



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 213	Twentieth Century World History	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3	ENG 101	Fall 2022

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.

<u>General Education Category:</u>	<u>Course coordinator:</u>
<u>Goal 7: Historical Perspective</u>	Dr. Craig R. Coenen, x3533, coenenc@mccc.edu
<u>Goal 6: Humanities</u>	
<u>Goal 8: Diversity and Global Perspective</u>	

Required texts & Other materials:

Brower, David R. *The World in the Twentieth Century: From Empires to Nations*, Sixth Edition, Prentice-Hall, 2006.

Hobsbawm, Eric. *The Age of Extremes: A History of the World, 1914-1991*, Vintage, 1994.

Hobsbawm, Eric. *The Age of Empire, 1875-1914*, Vintage, 1987.

Wiesner, Mary, et al. *Discovering the Twentieth-Century World: A Look at the Evidence*, Houghton Mifflin, 2004.

Overfield, James H. *Sources of Twentieth-Century Global History*. Houghton Mifflin, 2002.

Embree, Ainslie T. and Mark C. Carnes, *Defining a Nation: India on the Eve of Independence, 1945*. Barnard Reacting to the Past series, Longman, 2006.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

2. to use information technologies in acquiring new knowledge and perspective. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
4. to identify major personalities of Modern World History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
5. to describe major movements, trends, and developments of Modern World History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
6. 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 Modern World History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
7. 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. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning 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.

Institutional Learning 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.

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

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. 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.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer’s United States history survey courses.

Introduction to the course and the World just before the twentieth century (SLO 1-7)

Learning Objectives: *The student will be able to*

- Describe the cause, course, and effects of European (Western) ascendancy in the nineteenth century and the impact of Imperialism on the World at 1900.

Unit I: The Age of Empire, 1900-1939 [SLO 1-7]

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.
- State and explain the short-and long-term causes of World War I.
- Analyze the ideas and effectiveness nationalist movements in the third world.
- Assess the role of gender and race in the World.
- Evaluate the impact of social class in different World civilizations before World War I.
- Explain the personal, social, cultural, economic, and political anxieties in the West and the East.

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).
- Explain World War I's impact on European Empires.
- Evaluate the behavior of social classes during World War I.
- Assess the treatment and role of women during the war.
- Analyze the Paris Peace Conference and the Treaty of Versailles and assess its immediate impact on Europe and the World.
- Describe how the war gave rise to new political movements and strengthened pre-existing ones.

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.
- Define Leninism and compare and contrast it with Marxism.
- Analyze the Russian Revolution and its impact on the West and the World.
- Describe the Soviet State in terms of politics, economics, and society in the 1920s.
- Evaluate the Mexican Revolution as a social, economic, and political upheaval.
- Assess the problems facing new nations in the post-Ottoman era in the Middle East.
- Evaluate the impact Japanese ascendancy in the 1920s.

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.
- Understand the significance of secularism in the creation of the nation-state of Turkey.
- Analyze the role of Hinduism and Islam in India.
- Explain India's first steps to freedom.
- Describe British efforts to retain its empire in India.
- Assess the struggle between Chinese nationalist forces and the Chinese communists.
- Describe Japan's influence and control over China in the 1930s.
- Compare and contrast what life was like for people in these three very different countries.

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.
- Define totalitarianism and compare and contrast it with previous forms of authoritarian regimes.
- Compare and contrast Stalinism and Nazism.
- Analyze the rise of Fascism and its impact on the World.
- Understand why many people throughout the World surrendered their civil liberties for the promise of security in a time of economic and political unrest.
- Explain the long- and short-term causes of World War II.

- Describe the intensifying problems with Imperialism.

Unit II: World War II, The Cold War, and the Far East Emerges [SLO 1-7]

6. World War II

Learning Objectives: *The student will be able to*

- Describe the ideological rhetoric of expansionism in fascism.
- Assess role of the United States in the war before they entered the global conflict.
- Analyze the Eastern Front and the Soviet “Great Patriotic” effort in World War II.
- Discuss how World War II impacted colonial and developing nations.
- Identify major battles in the European and Asian theatres and point out their significance to the Allied victory.
- Assess the impact of the Atomic Bomb.
- Describe the human toll during the war.
- Understand, explain, and analyze the Holocaust.

