Innovations
 - d. Developments in Science
 - e. Environment and Technology: Mapping the World
 - f. Voices of the Age of Transformation such as Martin Luther, Galileo, and Margaret Cavendish
3. The Diversity of American Colonial Societies, 1530-1770
 - a. The Columbian Exchange
 - b. Spanish America and Brazil
 - c. English and French Colonies in North America
 - d. Colonial Expansion and Conflict
 - e. Women in the Americas
 - f. Environment and Technology: A Silver Refinery at Potosí, Bolivia, 1700
 - g. Race and Ethnicity in the Spanish Colonies
4. The Atlantic System and Africa, 1550-1800
 - a. Plantations in the West Indies
 - b. Plantation Life in the Eighteenth Century
 - c. Creating the Atlantic Economy
 - d. Africa, the Atlantic, and Islam
 - e. Environment and Technology: Amerindian Foods in Africa
 - f. Slavery in West Africa and the Americas
5. Southwest Asia and the Indian Ocean, 1500-1750
 - a. The Ottoman Empire, to 1750
 - b. The Safavid Empire, 1502-1722
 - c. The Mughal Empire, 1526-1761
 - d. Trade Empires in the Indian Ocean, 1600-1729

- e. Environment and Technology: Metal Currency and Inflation
- f. Women in the Islamic World
- g. Islamic Law, and Ottoman Rule
- 6. Eastern Eurasia, 1500-1800
 - a. Japanese Reunification
 - b. The Later Ming and Early Qing Empires
 - c. The Russian Empire Comparative Perspectives
 - d. Social Hierarchies, Marginalized Peoples, and Gender Relations
 - e. East Asian Perspectives such as Emperor Kangxi, Toyotomi Hideyoshi, and Tadano Makuzu
- 7. Revolutionary Changes in the Atlantic World, 1750-1850
 - a. Prelude to Revolution: The Eighteenth-Century Crisis
 - b. The American Revolution
 - c. The French Revolution
 - d. The New Science
 - e. Enlightenment Values, Politics of Inclusion and Exclusion
 - f. Revolution and Colonized Peoples
 - g. Voices of the Revolutionary Era such as Mary Wollstonecraft, Olympe de Gouges, and Thomas Paine
- 8. The Early Industrial Revolution, 1760-1851
 - a. Causes of the Industrial Revolution
 - b. The Technological Revolution
 - c. The Impact of the Early Industrial Revolution
 - d. New Economic and Political Ideas
 - e. Industrialization and the Nonindustrial World
 - f. Environment and Technology: The Origin of Graphs
 - g. Perspectives on the Industrial Era such as Adam Smith and the Division of Labor Nation
- 9. Building and Economic Transformation in the Americas, 1800-1890
 - a. Independence in Latin America, 1800-1830
 - b. The Problem of Order, 1825-1890
 - c. The Challenge of Economic and Social Change
 - d. Environment and Technology: Constructing the Port of Buenos Aires, Argentina
 - e. The Afro-Brazilian Experience
 - f. Voices of the Revolutionary Era such as Simon Bolivar
- 10. Africa, India, and the New British Empire, 1750-1870
 - a. Changes and Exchanges in Africa
 - b. India Under British Rule
 - c. Britain's Eastern Empire
 - d. Environment and Technology: Whaling
 - e. Ceremonials of Imperial Domination
 - f. Challenges to the Empire such as Lin Zexu as well as the Azamgarh Proclamation
- 11. Land Empires in the Age of Imperialism, 1800-1870
 - a. The Ottoman Empire
 - b. The Russian Empire
 - c. The Qing Empire
 - d. Territorial Expansion and Occupation
 - e. State Power and the Census
 - f. Challenging State Authority and Calls for Reform
 - g. Individual Perspectives such as Feng Guifen
- 12. The New Power Balance, 1850-1900
 - a. New Technologies and the World Economy
 - b. Socialism and Labor Movements
 - c. Nationalism and the Unification of Germany and Italy
 - d. The Great Powers of Europe, 1871-1900
 - e. Japan Joins the Great Powers, 1865-1905
 - f. Environment and Technology: Railroads and Immigration
 - g. Voices of the New Era such as Karl Marx and Friedrich Engels

