

HIST 1112-25 (2650)
Modern World History
Spring 2020

Instructor: Dr. Boris B Gorshkov

Office hours: 11:00 am 1:00 pm TP; SO 4120

Meeting place and hours: SO 2021; 9:30 am – 10:45 am TR

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Credits: 3

Course Communication. Please contact me with any questions or concerns via e-mail or cell phone texts; I will respond within 48 hours. Students may contact me within **D2L Brightspace**; Logging into the course every day is important for your success. You should access course content, communicate with your instructor and complete course assignments.

Electronic Communications. Kennesaw State University provides its all students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

Course Description: The course will explore the evolution of multiple, autonomous cultural centers within Africa, Eurasia, and the Americas prior to 1400 to an interconnected global system in the present. Topics covered include exploration, colonialism, responses to industrialization, the spread of the nation-state, the rise of modern science, the impact of a global economy, ethnicity and nationalism, migration, and mass culture. Exploring global interactions of various civilizations, the course will show how global cultures mutually interacted, traditions altered and constrained, and what social, cultural, artistic, and intellectual changes occurred.

Learning Objectives: This course satisfies one of Kennesaw State University’s general education program requirements. It addresses the SOCIAL SCIENCES general education learning outcome(s). The learning outcome states: Students analyze the complexity of human behavior and how social, historical, economic, political, or spatial relationships develop, persist, or change. For more information about KSU’s General Education program requirements and associated learning outcomes, please click [here](#).

Course Pre/Co Requisites: ENGL 1101

Required Materials: You are required to purchase the textbook, John P. McKay, [A History of World Societies](#), Volume 2: From 1400 to Present (Edition: 11th, Publisher: Bedford St. Martin). You may also use the 7th on-line edition of this textbook and it's on-line learning support: [click here](#).

ASSIGNMENTS and DEADLINES: There will be four tests, including the comprehensive final exam. All tests including the final will consist of multiple-

choice questions and will focus on major points and topics from the on-line materials and textbook. Each of the four tests will constitute 20 percent to your final grade. The rest, 20 percent will come from your participation in the discussion blog and your answers to discussion questions. This assignment will be discussed in class with more details. Grade points for each discussion question are specified in the discussion assignment. Students will find discussion questions in the "discussion" module. All discussion assignments must be submitted in a timely fashion, according to the schedule. Late submissions of reading assignments are NOT allowed. Test make-ups are allowed at the end of the semester. See the Schedule for deadlines.

Assessment Method: Multiple choice and true or false questions and reading discussions questions. Grading criteria for reading discussion questions:

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| Depth of reflection | Poor Writing demonstrates lack of reflection on the selected topic, with no details. | Fair Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples. | Good Writing demonstrates a general reflection on the selected topic, including some supporting details and examples. | Excellent Writing demonstrates an in-depth reflection on the selected topic. Supporting details and/or examples are clearly identified and respond to specific questions at the beginning of each reading. |
| Required components | Poor Writing does not include the required components of the selected topic. | Fair Writing includes the a few components of the selected topic. | Good Writing includes the required components of the selected topic. | Excellent Writing surpasses the required components of the selected topic, and integrates responses to questions |
| Quality of Information | Poor Information has little to do with the main topics. | Fair Information clearly relates to the main topics. No details and/or examples are given. | Good Information clearly relates to the main topics. It provides 1-2 supporting details and/or examples. | Excellent Information clearly relates to the main topics. It includes several supporting details and/or examples. |
| Structure & Organization | Poor Writing unclear, disorganized. Thoughts make little to no sense. | Fair Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner. | Good Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner. | Excellent Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner. |
| Grammar | Poor There are numerous spelling or grammatical errors. | Fair There are 3-5 spelling or grammatical errors. | Good There are 1 -2 spelling or grammatical errors. | Excellent There are no spelling or grammar errors. |

Self-assessment: each learning unit's chapter is provided with study questions and practice tests. Students are advised to answer study questions and take practice tests in order to facilitate and assess their learning. This activity is optional and not graded.

GRADE SCALE: 90 - 100 = A; 80 - 89 = B; 70 - 79 = C; 60 - 69 = D; 0 - 59 = F.

