COURSE OUTLINE

HIS 113

World History Since 1500

Course Number

Course Title

Credits

Hours: lecture/laboratory/other (specify)

Catalog description:

Survey of world history from 1500 to the present, examining the development of societies in Asia, Europe, Africa, the Americas, and Oceania. Charts the development of individual societies in the Modern Age by focusing on interactions among diverse cultures and the driving forces of changes such as industrialization/technology, nationalism and colonization/de-colonization.

Prerequisites: None

Corequisites: None

Prerequisites: None

Corequisites: None

Required texts/other materials:


Last revised: Spring 2013

Course coordinator: (Name, telephone number, email address) Padhraig Higgins, higginsp@mccc.edu, ext. 3495

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc.)

Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
Course Competencies/Goals:

The student will be able to:
1. Read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. Analyze and interpret primary sources and use them as evidence to support historical arguments.
3. Identify and describe the significance of major figures, ideas, and events of World history.
4. Describe and analyze the context of major movements, trends, and developments in World history.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Examinations and Required Work: Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students. History courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments
• Textbook as well as primary documents should be clearly assigned to the students.
Exams & Quizzes
• At least (2) one-hour exams
• A Final Exam
• Exams should include at least a short essay component.

Writing Assignments (to access discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives-written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy)

• At least two (2), but preferable (3), writing assignments.
• At least one (1) assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project.
• Length of the essays may be determined by the instructor; short (e.g., two page) essays are acceptable.

Units of study in detail.

Introduction to the Scope and Sources of World History
Learning Objectives:
• Understand the importance of understanding World History.
• Demonstrate an understanding of the periodization and chronology of the course.
• Identify primary vs. secondary sources and discuss the uses and limitations of each.

Unit I: Exploration and Global Connections
The student will be able to:

• Discuss the characteristics that distinguish the making of the Early Modern World. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Assess technological and cultural preconditions to European exploration. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Discuss the effect of the Columbian exchange on the Old and New Worlds. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Analyze European attitudes toward New World peoples and culture. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the Letters of Columbus. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit II: European Reformations and State-Building
The student will be able to:

• Explain the social and religious background of the Reformation and trace the course of the Lutheran Reformation in Germany. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Discuss the Catholic Counter-Reformation and the religious warfare and social and political strife engulfing Europe. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Evaluate the causes and effects of the Thirty Years’ War. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Identify the causes and long-term consequences of the English Civil War. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)

• Understand the process of state-building and the rise of theories of absolutism. (Course Competencies 3 & 4; Gen Ed Goal 7)

• Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, including, but not limited to Martin Luther, *Sermon at the Castle Pleissenburg* and James I on *The Divine Right of Kings*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

### Unit III: Tradition and Change in East Asia

The student will be able to:

• Describe in general terms the population, agriculture, and commerce of Ming and Qing China. (Course Competencies 2 & 4; Gen Ed Goal 7)

• Explain the role of Scholar-bureaucrats and the examination system under the Qing dynasty. (Course Competencies 3 & 4; Gen Ed Goal 7)

• Analyze the Confucian tradition and new cultural influences that transformed this tradition. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)

• Discuss the unification of Japan under the Tokugawa Shogunate. (Course Competencies 2 & 4; Gen Ed Goal 7)

• Describe the life and role of the urban samurai and the Tokugawa "Great Peace". (Course Competencies 3 & 4; Gen Ed Goal 7)

• Discuss the role of China in Korean and Vietnamese history. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)

• Evaluate the influence of Christianity and cultural encounters with Europeans on East Asia. (Course Competencies 3 & 4; Gen Ed Goal 7)

• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to *Manifesto of Accession as First Ming Emperor*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

### Unit IV: Islamic Empires

The student will be able to:

• Explain Ottoman, Safavid, and Mughal state organization. (Course Competencies 2 & 4; Gen Ed Goal 7)

• Describe and compare Ottoman, Safavid, and Mughal society and culture. (Course Competencies 3 & 4; Gen Ed Goal 7)

• Analyze the networks of world trade in the Indian Ocean and the importance of this trade to the Islamic empires. (Course Competencies 3 & 4; Gen Ed Goal 7)

• Discuss the ways in which religious diversity created challenges to the rule of the empires. (Course Competencies 3 & 4; Gen Ed Goal 7)

• Outline the course of early European impingement on the Islamic world. (Course Competencies 2 & 4; Gen Ed Goal 7)

• Describe in general terms the Islamic periphery in Central and Southeast Asia. (Course Competencies 3 & 4; Gen Ed Goal 7)

• Discuss the patterns of cultural patronage of the Islamic Emperors. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)

• Explain the deterioration of imperial leadership from the sixteenth to eighteenth centuries. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)

• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Sidi Ali Reis, *Mirat ul Memalik*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