13. The New Imperialism, 1869-1914
 - a. The New Imperialism: Motives and Methods
 - b. The Partition of Africa
 - c. Asia and Western Dominance
 - d. Imperialism in Latin America
 - e. Cultural Modernism
 - f. The World Economy and the Global Environment
 - g. Imperialism and Tropical Ecology
 - h. Activists, Disruptors, and Resisters
14. The Crisis of the Imperial Order, 1900-1929
 - a. Origins of the Crisis in Europe and the Middle East
 - b. The "Great War" and the Russian Revolutions, 1914-1918
 - c. Peace and Dislocation in Europe, 1919-1929
 - d. Rethinking Race and Reimagining Nations
 - e. Rights of Women
 - f. China and Japan: Contrasting Destinies
 - g. The New Middle East
 - h. Society, Culture, and Technology in the Industrialized World
 - i. Environment and Technology: Cities Old and New
 - j. The Middle East After World War I
15. The Collapse of the Old Order, 1929-1949
 - a. The Stalin Revolution
 - b. The Depression
 - c. The Rise of Fascism
 - d. East Asia, 1931-1945
 - e. The Second World War
 - f. The Character of Warfare
 - g. Environment and Technology: Biomedical Technologies
 - h. Women, the Family, and Community Activists
16. Striving for Independence: Africa, India, and Latin America, 1900-1949
 - a. Sub-Saharan Africa, 1900-1945
 - b. The Indian Independence Movement, 1905-1947
 - c. The Mexican Revolution, 1910-1940
 - d. Argentina and Brazil, 1900-1949
 - e. Environment and Technology: Gandhi and Technology
 - f. Famines and Politics
 - g. Activist Voices such as Vietnamese Nationalists Denouncing French Colonialism
17. The Cold War and Decolonization, 1945-1975
 - a. The Cold War Decolonization and Nation Building
 - b. Beyond a Bipolar World
 - c. Environment and Technology: The Green Revolution
 - d. Tensions in the Three-World Order
 - e. Race and the Struggles for Justice
18. Crisis, Realignment, and the Dawn of the Post-Cold War World, 1975-1991
 - a. Postcolonial Crises and Asian Economic Expansion, 1975-1991
 - b. The End of the Bipolar World, 1989-1991
 - c. The Challenge of Population Growth
 - d. Unequal Development and the Movement of Peoples
 - e. Technological and Environmental Change
 - f. Environment and Technology: The Personal Computer
 - g. The Struggle for Women's Rights in an Era of Global Political and Economic Change
19. Globalization at the Turn of the Millennium
 - a. Global Political Economies
 - b. Trends and Visions
 - c. Global Culture

- d. Environment and Technology: Global Warming
- e. The Age of Terror

Honors Content

The honors component of History 104 will encourage students to work above the survey level to explore issues in world history from the sixteenth century to the present with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and participating in discussions with the instructor and other honors students about the discipline of history. The topics to be covered in History 104H are the same as those covered in History 104. In addition, honors students will analyze current research and historical concerns in world history that focus on topics such as (but not limited to) global commerce, women and science, Islam in early modern Africa, imperialism in the Pacific, colonial identity, historical memory, public history, and Big History.

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions will enable students to analyze and interpret the primary and secondary source readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern world history. Discussion will cover such topics as the resistance to imperialism and the emergence of nationalist movements during and after World War II.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in modern world history. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Film/video Viewing and Discussion

Integration

Class lectures will be supplemented with excerpts from documentaries and films that provide additional perspectives and insights about events, cultures, and people in the latter half of world history. The instructor will facilitate a discussion and critical analysis of the film's themes and situate the film in the broader context of historical representations of the period under study. Documentaries and films could cover such topics as the British colonialism in India, the role of women in the French Revolution, the day in the life of a 19th factory worker, or the Tiananmen Square Massacre.

