

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

HIST 107 -WORLD HISTORY SINCE 1500

CIP Code: 54.0199

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**SCHOOL of BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
Fall 2024**

A. **TITLE:** World History since 1500

B. **COURSE NUMBER:** HIST 107

C. **CREDIT HOURS:** 3 Lecture Hours per Week for 15 Weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** GER 3 & GER 10

F. **SEMESTER(S) OFFERED:** Fall and Spring

G. **COURSE DESCRIPTION:**

This course offers a general survey of modern world history since 1500. Using a global perspective, this course examines the intellectual, economic, political, social, and cultural forces that have linked and shaped the major world societies since 1500. Topics to be covered include: the development of global trade and new economic models; European expansionism; social and political revolutions in Europe, the Americas, and Asia; the development of modern political institutions; global conflict; decolonization; and the social and cultural interactions of people across national boundaries.

H. **PRE-REQUISITES/CO-REQUISITES:** None

I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>GER 3</u>	<u>GER 10</u>	<u>ISLO & Sub-Sets</u>
a. Demonstrate knowledge of a broad outline of world history		1	
b. Identify the distinctive features of the history, institutions, economy, and culture of non-Western civilizations		2	4 [GL]
c. Analyze the development of global economic networks over time and historical patterns of economic power	2	2	4 [GL]
d. Analyze the development of global cultural networks over time and the role of race, gender, and class in the development of these networks across time and space	1		4 [GL]
e. Analyze the motives and outcomes of colonial independence movements in Latin America, Africa, and Asia in world history	3	2	

GER 3

Students will demonstrate:

1. describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
2. analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
3. apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

GER 10

Students will demonstrate:

1. demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
2. demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** No

K. **TEXTS:** To be determined by the instructor

L. **REFERENCES:**

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- Hunt, Michael. *The World Transformed: 1945 to the Present*. New York: Oxford University Press, 2013.
- Boahen, A. Adu. *African Perspectives on Colonialism*. Baltimore, MD: The Johns Hopkins University Press, 2008.
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- Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. New York: W.W. Norton, 2011.
- Chaudhuri, K. N. *Asia before Europe: Economy and Civilization of the Indian Ocean from the Rise of Islam to 1750*. Cambridge: Cambridge University Press, 2000.
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M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A -F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:
Exams • Quizzes • Assignments • Participation/Discussion • Debates • Presentations

P. DETAILED COURSE OUTLINE:

- I. New Global Patterns, 1500-1750
 - A. Global Trade Networks
 - B. The Americas and the Columbian Exchange
 - C. Africa, the Atlantic System and Slavery

- D. Reformation and European State Building
 - E. Muslim Empires
 - F. Ming and Qing Dynasties in China
 - G. Tokugawa Japan
- II. Age of Revolution, 1750-1850
 - A. Scientific Revolution and Enlightenment
 - B. Atlantic Revolutions
 - C. Industrial Revolution around the World
 - D. Revolution in Latin America
 - E. Reform and Revolution in Europe
- III. Toward a Modern World, 1800-1914
 - A. State Building in the Americas
 - B. Imperialism and Africa
 - C. East Asia Confronts the West
 - D. Imperialism and India
- IV. An Era of Global Conflict
 - A. World War I
 - B. Russian Revolution
 - C. Revolutions in Latin America and Asia
 - D. World War II and Modern Dictatorship
 - E. East and West in the Cold War
 - F. Independence and Decolonization in Africa, Asia, and the Middle East
 - G. Globalization

<u>Course Student Learning Outcome [SLO]</u>	<u>GER</u>	<u>Assessment Tool</u>
a. Demonstrate knowledge of a broad outline of world history	GER 10: demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world	
b. Identify the distinctive features of the history, institutions, economy, and culture of non-Western civilizations	GER 10: demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.	
c. Analyze the development of global economic networks over time and historical patterns of economic power	GER 3: analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; GER 10: demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.	Students will write an essay examining the development of the economic patterns of old imperialism, new imperialism, and neo-colonialism in world history with a focus on dynamics of power, privilege, oppression, and opportunity.
d. Analyze the development of global cultural networks over time and the role of race, gender, and class in the development of these networks across time and space	GER 3: describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;	Students will answer an exam question analyzing the social and economic structure of an empire and the role of race, class, and gender in the development of these structures.
e. Analyze the motives and outcomes of colonial independence movements in Latin America, Africa, and Asia in world history	GER 3: apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action. GER 10: demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.	Students will write an essay examining the motives and outcomes of at least one colonial independence movements in terms of rights, access, equity, participation and social justice.