

NMR

UC 12188 12F

APPROVED DEC - 5 2012

CBM003 ADD/CHANGE FORM

Undergraduate Council  
 New Course  Course Change  
 Core Category: Lang/Phil/Culture Effective Fall 2014

or  
 Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2013

1. Department: History College: CLASS
2. Faculty Contact Person: Ramos Telephone: 33116 Email: raramos@uh.edu
3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title: HIST / 3380 / World Civilization Since c.e. 1500
  - Instructional Area / Course Number / Short Course Title (30 characters max.): HIST / 3380 / WORLD CIV SINCE 1500
  - SCH: 3.00 Level: JR CIP Code: 54.0101.00.01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
 If Yes, please complete:
  - Instructional Area / Course Number / Long Course Title: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
  - Course ID: \_\_\_\_\_ Effective Date (currently active row): \_\_\_\_\_
6. Authorized Degree Program(s): BA
  - Does this course affect major/minor requirements in the College/Department?  Yes  No
  - Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
  - Can the course be repeated for credit?  Yes  No (if yes, include in course description)
7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
HIST / 3380 / World Civilization Since c.e. 1500
  - Course ID: 25873 Effective Date (currently active row): 8112003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr: 3. (3-0). Prerequisites: junior standing or consent of instructor and ENGL 1304. Description (30 words max.): An overview of the interactions among seven major cultural traditions (Judeo-Christian, Graeco-Roman, Indian, Chinese, African, Islamic, American Indian) from c.e. 1500.
10. Dean's Signature: \_\_\_\_\_ Date: 10/15/12  
 Print/Type Name: Sarah Fishman

RECEIVED OCT 19 2012 M.M.

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Thomas F. O'Brien

Telephone: 7137433099

Email: tobrien@uh.edu

Dean's Signature: \_\_\_\_\_

Date: 09/10/12

Course Number and Title: HIST3380 World Civilization Since c.e. 1500

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will be able to demonstrate a familiarity with the major World civilizations. \*Students will be able to analyze primary sources and use these sources as evidence to support their understanding of historical events as well as cultural ideas, values, and beliefs. \*Students will be able to identify, evaluate, and appropriately cite online and print resources. \*Students will be able to communicate effectively their understanding of patterns, processes, and themes in the history of World civilizations especially the processes of globalization.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

#### Critical Thinking:

Students are required to write two online 1,000 word analytical <sup>ESSAYS</sup> essay, based on assigned readings. At least one of those assignments focuses on primary sources. For the primary source assignment students will use the source as evidence for a wider argument on the ideas, values and beliefs of the culture that produced that work. For example the primary source readings providing a defense of the Levellers in the English Civil War students would be asked to discuss the dynamics of social and economic change in England that produced movements like the Levellers or to discuss the roots of the world view and how that view might be reflected in modern political social thought. For questions dealing with second sources students are asked to discuss the principal arguments laid out by the author and how they relate to a major topic within the course such as globalization.

#### Communication Skills:

In the 1,000 word essays above, students will demonstrate their ability to communicate effectively.

#### Empirical & Quantitative Skills:

[Click here to enter text.](#)

#### Teamwork:

[Click here to enter text.](#)

#### Social Responsibility:

In the same essays as above, students will explore issues of social responsibility.

#### Personal Responsibility:

In the same essays as above, students will explore issues of personal responsibility

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: \_\_\_\_\_

*Maery*  
\_\_\_\_\_

**WORLD CIVILIZATIONS**  
Agnes Arnold Hall 546  
Website: Blackboard Learn 9  
Email: Blackboard Learn 9

<u>Session/ Dates</u>	<u>Assignment</u>	<u>Readings</u>
I	Introduction	
II	The World As It Was	Chaps 1:1-99 Reader: 1-40
III	The World As It Was II	
IV	The Early Modern World: Disease & Death	Chap 2:129-200 Reader: 53-97
V	Trading Empires	Chap 3: 201-67; 280-98 Reader: 99-145
VI	Spain in the Americas	Chap 1: 99-127 Reader: 41-51
10/06 10/13 10/14	ONLINE ESSAY MID TERM EXAM EXTRA CREDIT ESSAY	
VII	Age of Revolutions	Chap 5: 469-538 547-54 Reader: 189-234
VIII	Age of Imperialism	Chap 4: 351-402 Reader: 159-79
IX	The Crisis of Modernity: Communism & Fascism	Chap 5: 554-68 581-629 Reader: 253-76
X	National Liberation	Chap 4: 403-67 Reader 181-88