DE Adaptations for MOI

Instructor will supplement lectures by using the CMS to post films and other visual materials that recreate significant events in later world history and enhance student appreciation for the accomplishments of early civilizations. The films/documentaries will be made available using the CMS and will meet accessibility standards.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches to understanding modern world history, expand upon information provided in the assigned reading and visual materials, and provide the students with an organizational scheme with which to analyze the development of modern world history. Supporting visual materials may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips. Lectures will cover such topics as the Atlantic world system, the age of imperialism, World Wars I and II, national liberation movements of the 20th century.

DE Adaptations for MOI

Online lectures which cover key course content such as examining the major features of complex societies may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other

features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Projects

Integration

The instructor will both discuss in class and provide written instructions explaining the methods, sources, and goals for research projects to be done outside of class. The goal of these projects is for the students to acquire additional knowledge about a select topic in later world history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will guide this process throughout while aiding students in their acquisition of key historical skills. The instructor might choose to focus the student's attention to the perspectives and contributions of historically underrepresented groups (eg. religious minorities, female rulers, enslaved persons, etc.) to arrive at a deeper understanding of the various experiences of people in later world history.

DE Adaptations for MOI

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in later world history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will make an adjustment for accessibility needs.

Method

Reading

Integration

Instruction will be provided in how to analyze and interpret the chapters in the course text and the primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, people, and events in modern world history. Primary and secondary source analysis is also a vital tool used to teaching critical thinking skills including weigh conflicting opinions, sifting through information to identify the most pertinent information, identifying trends, etc. Readings will cover such topics as the formation of nation states, resistance to imperial authority, and the emergence of globalism.

DE Adaptations for MOI

Instruction will be provided via the CMS in how to analyze and interpret the chapters in the course text and the assigned primary and secondary source materials to assist the students. Students will upload their work to the CMS Assignment Portal. Instructor will respond to each assignment in the CMS assignment comments section. All reading materials and delivery methods must meet accessibility guidelines.

Method

Role Playing/Simulation

Integration

Role play and simulation assignments may be utilized to immerse students in historical periods, readings, and major problems to enhance student appreciation for, and understanding of significant people, events, and decisions from world history.

Method

Service Learning

Integration

Create a service learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading two articles related to historical preservation sites,

museology, the politics of the visual representation of history, or similar topics. Students will submit a 3-5 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed by an employee of the institution where they are volunteering. Students may wish to share the content of their reflection with this institution in the form of a lecture, presentation, or suggested action plan that the instructor and other students in the course are invited to attend.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion

Integration: Guided small group discussions in the honors course will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern world history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project

Integration: Service learning at history institutions, museums, or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Outside of Class Activities

Integration: Students will engage with academic inquiry and analysis of history topics by visiting a museum exhibition, interviewing an expert in the field, keeping a journal about assigned readings or writing assignments, going to a film screening, or attending an academic lecture at a nearby university or museum. These activities will encourage students to draw parallels between the past and contemporary society and provide a means of experiencing world history through a variety of media mediums beyond the classroom.

Methods of Evaluation

Method

Exams/Tests

Integration

Midterm and final exams may consist of short answer, multiple choice or true/false questions requiring students to demonstrate competence with factual information or essay questions that require students to analyze, evaluate, and synthesize information in response to subjects, questions, or problems in modern world history. Essays will be evaluated on the quality of their analyses and the evidence used to support their arguments. In exams and tests students will explain the significance of events such as the rise of nation-states, political revolutionary movements in the Atlantic World, new understandings of freedom, industrialization, women in the Enlightenment, the growth of nineteenth century scientific racism, anti-colonial movements in Asia and Africa, women's suffrage from a global perspective, civil rights movements of the 1960s and 1970s, and twentieth-century redress and reparations movements of historically marginalized communities.