Course Mechanics and Activities: This course is divided into 4 learning modules and each module has learning units with specific learning objectives and learning assessment. Each learning unit is connected with lectures, the textbook and learning resources. Every week you should attend lectures, work with your lecture notes, the textbook and the on-line learning resources. Please answer study questions and take practice tests (this assignment will not be graded and is designed to enhance your study and to self-assess your learning. **Please note: every learning unit/week provides on-line learning materials (textbook chapters, chapter outlines, maps, images and practice assessment tests). You should consult all these materials to facilitate and self-assess your learning.**

Course Participation/Attendance/Contribution: A sign-up sheet will be circulated each day. Students who miss more than five (5) classes will automatically drop a letter grade. Excuses (official documentation) are necessary only for major illnesses, accidents or other extraordinary problems leading to multiple absences. Individual absences simply count into the total you are allowed. This is not a self-paced course. Students are expected to come to class every meeting and to complete scheduled activities every week; log-in to the course regularly – several times per week - to post to the discussion board, engage with the instructor, read/view lecture notes, the weekly course content, and take practice tests, and learning assessments as scheduled. Students should expect to spend at least 10 hours per week on this course.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at KSU. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

KSU Academic Integrity Statement: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The following KSU website <https://scai.kennesaw.edu/students/general-info/cheating.php> addresses the university's policy on cheating and plagiarism. You may download the KSU Codes of Conduct from the following [link](#). These codes cover academic honesty, and has provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a

student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Academic integrity is important, and students should maintain this at all times. It begins with ensuring originality in your assignments and research papers. When you submit materials via D2L, Turnitin will scan the essay for originality. If your essay fails this test, the instructor will report you to SCAI. The instructor may resolve the infraction by awarding a grade of "F" in the assignment, or a grade of "F" in the course. SCAI may impose other kinds of punishment. For more information about plagiarism and to avoid it, see the links below

Examples of Plagiarism Avoidance websites:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

ADA Compliance: Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University's Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds. Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: 470-578-2666

Primary number for Marietta campus: 678-915-7244

Learning Expected Outcomes: The course has as its goal to introduce you to the special features of the major traditions of civilizations of the world, especially those that have turned out to have a continuing global significance. On-line readings will emphasize significant events and trends and portray them from the viewpoints of various peoples and their cultures. The purpose of this course is to develop student skills in historical analysis and to increase student understanding of the past and its complexities.

Upon completion of the course, you will be able to:

- Explain concepts such as cause and effect, change over time, context, and contingency.
- Explain the varieties of historical evidence and assess their strengths and limitations.
- Analyze and interpret primary and secondary source material, distinguish between them, and place them in context.
- Evaluate multiple perspectives that emerge from differing narratives and sources.
- Follow and construct logical and coherent historical arguments.

- Articulate the relationship between the past and the present.
- Explain and critically analyze historical events and developments.
- Explain the course of history analytically.
- Identify and analyze knowledge, artifacts, or practices of western and non-Western cultures.
- Discuss comparisons between the culture or cultures under examination and Western traditions or practices.

Course Schedule:

Learning Module 1 - Rise of Europe

Unit 1 (AUG 20 - 26) European Renaissance and Reformation; assignments: read textbook Chapter 15 (online; pages 424-457); read and analyze documents on pages 428, 434, and 444-445 and answer discussion questions in the discussion blog THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS - AUG 26 at 11:59 PM

Unit 2 (AUG 27 - SEP 2) Acceleration of Global Contact; assignments: read Chapters 16; read and analyze document on page 472; answer questions in the discussion blog THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – SEPT 2 at 11:59 PM

SEPTEMBER 2 - Last day to drop a class before a W (withdrawal) is recorded

Unit 3 (SEPT 3 - 9) European Power and Expansion; assignments: read Chapter 17; read and analyze document on page 514; answer questions in the discussion blog THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS - SEPT 9 at 11:59 PM

TEST 1: SEPT 10 at 11:59 PM

Module 1 alignment worksheet:

| Course Learning Outcomes | Module Learning Outcomes | Teaching and Learning Strategies | Methods of Assessment |
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| 1.Explain concepts such as cause and effect, change over time, context, and contingency. 2.Explain the varieties of historical evidence. 3.Analyze and interpret primary and secondary source material. 4.Evaluate multiple perspectives that emerge from differing narratives and sources. 5.Follow and construct logical and coherent historical arguments. | Learning Module Outcomes Module 1 (Units 1-3) Unit 1 a. Outline key elements of the Renaissance in Europe in light of the primary and secondary materials. b. Explain the origins and development of the Protestant Reformation. c. Identify and discuss key features of the Catholic Reformation. d. Describe and explain the relationship between | Unit 1: read textbook Chapter 15 (pages 424-457); read and analyze primary source documents on pages 434 and 444 and answer discussion questions in the discussion blog; read and answer study questions, and take on-line practice test (optional). These | Test 1; answer readings blog; Class interaction blog; optional self-assessment tests; at the end of semester - final exam. |