XI	America & Empire	Chap 5: 538-541 665-87
XII	Globalization	Chap 7: 763-826 Reader: 277-87 389-464
XIII	Summary	
12/08	ONLINE ESSAY	
12/09	EXTRA CREDIT ESSAY	
12/15	FINAL EXAM	

**Student Learning Objectives:**

Students will be able to demonstrate a familiarity with the major World civilizations and the process of globalization.

Students will be able to analyze primary sources and use these sources as evidence to support their understanding of historical events as well as cultural ideas, values, and beliefs.

Students will be able to identify, evaluate, and appropriately cite online and print resources.

Students will be able to communicate effectively their understanding of patterns, processes, and themes in the history of Western civilizations and the principal aspects of globalization.

**Videos:** The video lectures can be accessed online through the course website on University's Blackboard Learn 9system. All the lecture videos are also available on YouTube at: [http://www.youtube.com/view\\_play\\_list?p=997BB116C70F363A](http://www.youtube.com/view_play_list?p=997BB116C70F363A). If you have any problem accessing the specific site you can search for it on the general link for UH lectures at: <http://www.youtube.com/uhouston>

**Examinations:**

The first exam covers sessions I through VI. The second exam covers sessions VII through XIII. Each exam is 75 minutes in length.

The first exam will cover sessions I through VI. note: each session consists of two 75 minute tapes i.e. session I = tapes 1&2 etc *EXCEPT SESSION XIII WHICH CONSISTS OF ONE 75 MINUTE TAPE*. The second exam will cover sessions VII through XIII. Makeups are

available only to students with documentable medical or personal emergencies. Business commitments, vacations etc. do not necessarily qualify you for a makeup exam. Both examinations are essay exams. Each exam consists of two questions. You must answer one of the two questions. *The answer to the question you choose must include information drawn from the Assigned Readings.* Exams which do not demonstrate a knowledge of the readings will be reduced by **TEN POINTS**. Do not bring books or papers to the exams. The exams account for 70% of your grade.

**Examination Times & Locations:** The dates and times for the exams are as follows: Midterm: Saturday October 13, 10:00 to 11:30 a.m. Final: Saturday December 15, 10:00 to 11:30 a.m. Both the midterm and final exam will be administered through the Electronic Testing Center (ETC) on the first floor of the Agnes Arnold building. **You Must have a reservation made prior to the test date in order to be admitted.** You should go on the course site on Blackboard Learn 9 and click on the link to get all of the details regarding the use of the ETC, especially the requirements for reserving your spot.

**Online Essays:** You are required to answer two online essay questions beginning Saturday October 6 and the second beginning Saturday December 8. The question will be available for a 24 hour period beginning at 7:00 a.m. You will have one hour from the time you open the question to write one 1,000 word essay answering the question. Once you open the question you must complete your answer in no more than 60 continuous minutes. **BE SURE TO SAVE AS YOU ARE ANSWERING THE QUESTION.** The questions will be drawn from the assigned articles in the textbook and the reader. The questions will essentially ask you to write a critical analysis of the article, identifying and discussion the main arguments and interpretations of the piece or to analyze the historical context and implications of the document.