DE Adaptations for MOE

Using the CMS testing or assignment features, the instructor will create midterm and final exams consisting of short answer identification questions regarding key people or events in world history, multiple choice or true/false questions requiring students to demonstrate competence with factual information, or essay questions that highlight a student's ability to analyze, evaluate, and synthesize information in response to subjects, questions, or problems in world history. Questions will focus on course objectives such as assessing the significance of decolonization, the Cold War, women's rights movements, and globalization in the development of the contemporary world. Students would be graded on organization, use of relevant evidence, and the quality of analysis. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All exams/tests must meet accessibility guidelines.

Method

Other

Integration

Students will be asked to identify important locations on world maps and to trace patterns of migration, trade, exploration, contact, and displacement that will help them discover basic geography, examine major exchanges between different parts of the world, and the politics and consequences of cross-cultural contact.

DE Adaptations for MOE

Additionally instructors may use the CMS to post map work assignments that require students to identify important locations (cities, states, empires, battles, ecological zones, bodies of land and water) and trace patterns of migration, trade, exploration, and exchanges of knowledge between different parts of the world that demonstrate an understanding of the development of modern world history. The use of maps and related websites should be accessible to all users. Alternative text will be provided for all images and feedback will be provided through the CMS.

Method

Papers

Integration

Short or extended essay assignments will require students to use primary and secondary source readings to investigate key themes in the development of modern world history. They will be graded on the organization and quality of their evidence, and their ability to analyze, compare, and contrast the ideas, people, and events under consideration. Papers will require students to analyze topics such as the impact of New World silver on global commerce, nationalism and evolving constructions of gender, the travel of indigenous peoples from the Americas to Europe, the political use of space by the Ottoman, Safavid, and Mughal Empires, environmental consequences of industrial development, impact of pandemics on marginalized communities, and the rise of terrorism.

DE Adaptations for MOE

The instructor will use the CMS to provide detailed instructions for short or extended essay assignments that will require students to use primary and secondary source readings to investigate key themes in the development of modern world civilizations. Topics for essay assignments will link back to course objectives such as investigating the influence of technology and economic development upon industrial and non-industrial societies. Papers will be submitted through the CMS assignment editor. They will be graded on the organization and quality of their evidence, and their ability to analyze, compare, and contrast the ideas, people, and events under consideration. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system in a timely fashion.

Method

Quizzes

Integration

Utilizing multiple-choice, true/false, fill-in, or short answer questions; quizzes are a useful way to evaluate what the students learned about people, ideas, and events in modern world history as presented in assigned readings, films, or web based resources.

DE Adaptations for MOE

The instructor will use the CMS to administer, grade, and post the results for quizzes that include multiple-choice, true/false, fill-in, or short answer questions to evaluate what students have learned about course objectives including the comparison of the major features of empires, nations, and cultures of later world history.

Method

Research Projects

Integration

A project to be completed outside of class will require the use of outside sources to research a question, problem, person, or event in modern world history that result in the production of an organized written response, multimedia project, or class presentation. The assignment will be graded on the evidence used to support the thesis and the quality of analysis. For the written response proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated. Research projects will require

students to analyze topics such as the influence of nineteenth century political ideologies, the three-world order, neo-colonialism, environmentalism, and redress and reparations movements.

DE Adaptations for MOE

The instructor will use the CMS to provide detailed instructions for a project which requires the use of additional sources of information to research a question, problem, person, or event in world history, resulting in the production of an organized written response or multimedia project. Research project topics will address course objectives such as examining the role of class, gender, ethnicity, and marginalized peoples in shaping societies and cultures in later world history. Papers will be submitted through the CMS assignment editor. The assignment will be graded on the evidence used to support the thesis and the quality of analysis. For the written response proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated. Web links to the college's online library resources will be provided. Instructor feedback will be provided in a timely manner through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers and multimedia projects will be assessed on clarity of argument and presentation, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, originality of argument, and quality of visual aids. Honors class discussions of supplemental readings or viewings will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned material. Service learning projects will be evaluated on the student's completion of the agreed upon number of volunteer hours as well as the quality of their reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course. Journal writings, oral histories, museum field trip assignments, and film discussions will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Collect academic resources from accredited, peer reviewed sources and write a 6-8 page research paper on an approved topic relating to later world history. All sources will be cited and formatted using one of the major citation styles such as MLA, APA, or Chicago style.