7. Indian independence

Learning Objectives: *The student will be able to*

- Describe specific events leading to Indian independence.
- Explain the ideas of Indian intellectuals and the divisions between within India.
- Discuss the Muslim League and the move toward a Pakistan.
- Assess Gandhi’s role in bring about independence and the efforts he made to hold India together.
- Analyze post-independence crises in and between India and Pakistan.

8. The Cold War and the West

Learning Objectives: *The student will be able to*

- Analyze the origins of the Cold War.
- 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.
- Evaluate specific events of the Cold War such as Eastern European unrest, the Cuban Missile Crisis, and the Sino-Soviet Split.
- Discuss how and explain why the Cold War ended.
- Assess the outcome of the Cold War more deeply than simply stating, “we won.”
- Explain the economic, social, and cultural impact of the Cold War.

9. The Cold War and the World

Learning Objectives: *The student will be able to*

- Compare and contrast communist movements across the World.
- Analyze the Korean War.
- Understand the Vietnam War and evaluate its impact on Southeast Asia and the Cold War.
- 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.
- Assess the impact of the Cold War on people in developing nations.
- 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.

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.

- 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.
- Describe daily life in China and how it has changed from the early years of the Maoist revolution to the present.
- Describe daily life in Japan and how it has changed since World War II.
- Analyze the political ideology of the Chinese communist state and discuss the civil rights' legacy of Mao and his successors.
- Address the pros and cons of the Chinese market.
- Compare and contrast labor and laborers in China and Japan.
- Understand the impact of the West on Chinese and Japanese culture.

Unit III: Decolonization, New Nations, Globalization, Poverty, and Terrorism[SLO 1-7]

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.
- Assess the impact of the Indochinese struggle on the region.
- Understand the roots of the Burmese civil wars.
- Examine the region in terms of opportunity and exploitation.
- Analyze the ideas of the Khmer Rouge and assess the terror they inflicted on Cambodia in the 1970s.
- Discuss the varied approaches that individual States have taken to address internal economic, social, and political crises.

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.
- Assess state-building in Africa and evaluate the few successes and many failures.
- Discuss religion's role in shaping the African character.
- Differentiate the regions of the continent in terms of politics, economics, and society.
- Examine the impact poverty and AIDS has had and is having in Africa.
- Describe the influence of the Cold War on African development.

13. Latin America: the struggle to emerge from dependency

- Evaluate the successes and failures of new economic strategies in Latin America.
- Analyze United States' influence over Latin America since World War II.
- 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.
- Understand and analyze the historic "social question" in Latin America.
- Discuss the role of gender in Latin American societies.

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.
- Analyze and assess the impact of Israel in the region.
- Discuss the significance and meaning of religion in Middle Eastern society and politics.
- Address the role of women in the region.
- Describe the wars fought in the region and assess their impact on Middle Eastern development.

- Understand the Middle East's economic place in the World economy.
- Analyze social class in the region.
- Evaluate the influence of the United States in the Middle East.

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.
- Explain the role of the WTO and other international development agencies and the reasons that they have become so controversial.
- Analyze the purpose, mission, and effectiveness of the European Union.
- Discuss ethnic and racial divisions in the Western World.
- Evaluate the issues that could unravel into another global conflict.

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.
- Analyze the meaning of modern terrorism and discuss ways to counteract terror.
- Address the significance of local wars on developing societies.
- Evaluate the role of new technologies in the World.
- Understand the environmental concerns Earth faces in the twenty-first century.
- Explain racism and ethnocentrism in the modern era.
- Discuss the continuing problems of disease, warfare, and genocide.

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.

Evaluation of student learning:

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 must, 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 must include an 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 preferably three (3), writing assignments
- ♦ At least one (1) essay should concentrate on the primary documents
- ♦ At least one (1) one 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

Course content related assessments should comprise at least 50% of graded assignments.