COURSE OUTLINE

HIS 213

Twentieth-Century World History

Course Number

Course Title

__ 3 ___

Credits

__ 3 or online as a separate course

Hours: lecture/laboratory/other (specify)

Catalog description:

Study of World History from the age of imperialism through the present. Focuses on the world wars, the Cold War, colonization and decolonization, political ideologies, gender, race, social class, technology, cultural history, and 21st-century issues.

Prerequisites:

Recommended: HIS 102 or 113

Corequisites:

None

Required texts/other materials:


Last revised: Fall 2012

Course coordinator: Craig R. Coenen, coenenc@mccc.edu, ext. 3533.

Information resources:

J-STOR
Other learning resources:

No tutors or study groups as of now.

Course goals:

The student will be able:

- to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
- to use information technologies in acquiring new knowledge and perspective.
- to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
- to identify major personalities in modern World history.
- to describe major movements, trends, and developments of recent World history.
- to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of recent World history.
- to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature.

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 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

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

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

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


4. 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.
5. **Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

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

7. **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.

**Evaluation of student learning:**

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 General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking). 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 two (2), one-hour exams
♦ A Final Exam
♦ Exams should include at least a short-essay component

**Writing Assignments** (to assess 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 three (3), writing assignments
♦ At least one (1) essay should concentrate on primary documents
♦ At least one (1) one assignment must 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-or three-page) essays are acceptable

**Academic Integrity Statement:**

See: [http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf](http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf)
Students who cheat or plagiarize on any assignment in this class will receive a “0” on that assignment which may result in the failure of the course and will be subject to further disciplinary action as deemed appropriate by MCCC’s Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another’s words for a paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material.

Units of study in detail.

Introduction to the course and the World just before the twentieth century

Learning Objectives: The student will be able to

- Explain the personal importance of understanding modern World history. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Demonstrate an understanding of the periodization and chronology of the course. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Identify primary vs. secondary sources and discuss the uses and limitations of each. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Understand all course assignments. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Describe the cause, course, and effects of European (Western) ascendancy in the nineteenth century and the impact of Imperialism on the World at 1900. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

Unit I: The Age of Empire, 1900-1939

1. Empire building and anxiety in the early twentieth century, 1900-1914

Learning Objectives: The student will be able to

- Describe how the accumulation of capital in the West caused its further domination of the East. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- State and explain the short-and long-term causes of World War I. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Analyze the ideas and effectiveness nationalist movements in the third world. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Assess the role of gender and race in the World. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Evaluate the impact of social class in different World civilizations before World War I. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Explain the personal, social, cultural, economic, and political anxieties in the West and the East. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

2. World War I

Learning Objectives: The student will be able to

- Compare and contrast World War I with major wars of the nineteenth century (Napoleonic Wars, Crimean War, and United States Civil War). (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Explain World War I’s impact on European Empires. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Evaluate the behavior of social classes during World War I. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Assess the treatment and role of women during the war. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze the Paris Peace Conference and the Treaty of Versailles and assess its immediate impact on Europe and the World. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe how the war gave rise to new political movements and strengthened pre-existing ones. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

3. Revolutions: Social and Political, 1917-1930

Learning Objectives: The student will be able to
• Explain the origins and early manifestations of Fascism in Europe. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Define Leninism and compare and contrast it with Marxism. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze the Russian Revolution and its impact on the West and the World. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe the Soviet State in terms of politics, economics, and society in the 1920s. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Evaluate the Mexican Revolution as a social, economic, and political upheaval. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Assess the problems facing new nations in the post-Ottoman era in the Middle East. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Evaluate the impact Japanese ascendency in the 1920s. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

4. State building: Nations versus Empires in Turkey, China, and India, 1918-1939

Learning Objectives: The student will be able to
• Assess the impact of the Ottoman Empire’s fall. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Understand the significance of secularism in the creation of the nation-state of Turkey. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze the role of Hinduism and Islam in India. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Explain India’s first steps to freedom. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe British efforts to retain its empire in India. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Assess the struggle between Chinese nationalist forces and the Chinese communists. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe Japan’s influence and control over China in the 1930s. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Compare and contrast what life was like for people in these three very different countries. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

5. Depression, Despotism, and the Road to World War II

Learning Objectives: The student will be able to
• Discuss the causes and effects of the Great Depression on individuals throughout the World. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Define totalitarianism and compare and contrast it with previous forms of authoritarian regimes. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Compare and contrast Stalinism and Nazism. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze the rise of Fascism and its impact on the World. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
Understand why many people throughout the World surrendered their civil liberties for the promise of security in a time of economic and political unrest. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

Explain the long- and short-term causes of World War II. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

Describe the intensifying problems with Imperialism. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

Unit II: World War II, The Cold War, and the Far East Emerges

6. World War II

Learning Objectives: The student will be able to

- Describe the ideological rhetoric of expansionism in fascism. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Assess role of the United States in the war before they entered the global conflict. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Analyze the Eastern Front and the Soviet “Great Patriotic” effort in World War II. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Discuss how World War II impacted colonial and developing nations. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Identify major battles in the European and Asian theatres and point out their significance to the Allied victory. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Assess the impact of the Atomic Bomb. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Describe the human toll during the war. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Understand, explain, and analyze the Holocaust. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