Sample essay prompt: Describe the multifaceted legacy of Hernán Cortés. Examine how he can be interpreted as both a national hero and a founding figure of a new nation and people (mestizos), as well as a potential antagonist embodying the negative aspects of Spain's engagement with the Americas and its indigenous civilizations.

Moreover, present your perspective on how modern Mexico and mestizos should regard Cortés more than 500 years after his arrival. Articulate whether he deserves veneration or condemnation in contemporary society.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Engage in an immersive role-playing experience such as Barnard College's Reacting to the Past series of projects. Take on roles of historical characters and debate important issues of the time period under study, such as women's rights, voting rights, religious tolerance and migration. For example, consider the time of the English Reformation of the 16th century. You as "historical actors" will be assigned a particular character (eg. Henry VIII, Catherine of Aragon, Anne Boleyn, etc.) or a particular faction (eg. clergy, nobility, commoner, etc.) to represent and ultimately convince England's "Reformation Parliament" to side with your group's interests.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of providing a written response, posting a video of or recording audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Using the CMS, post responses to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for in-class discussions on topics such as race, class, gender and ethnicity.

Sample discussion board prompt: Post a response where you list and explain what Karl Marx got "right" and what he got "wrong", (with regard to capitalism, communism, societies, standards of living, social reform, etc.)

Then, respond to the following: How should Marx be viewed in your opinion? Should he be praised as a prognosticator of things to come, or is he over-rated and over-hyped when taking into account all that he got wrong?

How assignment will be adapted in online format

Using the CMS, students post will respond to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for course discussions on topics such as race, gender and ethnicity. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read Mary Wollstonecraft's *A Vindication of the Rights of Woman*, and then in-class discuss the following: How does Wollstonecraft's argument connect to the broader revolutionary ideas of freedom and equality? In what ways did the French Revolution create opportunities for women and other marginalized groups to challenge their roles in society, and in what ways did it still fall short? Finally, how might Wollstonecraft's ideas still be relevant to modern discussions about gender and equality?

How assignment will be adapted in online format

Using the "Group" or "Break-out Room" function within the CMS, students will form small groups, read assigned materials or watch videos and then complete activities which will include dialoguing online with members of the same group and/or other groups. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Honors Assignments

Assignment

Complete all regular course requirements for History 104 where you will be graded according to the standards used for the rest of the class. Beyond that, complete the requirements of A). Then complete B) or C). Finally, assignments D), E), F), or G) below are optional and one or two optional assignments may be required at discretion of the instructor.

Assignment

A) Assigned readings beyond the scope of the regular section of History 104. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. In consultation with the instructor, students may select an academic journal article, chapter of a book, or primary source excerpt related to their research project for the Honors class to read, analyze, and discuss. Example readings could include *Pandora's Breeches: Women, Science, and Power in the Enlightenment* by Patricia Fara, *Guaman Poma: Writing and Resistance in Colonial Peru* by Rolena Adorno, *A Cultural History of Civil Examinations in Late Imperial China* by Benjamin Elman, *Innovation and Empire in Turkey: Sultan Selim III and the Modernisation of the Ottoman Navy* by Tuncay Zorlu, *Southeast Asia Under Japanese Occupation* edited by Alfred McCoy, and *Nicaragua: Living in the Shadow of the Eagle* by Thomas W. Walker. Students will either lead an Honors class discussion or write a one to two-page analysis of their selected reading. The discussion or written analysis will include a summary, critical analysis, and if appropriate, examination of how the reading informs the student's own research project.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors supplemental readings will facilitate discussion, encourage reflection, and help students prepare to complete their major research project for the course.