### Unit V: New World Empires
The student will be able to:

- Describe the process of economic and cultural exchange during this period. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
- Analyze the effects of European expansion and conquest. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Explain the ideas of the relationships between state and economic theories, such as Mercantilism. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Outline the Spanish conquest of the Americas. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Discuss the organization of labor and commerce in the Spanish Empire. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Outline the establishment of the Portuguese colony of Brazil. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Trace the establishment of French and British colonies in the Americas. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Bernal Díaz del Castillo's *The True History of the Conquest of New Spain*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

**Unit VI: Africa and the Atlantic Slave Trade**
The student will be able to:

- Outline the spread of Islam and Christianity in early modern Africa. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Discuss the impact of the incursion of Europeans in Africa before 1800. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Analyze the role of trade in the formation and dissolution of empires in Central and West Africa. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Compare and contrast forms of slavery in Africa and in the Americas. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Understand the rise of the Atlantic World and centrality of the Slave trade and slave labor to the emergence of this new economic, political, and cultural configuration. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Discuss the transatlantic slave trade, Africa's role in it, and the impact of the trade on Africa. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Describe the development of the plantation system and the uses of African slave labor in the Americas. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Discuss the experience of the African Diaspora. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Olaudah Equiano’s *Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

**Unit VII: Scientific Revolution and Enlightenment**
The student will be able to:

- Describe the broad historical preconditions and environment leading to Copernicus's theoretical explorations. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
- Analyze the effects of science on the social and philosophical order. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Explain the development of scientific methods, disciplines, and standards. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Understand the influence of the Scientific Revolution on the Enlightenment and be able to explain what the idea of Enlightenment encompasses. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Analyze the ideas of the leading philosophers. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Assess the broader influence of Enlightenment ideas on European society and the social and cultural contexts in which these ideas were encountered. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Examine the centrality of understandings of gender and race to Enlightenment ideas. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from the Enlightenment, including, but not limited to Galileo Galilei, Letter to the Grand Duchess Christina and Voltaire’s Candide. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit VIII: Atlantic Revolutions
The student will be able to:

• Outline the course of resistance and revolution in the British North American colonies. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Relate the ideas of the Enlightenment to the crisis in Old Regime politics and society. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Explain the short- and long-term causes of the French Revolution. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Understand the chronology of the French Revolution and key events from 1789 to 1799. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Assess the role of culture and gender in the course of the French Revolution. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Understand the international context of the French Revolution and compare it to other revolutionary movements during this period. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Assess the rise of Napoleon and his impact on the Revolution and broader European politics. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Describe the Wars of Liberation in Latin America, and Brazil's peaceful move toward independence. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Summarize the history of the Abolitionist movement and the demise of transatlantic slavery. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the Declaration of Independence and the Declaration of the Rights of Man and the Citizen. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit IX: Industry, Ideology, and their Global Impact
The student will be able to:

• Assess the conditions favoring an Industrial Revolution in Britain. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Understand the spread and social impact of the Industrial Revolution. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Describe the key technological innovations of the period as well as the cultural context of these innovations. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Evaluate the impact of the Revolution on the emerging class of factory workers and ways in which gender and class shaped Industrial society.  (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Analyze the global impact of the industry and the relation between Empire and Industrialization. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Explain the various ideologies that emerged during the nineteenth century, such as liberalism, socialism, conservatism, and nationalism. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Understand the goals of the Congress of Vienna and the new European order that emerges after 1815. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Examine the political consequences of new ideologies in the various nationalist and liberal movements from 1820-1846. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Describe the process of national unification in Italy and Germany between 1848 and 1871. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to John Stuart Mill, On Liberty and Karl Marx, The Communist Manifesto. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit X: Nation Building in North and South America
The student will be able to:

• Describe some of the major problems Latin Americans faced following the wars of Independence. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Examine the process of state-building in the Americas through a focus on westward expansion and civil war in the United States, the Mexican-American War, and the consolidation and expansion of Canada. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Discuss the factors leading to an economy of dependence. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Trace the emergence of authoritarian regimes in Argentina. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Analyze the causes and consequences of revolution in Mexico. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Discuss slavery in Brazil and its abolition and describe the building of a non-slave economy in Brazil. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Simón de Bolívar, Message to the Congress of Angostura. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit XI: Confrontation and Adaptation in Eastern and Southern Asia
The student will be able to:

• Describe the decline and fall of China's last dynasty. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Analyze the origins and impact of the Opium trade on China. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Discuss the Taiping Rebellion the rise of the "self-strengthening" movement. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Outline the impact of British rule in India, the consequences of the 1857 rebellion, and the rise of Indian nationalism. (Course Competencies 3 & 4; Gen Ed Goal 6)
• Explain the causes and consequences of the overthrow of the Tokugawa Shogunate and the rise of a modernizing state in Japan. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Compare and contrast the reactions of Japan, China, and India to Western incursions. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Lin Zexu’s *Letter to Queen Victoria*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

**Unit XII: Global Empires in West Asia and Africa**

The student will be able to:

• Understand the causes of European Imperial expansion during this period. (Course Competencies 3 & 4; Gen Ed Goal 6)
• Discuss the process of reform and rebellion in the Ottoman Empire, including the Tanzimat and the Young Turks. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Explain the rise of Arab nationalism in West Asia. (Course Competencies 2, 3 & 4; Gen Ed Goal 7)
• Describe the economic, religious and racial ideologies that underpinned European imperialism and analyze the consequences of empire. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Analyze the character of European imperialism in a variety of contexts. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the *Tanzimat Rescripts*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

**Unit XIII: The Great War and Russian Revolutions**

The student will be able to:

• Explain the immediate origins and course of World War I. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Discuss the causes and consequences of the Bolshevik Revolution in Russia. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Analyze the Versailles Treaty and its legacies. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Analyze the experience on the Home Front and the ways in which the war impacted women. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Erich Maria Remarque’s *All Quiet on the Western Front*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

**Unit XIV: The Interwar Years: Anxieties and Ideologies**

The student will be able to:

• Examine the economic and political disorder in the post-Great War years. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Analyze the Soviet Union’s far-reaching political and economic experiment. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Discuss Fascism in Mussolini’s Italy. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Describe the Weimar Republic’s efforts to create a stable, democratic Germany. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Explain factors contributing to the Great Depression. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Compare the coalition governments of the Right and the Left in the National Government of Britain and the Popular Front of France. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Summarize the Nazi seizure of power in Germany and its effects. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Discuss central economic planning in Italian Fascist "corporatism" and the Soviet Five Year Plans. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Discuss the consolidation of Soviet power, and planned industrialism, agricultural collectivization, and purges in the Soviet Communist Party and army under Stalin. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Benito Mussolini’s What is Fascism? (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit XV: World War II and the Holocaust
The student will be able to:

• Outline the long-term and immediate causes of World War II. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Describe the main events and battles of the war. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Analyze Nazi racism and the Holocaust. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Compare the impact of the war on the different peoples of Europe, with particular attention to minorities. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Discuss wartime diplomatic relations and plans for the postwar world. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Primo Levi’s Survival In Auschwitz. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit XVI: The Cold War in Global Context
The student will be able to:

• Analyze the origins of the Cold War and the division of Europe into rival eastern and western blocs. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Outline significant Cold War conflicts, including the Three Crises of 1956, the Cuban missile crisis, and the Korean and Vietnam wars. (Course Competencies 3 & 4; Gen EdGoals 6 & 7)
• Discuss the process of decolonization. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Summarize political and economic developments in western Europe, particularly the emergence of the European Union. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Describe the revolutions of 1989, the collapse of the Soviet Union, and civil war in Yugoslavia. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Winston S. Churchill, "Iron Curtain Speech" or the Constitution of Japan. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit XVII: Upheavals in Asia, 1945- Present
The student will be able to:

• Analyze the course of independence and partition on the Indian subcontinent. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Discuss the successive Nationalist and Communist unifications of China. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Explain the causes and consequences of China's republican revolution and the ideological ferment of the May Fourth Movement. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Describe Japan's economic growth, the rise of political parties, and the rise of militarism in the 1930s. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Discuss Taiwan’s relationship with mainland China. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Identify the factors contributing to Taiwan’s rapid industrialization. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Describe the shift from government by generals to government by the people in South Korea. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Discuss the wars in Vietnam and their aftermath. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Trace the transition to a market economy under the dictatorship of the Communist Party in China. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to *Quotations from Chairman Mao*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

**Unit XVIII: Reform and Revolution in Latin America**

The student will be able to:

- Describe postcolonial progress and problems in Latin America. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Discuss the persistence of economic dependency in Latin America. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Compare and contrast the experience of Latin American nations under democracy and dictatorship. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Eva Peron, *In My Own Words*. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Peron)

**Unit XIX: Decolonization and Globalization**

The student will be able to:

- Discuss post-colonialism and the future of a multicultural world. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Provide an overview of the Arab-Israeli conflict and the Palestinian cause. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Discuss the relationship between Islamism and politics. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Explain the dynamics of superpower rivalry and the global trend towards democratization
- Comment on some of the problems and questions raised by terrorism. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Discuss the expansion and contraction of the European welfare state. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
- Compare the changing roles and aspirations of women in a variety of different national contexts. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
- Describe the rapid growth of Western Europe’s consumer economy. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Analyze the ongoing role of religion in Western political and intellectual life. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
- Examine the particular problems confronting European social, political, and economic development within the contemporary Western and world orders. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Assess how the relationship between Western Europe and the United States changed with the end of the Cold War. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Discuss the history and actions of radical political Islamism. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Israel-PLO Declaration of Principles on Interim Self-Government Arrangements. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course objectives. Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Student learning will be assessed using examinations, tests, quizzes, research papers, case studies, and assignments. Multiple-choice, matching, case studies, short essays, and fill-in-the-blank questions will be given.

Academic Integrity Statement:

Students shall abide by all provisions of the Academic Integrity policy as described in the student handbook.