7. Indian independence

Learning Objectives: The student will be able to

- Describe specific events leading to Indian independence. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Explain the ideas of Indian intellectuals and the divisions between within India. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Discuss the Muslim League and the move toward a Pakistan. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Assess Gandhi’s role in bring about independence and the efforts he made to hold India together. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Analyze post-independence crises in and between India and Pakistan. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

8. The Cold War and the West

Learning Objectives: The student will be able to

- Analyze the origins of the Cold War. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Describe how the development of the Atomic Bomb and its proliferation impacted the relationship between the United States and the Soviet Union and their interactions with other nations. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Evaluate specific events of the Cold War such as Eastern European unrest, the Cuban Missile Crisis, and the Sino-Soviet Split. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Discuss how and explain why the Cold War ended. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Assess the outcome of the Cold War more deeply than simply stating, “we won.” (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Explain the economic, social, and cultural impact of the Cold War. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

9. The Cold War and the World

Learning Objectives: The student will be able to
• Compare and contrast communist movements across the World. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze the Korean War. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Understand the Vietnam War and evaluate its impact on Southeast Asia and the Cold War. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Explain the meaning of Cold-War bipolarism and assess whether or not that was an appropriate description for the era in all parts of the globe. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Assess the impact of the Cold War on people in developing nations. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Discuss and provide examples of the ways the United States and Soviet Union tried to spread their influence over the World during the Cold War. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

10. The Far East Ascendancy: Japan and China since 1950

Learning Objectives: The student will be able to
• Explain China’s role in the Cold War. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Assess the pros and cons of Japan’s rebuilding and adjustment to a market economy after World War II as a possible model for other developing nations. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe daily life in China and how it has changed from the early years of the Maoist revolution to the present. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe daily life in Japan and how it has changed since World War II. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze the political ideology of the Chinese communist state and discuss the civil rights’ legacy of Mao and his successors. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Address the pros of cons of the Chinese market. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Compare and contrast labor and laborers in China and Japan. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Understand the impact of the West on Chinese and Japanese culture. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

Unit III: Decolonization, New Nations, Globalization, Poverty, and Terrorism

11. Southeast Asia: Nationalism, Economic Growth, and War

Learning Objectives: The student will be able to
• Explain the impact of colonization on the social classes and the problems it created during decolonization. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Assess the impact of the Indochinese struggle on the region. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Understand the roots of the Burmese civil wars. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Examine the region in term of opportunity and exploitation. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze the ideas of the Khmer Rouge and assess the terror they inflicted on Cambodia in the 1970s. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Discuss the varied approaches that individual States have taken to address internal economic, social, and political crises. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

12. Africa: Independence, Poverty, War, and AIDS

Learning Objectives: The student will be able to
• Compare and contrast nationalist movements in Africa with those in Southeast Asia. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Assess state-building in Africa and evaluate the few successes and many failures. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Discuss religion’s role in shaping the African character. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Differentiate the regions of the continent in terms of politics, economics, and society. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Examine the impact poverty and AIDS has had and is having in Africa. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe the influence of the Cold War on African development. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

13. Latin America: the struggle to emerge from dependency

• Evaluate the successes and failures of new economic strategies in Latin America. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze United States’ influence over Latin America since World War II. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe the various forms of government established in Latin America since World War II and assess which ones have worked and those that have failed. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Understand and analyze the historic “social question” in Latin America. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Discuss the role of gender in Latin American societies. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

14. The Middle East since 1945

Learning Objectives: The student will be able to
• Explain the origins of the various Middle Eastern crises since World War II. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze and assess the impact of Israel in the region. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Discuss the significance and meaning of religion in Middle Eastern society and politics. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Address the role of women in the region. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Describe the wars fought in the region and assess their impact on Middle Eastern development. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Understand the Middle East’s economic place in the World economy. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Analyze social class in the region. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
• Evaluate the influence of the United States in the Middle East. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
15. The West: Re-examining its place and role in the post-Cold War world

Learning Objectives: *The student will be able to*

- Assess the role of the United Nations in World affairs, particularly since the fall of the Soviet Union. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Explain the role of the WTO and other international development agencies and the reasons that they have become so controversial. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Analyze the purpose, mission, and effectiveness of the European Union. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Discuss ethnic and racial divisions in the Western World. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Evaluate the issues that could unravel into another global conflict. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

16. Local Wars, Globalization, and Terror in the modern World

Learning Objectives: *The student will be able to*

- Assess the positive and negative impact of globalization on World societies. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Analyze the meaning of modern terrorism and discuss ways to counteract terror. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Address the significance of local wars on developing societies. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Evaluate the role of new technologies in the World. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Understand the environmental concerns Earth faces in the twenty-first century. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Explain racism and ethnocentrism in the modern era. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Discuss the continuing problems of disease, warfare, and genocide. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

Optional instructional unit:
**Defining a Nation: India on the Eve of Independence, 1945**

This is an interactive assignment requiring 8-10 class periods to complete. The assignment will commence in week 4 and continue in weeks 5, 7 (2 sessions that week), and 8-13.