Justify how the assignment reflects the Engagement Core Value

Research projects can bring students into a community of people, other students, or scholars and they provide an authentic experience of engaging with them.

Assignment

B) A research project that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on primary sources, secondary sources, major interpretive books, and articles. Students will submit preliminary steps such as a proposal of their research topic, a description of their methodology, an annotated bibliography, thesis, and outline, in addition to their final research product selected from options B1), B2), or B3) below. A minimum of ten academic sources must be referenced in the project. The instructor may organize student peer reviews of the preliminary steps of the research project. Students will also submit a 250-word abstract of their work. Research project topics could include topics such as resistance in colonial Peru, the civil service exam in early modern China, Ottoman naval power, Mughal architecture, the Haitian Revolution,

social utopians, colonialism in Southeast Asia, the CIA and the Somoza family of Nicaragua, and global terrorism. The project can be presented in one of the following formats as described in B1, B2, and B3.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research project will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, and produce a final product of their research.

Assignment

B1) 9-12 page research paper, adhering to the guidelines listed above.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

B2) Multimedia project such as a 5-10 minute film or a graphic novel that adheres to the guidelines listed above.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

A multimedia project will require academic rigor comparable to a substantial paper, as well as comparable research skills. In addition, the multimedia project will require facility with digital technology.

Assignment

B3) Academic 3 x 5 poster suitable for presentation at an academic conference, adhering to the guidelines listed above.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

An academic poster requires academic research at a level of rigor comparable to a substantial standard research paper, with the addition of finding appropriate visual aids, making sensible and accurate figures (graphs, maps) and tables, and organizing information to be visually appealing and accessible.

Assignment

C) Create a service learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed by an employee of the institution where they are volunteering. Students may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

A service learning project will provide an Honors student with the opportunity to work within their community, apply their research knowledge, and connect their academic training with their real-world experience at the service learning institution.

Assignment

D) A 10-15 minute oral presentation of the final research project given to their fellow honors students or to the entire History 104 class. The presentation will include a visual aid (slides, a poster, or similar).

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Students will be expected to present to a group (either the honors section or the whole class). The students must present in a cogent, comprehensible, and accessible manner. This assignment will give students an experience of leadership as they introduce their topic, present their work, and answer questions from the audience.

Assignment

E) Interview an individual whose life or professional experiences relate to the subject matter of History 104H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their interview or oral history findings to the instructor or the class (i.e. a brief two to three page write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their findings fit in or challenge current historical perspectives.

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a professional in the field will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of the interview conducted.

Assignment

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Holistic Well-being

Justify how the assignment reflects the Holistic Well-Being Core Value

This assignment encourages metacognition and can help students clarify their thinking, commitment to ideas, and career goals. This can lead to greater satisfaction with the course materials, their own work in the course, and with the ideas explored in the materials. It can also allow students to come to better know themselves, thus promoting holistic well-being.

Assignment

G) A project outside regular class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 104H. The Getty Center, the Broad Museum, the Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, and the San Diego Museum of Art are all examples of museum locations in the Southern California that might be considered for this assignment. Other activities could include a film viewing such as The Battle of Algiers or attending an academic lecture at a local university or museum.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Field trips offer students a chance to learn history in academic spaces outside of the classroom, network with professionals in the field, and consider the real-world significance of their research.