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| <p>6. Articulate the relationship between the past and the present.</p> <p>7. Explain and critically analyze historical events and developments.</p> <p>8. Explain the course of history analytically.</p> <p>9. Identify and analyze knowledge, artifacts, or practices of western and non-Western cultures.</p> <p>10. Discuss comparisons between the culture or cultures under examination and Western traditions or practices.</p> | <p>the Reformation, witch hunts, and the religious wars</p> <p>Unit 2</p> <p>a. Explain the motives and key features of technology behind European maritime exploration and expansion.</p> <p>b. Explain and identify key features of the Columbian exchange.</p> <p>c. Explain the development of the Spanish presence in the Caribbean, Mexico, and Peru.</p> <p>d. Compare and contrast the Iberian empires in the Americas and the settler colonies in North America.</p> <p>e. Discuss the interactions between Christianity and native religions in the Americas in light of primary and secondary sources used in the textbook.</p> <p>Unit 3</p> <p>a. Discuss the attempted revival of empire in early modern Europe.</p> <p>b. Explain the rise of the European states system.</p> <p>c. Identify and discuss key features of early modern European capitalist society and proto industrialization.</p> <p>d. Discuss the course and features of social change in early modern Europe.</p> <p>e. Explain the origins and features of trading-post empires.</p> <p>f. Discuss and explain the connections between commercial rivalries and the Seven Years' War.</p> | <p>activities will help you master the course and module level objectives.</p> <p>Unit 2: read Chapter 16; read and analyze primary source document on pages 468-69; answer questions in the discussion blog; read and answer study questions and take on-line practice test (optional). These activities will help you master the course and module level objectives.</p> <p>Unit 3 read Chapter 18; read and analyze document on page 538; answer questions in the discussion blog; read and answer study questions and take on-line practice test (optional). These activities will help you master the course and module level objectives.</p> | |
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Learning Module 2: Early Modern Encounters

Unit 4 (SEPT 10 - 16) New World views and Ways of Life; assignment: Read Chapter 18; watch movies; read closely and analyze the document on page 543; answer discussion questions in the blog. **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS - SEPT 16 at 11:59PM**

Unit 5 (SEPT 17 - 23) Africa and the World; assignments: read Chapter 19; read and analyze the document on page 562; answer questions in the discussion blog **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – SEPT 23 at 11:59 PM**

Unit 6 (SEPT 24 - 30) Early Modern Islamic Empires; assignments: read the textbook Chapter 20 pages 586-607; analyze the documents on pages 598 and 604-605, answer questions in the discussion blog **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – SEPT 30 at 11:59 PM**

Unit 7 (OCT 1 - 7) Continuity and Change in East Asia; assignments: read textbook Chapter 21; analyze the document on page 634 and answer questions in the discussion blog **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – OCT 7 at 11:59PM**

TEST 2 OCT 8

Module 2 alignment worksheet:

| Course Learning Outcomes | Module Learning Outcomes | Teaching and Learning Strategies | Methods of Assessment |
|---|--|---|---|
| 1. Explain concepts such as cause and effect, change over time, context, and contingency. 2. Explain the varieties of historical evidence. 3. Analyze and interpret primary and secondary source material. 4. Evaluate multiple perspectives that emerge from differing narratives and sources. 5. Follow and construct logical and coherent historical arguments. 6. Articulate the relationship between the past and the present. 7. Explain and critically | Learning Module 2 (Units 4-7) Unit 4 a. Discuss why the momentous change in the European worldview occurred and how this new worldview affected the way people thought about society and human relations. b. Discuss the impact this new way of thinking had on political developments and monarchical absolutism. c. Explain the causes and course of the scientific revolution and the Enlightenment. d. Explain historical significance of natural | Unit 4: Read Chapter 19; answer study questions and take on-line practice test; read closely and analyze the document on page 575; answer readings' questions in the blog. These activities will help you master the course and module level objectives. | Test 2; discussion blog; Class interaction blog; optional self-assessment tests; at the end of semester - final exam. |