**Extra Credit** There will be two online extra credit essays. **You can earn a Maximum of 2.5 points toward your final grade by answering each essay question , in other words a total of 5 points toward your final grade.** The format and rules for answering these questions are the same as for the required essays **EXCEPT THAT THE QUESTIONS FOR BOTH ESSAYS WILL COME ONLY FROM THE READER.** The extra credit question will appear beginning Saturday October 6 and the second beginning Sunday December 9. The question will be available for a 24 hour period beginning at 7:00 a.m. the first day and ending at 7:00 a.m. the second day. You will have one hour from the time you open the question to write one 1,000 word essay answering the question. Once you open the question you must complete your answer in no more than 60 continuous minutes. **BE SURE TO SAVE AS YOU ARE ANSWERING THE QUESTION.** The questions will be drawn from the assigned articles in the *the reader*. The questions will essentially ask you to write a critical analysis of the article, identifying and discussion the main arguments and interpretations of the piece or to analyze the historical context and implications of the document. You must have read and be familiar with all readings through Session VI for the first essay and Sessions VII through XII for the second essay. Your answer must clearly reflect a knowledge of the article (citing specific facts, opinions etc. from the article.) **You**

must NOT use outside readings to answer these questions. Answers that use outside readings will be assigned a grade of 0.

Readings:

Nunn McGinty. Global History Reader. Nunn McGinty Publishing, 2012

Diane & Thomas O'Brien. Themes in Global History. Nunn McGinty Publishing, 2012.

The two books are ebooks that are available at the following publisher's website:

[www.nunnmcginty.com/worldhist/uh](http://www.nunnmcginty.com/worldhist/uh). The two books appear under a single title Perspectives in Global History. The ISBN is 978-1-60803-026-2. *For specific instructions for accessing the books go to the course homepage on Blackboard Learn 9 and click on the folder "EBook Access"*

Reading Assignments: Reading assignments which are listed on the right hand side of the syllabus are of two types. Assignments from the textbook list a chapter number and then the specific page numbers. Assignments from the Global History Reader appear as "Reader " with page citations.

You must have read and be familiar with all readings through Session VI for the first essay and Sessions VII through XII for the second essay. The two essay answers will account for 30% of your final grade. Your answer must clearly reflect a knowledge of the article (citing specific facts, opinions etc. from the article.) You must NOT use outside readings to answer these questions. Answers that use outside readings will be assigned a grade of 0.

Study Questions

What follows are a series of sample questions that will help you to focus on key points for the mid term and the final. *They are not necessarily the questions that will appear on the exams! Nor do the questions limit the scope of the material to be covered in the exam. For example, the cases specified in the sample questions may not be the cases that are used in the actual exam questions.*

Mid Term

- 1 Discuss the role of religions (specifically, Buddhism, Hinduism, Christianity and Islam) in the development of premodern societies.
2. Discuss the social and economic characteristics of premodern societies.
3. Write an essay tracing the development of epidemic diseases and their effects on human history from ancient times through the twentieth century.
4. What were the factors that led to the development of trading empires and what were the principal features of the the Hapburgs, Ottomans, Portuguese and Dutch empires?
5. Discuss the rise of the Spanish empire in the Americas and its effects of the global economy in terms of the rise of piracy and the price revolution in Europe.



**Final**

1. Write an essay discussing how the rise of capitalism and the attempts of monarchial governments to centralize the powers of the state contributed to the coming and process of the English and French Revolutions.
2. Discuss the factors that contributed to the rise of the European colonial empires and the principal characteristics of those empires in Africa, India and China.
3. Compare and contrast Communism in Russia and China with Fascism in Germany and Japan in terms of causes of these movements, the goals of their leaders and the effects which these regimes had. In particular, to what extent did these movements represent a reaction to modernization?
4. Write an essay tracing the collapse of the European empires, and the rise of independent nation states after World War II.
5. Discuss the attempts by American corporations, foundations, and the federal government to "Americanize" Latin America in the twentieth century, and the ways in which Latin Americans have responded to those attempts during that same period.
6. Write an essay discussing the process of globalization in the late twentieth century and reactions to globalization around the world.