Course Materials**Textbooks**

Von Sivers, P., Desnoyers, C., and Stow, G., (2025). Patterns of World History, Volume 2, 5th Edition, Oxford University Press. ISBN: 978-0197778784

Wiesner-Hanks, et. al. (2021). A History of World Societies, Volume 2, 12th edition, Bedford St. Martin's. ISBN: 978-1-319-30407-2

Judge, Edward H. and John W. Langdon (2015). Connections: A World History, Volume 2, 3rd edition Pearson. ISBN: 0133841391

Bentley, et. alia. (2014). Traditions and Encounters: A Global Perspective on the Past, Volume 2 from 1500 to the Present McGraw-Hill. ISBN: 0077504917

Bulliet, et, alia. (2019). The Earth and Its Peoples: A Global History, Vol II: Since 1500 Wadsworth Publishing. ISBN: 9781337401494

Reilly, Kevin (2016). Worlds of History, Volume II: Since 1400 Bedford/St. Martin's. ISBN: 1319042082

Dunn, Ross and Laura Mitchell (2014). Panorama: A World History McGraw-Hill. ISBN: 0073407046

Duiker, William J. and Jackson J. Spielvogel (2020). The Essential World History Volume II: Since 1500 Cengage. ISBN: 9780357026878

Rosenburg, C., Pollard, E., Adelman, J., (2021). Worlds Together, Worlds Apart, W.W. Norton and Company. ISBN: 9780393532043

Other Resources

Instructors should always supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following: Tom Kemp, Historical Patterns of Industrialization. 2nd ed. London, 1993. Prasenjit Duara, ed. Decolonization (Rewriting Histories). New York, 2004.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The study of later world history offers students the chance to explore how race, gender, ethnicity, and culture have interacted over the past 500+ years. The course is designed to incorporate diverse elements into both the content and assignments, encouraging students to study, research, and present on these topics. One of the stated goals of the course is to encourage students to compare the perspectives and contributions of historically underrepresented groups to arrive at a deeper understanding of the various experiences of people in modern world history. The course specifically emphasizes the roles and impact of women and historically marginalized groups through the use of primary sources which give voice these diverse perspectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of accessible reading materials and accessible films will supplement this class. The projects are written to allow students to choose topics that are of interest to them. Formative assignments are present the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will foster student-to-student interaction through both in-class and online discussions. During class meetings, students will engage in collaborative learning activities such as analyzing primary source documents—from explorers' journals to political

treatises—and debating major historical questions related to global transformations since 1500, including imperial expansion, revolutions, and industrialization. Online interactions will extend these conversations through discussion forums and small-group activities, allowing students to reflect more deeply on key themes and share perspectives across time zones and locales. In-class collaboration may also involve peer-review workshops or group debates, while online collaboration may include co-creating digital presentations or offering structured feedback on classmates' work. These activities are designed to encourage the exchange of ideas, strengthen historical analysis skills, and help students prepare for exams and major assignments.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate both in-class and online group discussions and activities. In the classroom, lectures will model sound historical thinking and analysis by demonstrating how historians interpret evidence such as travelers' accounts, political manifestos, and economic data from the period after 1500. Faculty will encourage students to draw connections between these sources and larger global developments, including colonization, cultural exchange, and the rise of modern nation-states. Online, faculty will extend this engagement by guiding discussion forums, moderating virtual group activities, and offering feedback on student interpretations of world historical themes. Feedback on assignments will be provided through video conferencing sessions, the course management system's grading tools, or individual meetings—ensuring that students receive timely and constructive guidance whether they are participating face-to-face or remotely.

Explain how the course will incorporate student-to-content interaction.

Students will engage with course content through a combination of primary and secondary sources, including travelers' narratives, political documents, and scholarly analyses that illuminate global developments since 1500. In class, faculty-led lectures supported by visual materials such as maps, timelines, and digital images will introduce major concepts, including cross-cultural encounters, the spread of empires, global trade networks, and the impact of revolutions. Online, students will interact with the content through curated films and documentaries that provide visual perspectives on world historical events, from the Columbian Exchange to decolonization movements, encouraging them to connect historical scholarship with lived experiences. Research projects—completed through library databases and digital archives—will give students the opportunity to independently investigate specific themes or regions in later world history.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will encourage students to consider how major events since 1500—such as global trade, empire-building, revolutions, and decolonization—continue to shape today's world. Both in class and online, students will reflect on the relevance of these themes to their own lives while developing critical thinking skills that transfer across disciplines and support future academic and career goals.

Key: 1824