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| <p>analyze historical events and developments. 8. Explain the course of history analytically. 9 Identify and analyze knowledge, artifacts, or practices of western and non-Western cultures. 10. Discuss comparisons between the culture or cultures under examination and Western traditions or practices.</p> | <p>philosophy. f. Discuss the impact of the scientific revolution on the Enlightenment</p> <p>Unit 5 a. Identify and discuss state development in early modern Africa. b. Compare and contrast the spread of Islam and Christianity across Africa during the early modern period. c. Discuss features of social change across Africa during the early modern period. d. Explain the foundations and development of the Atlantic slave trade. f. Discuss the impact of the Atlantic slave trade on Africa.</p> <p>Unit 6 a. Explain the origins, expansion and legacies of the Ottoman, Safavid and Mughal empires. b. Explain the important features of the Islamic dynastic state system. c. Describe the roles of agriculture and trade in the Islamic empires. d. Identify key features of cultural and religious affairs within the Islamic empires. f. Discuss the reasons behind the gradual decline of the Islamic empires</p> <p>Unit 7 a. Compare and contrast the Ming and Qing dynasties. b. Discuss the impact of patriarchy and gender relations on women in Ming and Qing China. c. Identify the connections between population growth and economic development in early modern China. d. Explain the process of Japanese unification and the rise of the Tokugawa</p> | <p>Unit 5: read Chapter 20; answer study questions and take on-line practice test; read and analyze the document on page 592; answer document reading questions in the blog. These activities will help you master the course and module level objectives.</p> <p>Unit 6: read the textbook Chapter 20; analyze the documents on pages 598 and 604-605, answer questions in the document reading blog; please review study questions and take the on-line practice test. These activities will help you master the course and module level objectives.</p> <p>Unit 7: read textbook Chapter 21; answer study questions; take practice test; and read and analyze the document on page 634 and answer questions in the document reading blog; answer course interaction questions and comment on an answer of your classmate, following the netiquette rules. These</p> | |
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| | shogunate and resulting economic and social changes. f. Outline important features of Tokugawa Japanese society and culture. | activities will help you master the course and module level objectives. | |
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Learning Module 3; Global Transformation, Nation State Building and Conflict

Unit 8 (OCT 8 - 14) Trans-Atlantic Revolutions; assignments: read textbook Chapter 22 (pages 650-683); read and analyze the document on pages 664; answer questions in the discussion blog. **THE DEADLINE FOR ALL UNIT'S READINGS ASSIGNMENTS - OCT 14 at 11:59 PM**

OCTOBER 9 Last Day to Withdraw Without Academic Penalty, 11:45 pm

Unit 9 (OCT 17 - 21) Europe 1815-1914 The Revolution in Energy and Industry and its implications; assignments: read textbook Chapters 23 and 24; read and analyze the documents on pages 706, 728; answer questions in the discussion blog. **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – OCT 25 at 11:59 PM**

OCTOBER 22 - Mid-Term Course Evaluation Survey

Unit 10 (OCT 22 - 28) The Era of Imperialism – 1800 – 1914: Africa, and Asia; assignments: read textbook Chapters 25 and 26; read and analyze the documents on pages 764-765, 771, 788; answer questions in the discussion blog. **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – OCT 28 at 11:59 PM**

Unit 11 (OCT 29 - NOV 4) Nation Building in the Americas and Australia, ca. 1780-1914; assignments: read textbook Chapter 27; read and analyze the document on page 818; answer questions in the discussion blog. **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – NOV 4 at 11:59 PM**

TEST 3 NOVEMBER 5

Module 3 alignment worksheet

| Course Learning Outcomes | Module Learning Outcomes | Teaching and Learning Strategies | Methods of Assessment |
|---|--|---|---|
| 1. Explain concepts such as cause and effect, change over time, context, and contingency. 2. Explain the varieties of historical evidence. 3. Analyze and interpret primary and secondary source material. 4. Evaluate multiple perspectives that emerge from differing narratives and | Learning Module 3 Units 8 – 11 Unit 8 a. Identify the key features, significance and legacy of the American and French revolutions. b. Explain the course and significance of the Haitian revolution and the South American wars of independence. | Unit 8: read textbook Chapter 22 (pages 650-683); read and analyze the document on pages 664; answer document analysis questions in the blog; answer study questions and take on-line practice | Test 3; document analysis blog; class interaction blog; optional self-assessment tests for each unit; at the end of semester - final exam |

