

HIST 3B: WORLD HISTORY FROM 750 CE TO 1750 CE

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area IV: Social & Behavioral Sciences
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Analyze broad patterns of change within and between societies in different world regions over time.
- Explain the various ways (cultural, economic, political, etc.) that peoples and societies relate and interact with each other within different world regions.

Description

Survey of world civilizations focusing on the increasing encounters between the world's peoples, cultures, and civilizations. Focus on the constructive and destructive impacts of interactions of civilizations in Europe, Africa, Asia, the Americas, and Oceania.

Course Objectives

The student will be able to:

- Explain patterns of development and change within societies and world regions, emphasizing the interactions of societies across political and geographical boundaries
- Identify the influence of and the impact on race, gender, class, and ethnicity of developing cultures in different world regions
- Identify the influence of geography, climate, and biology on interactions between societies in different world regions
- Analyze human interactions between societies, including warfare, trade, cultural exchange, colonization, and migration
- Compare political, economic, social, and cultural structures of world societies and assess similarities and differences
- Evaluate the significance of major scientific, technological, philosophical, and theological developments on societies in different world regions
- Analyze primary and secondary sources and construct theses and criticism using appropriate details and examples for support

Course Content

- Early hemispheric exchange
 - East Asia
 - Song Dynasty
 - Technological and economic influence on Eurasia
 - Japan, Korea, and Vietnam
 - Expansion into Oceania
 - Islamic world
 - Abbasid Empire
 - Schism within Islam
 - Muslim impact on India, Anatolia, Africa, and Europe
 - Scientific innovation
 - Mongols, Turks, and rise of Ottoman Empire
 - Consolidation in Europe
 - Spread of Christianity
 - Schism within Christianity
 - Russian expansion
 - France monarchical consolidation
 - Holy Roman Empire
 - Serfdom, Feudalism, and Manorialism
 - Spread of Vikings
- Expansion of Mongol Empire
 - Pastoral society
 - China
 - Persia
 - Russia
 - Mongol network and economic, cultural, and diplomatic exchange
 - India
 - Social impact of Hinduism and Islam
 - Expansion of Indian Ocean trade network
 - Competing kingdoms
 - Africa
 - Trade empires
 - Ghana
 - Mali
 - Songhai
 - Swahili city-states
 - Islam and Christianity conflict with African traditional religions
 - American civilizations
 - Toltecs
 - Mexica (Aztecs)—growth of empire
 - Inca—growth of empire
 - Oceania
 - Australian nomadic societies
 - New Guinea and New Zealand societies
 - Micronesia and Polynesia
 - Oceanic trade
 - Early global exploration and trade
 - Viking settlement in North America
 - Trans-Mediterranean trade
 - West African and European kingdoms
 - Crusades as economic and cultural exchange
 - Trade between Islamic states

- iii. Chinese reconnaissance in the Pacific
- iv. European exploration and trading posts
 - 1. West Africa
 - 2. India
 - 3. Indonesia
- i. The Atlantic world
 - i. Exploration of the Americas
 - ii. Colonization by Spain
 - iii. African slave trade
 - iv. Further western European exploration and colonization
 - v. Colombian exchange
- j. European state system
 - i. Protestant Reformation impact on European states
 - ii. Trade and capitalism
 - iii. Rise of absolute monarchies
 - iv. Scientific Revolution—new mode of thinking
 - v. Enlightenment—new political thinking
- k. American colonization—patterns of conquest
 - i. New Spain and mestizaje
 - ii. New France and New Netherlands and trade relations
 - iii. English colonies and exclusion
 - iv. Portuguese Brazil and slavery
 - v. Native consolidation and resistance
- l. The Pacific world
 - i. European exploration in Polynesia and Oceania
 - ii. Consolidation of island kingdoms
- m. Political stabilization in East Asia
 - i. China
 - 1. Ming Dynasty
 - 2. Qing Dynasty
 - ii. Unification of Japan
 - 1. Tokugawa Shogunate
- n. Islamic empires
 - i. Mughal India
 - ii. Ottoman decline

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online section, students and faculty need ongoing and continuous internet and email access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class discussion
 Research project, including primary and secondary sources analysis
 Essay exams, including a written final

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture

Discussion
 Oral presentations
 Analysis of video and internet resources

Representative Text(s) and Other Materials

Bentley, Jerry, and Herbert Ziegler. Traditions and Encounters: A Global Perspective on the Past, 7th ed.. 2021.

Pollard, Elizabeth, and Clifford Rosenberg. Worlds Together, Worlds Apart: A History of the World: From the Beginnings of Humankind to the Present, 6th ed.. 2021.

Wiesner-Hanks, Merry. History of World Societies, 12th ed.. 2021.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- a. Reading of textbook and relevant primary and secondary sources
- b. Writing prompts requiring historical analysis and synthesis
- c. Research project requiring locating and evaluating legitimate historical sources

Discipline(s)

History