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| <p>sources.</p> <p>5. Follow and construct logical and coherent historical arguments.</p> <p>6. Articulate the relationship between the past and the present.</p> <p>7. Explain and critically analyze historical events and developments.</p> <p>8. Explain the course of history analytically.</p> <p>9. Identify and analyze knowledge, artifacts, or practices of western and non-Western cultures.</p> <p>10 Discuss comparisons between the culture or cultures under examination and Western traditions or practices.</p> | <p>c. Distinguish key aspects of classical conservatism and liberalism.</p> <p>d. Describe the emergence of rights groups such as abolitionists and women's rights activists.</p> <p>e. Explain the origins of nations and nationalism.</p> <p>Unit 9</p> <p>a. Compare and contrast the emergence of national communities across nineteenth-century Europe.</p> <p>b. Compare and contrast the unifications of Italy and Germany.</p> <p>c. Discuss the foundations and key features of industrialization.</p> <p>d. Identify the impact of industrialization on society in the nineteenth century.</p> <p>e. Explain the origins and development of socialism.</p> <p>Unit 10</p> <p>a. In light of the textbook narrative and primary courses, identify and explain the motives and tools of modern imperialism and colonialism.</p> <p>b. Identify and discuss features of Ottoman decline and subsequent reform programs.</p> <p>c. Explain the significance of the Opium War and the unequal treaties for imperial China.</p> <p>d. Explain and identify key features of Japanese political transformation in the late nineteenth century.</p> <p>e. Explain the economic and social changes generated by modern imperialism, including extensive labor migrations.</p> <p>f. Explain the impact of colonial policies on subject societies and peoples and the formation of anti-colonial movements</p> <p>Unit 11</p> | <p>test (optional). These activities will help you master the course and module level objectives.</p> <p>Unit 9: read textbook Chapters 23 and 24; read and analyze the documents on pages 706, 728; answer document analysis questions in the blog; answer study questions and take on-line practice test (optional). These activities will help you master the course and module level objectives.</p> <p>Unit 10: read textbook Chapters 25 and 26; read and analyze the documents on pages 764-765, 771, 788; answer document analysis questions in the blog; answer study questions and take on-line practice test (optional). These activities will help you master the course and module level objectives.</p> | |
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| | <p>a. Explain the nineteenth-century expansion and development of the United States; identify the chief causes behind the U.S. Civil War.</p> <p>b. Compare and contrast the growth of the United States and Canada during the nineteenth century.</p> <p>c. Outline and explain key aspects of nineteenth-century Latin American state formation.</p> <p>d. Compare and contrast foreign investment practices across the Americas.</p> <p>e. Compare and contrast the British empire in India with other imperial ventures in central and southeast Asia.</p> | <p>Unit 11: read textbook Chapter 27; read and analyze the document on page 818; answer questions in the discussion blog; answer study questions and take on-like practice quiz and practice test</p> | |
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Learning Module 4 Toward Globalization

Unit 12 (NOV 5 - 11) War and Revolution, 1914-1929; assignments: read textbook Chapter 28; read and analyze the document on pages 854-855; answer questions in the discussion blog. **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – NOV 11 @11:59PM**

Unit 13 (NOV 12 - 18) Nationalism in Asia, 1914-1939; assignments: read textbook Chapter 29; read and analyze the document on pages 884-885; answer questions in the discussion blog. **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – NOV 18 @ 11:59 PM**

Unit 14 (NOV 19 - 24) The Great Depression and World War II, 1929-1945: assignments: read textbook Chapters 30, 31; read and analyze the documents on pages 930-931, 945; answer questions in the discussion blog. **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – NOV 24 @ 11:59 PM**

Nov 25 – Dec 1 Fall Break

Unit 15 (DEC 2 - DEC 9) Global Recovery and Division Between Superpowers, Decolonization, 1945 to the Present; assignments: read textbook Chapters 32, 33, 34; read and analyze the document on page 989; answer questions in the discussion blog. **THE DEADLINE FOR ALL UNIT'S READING ASSIGNMENTS – DEC 9 @11:59 PM**

Module 4 alignment worksheet:

| Course Objectives | Module Objectives | Teaching and Learning Strategies | Methods of Assessment |
|---|---|---|--|
| <p>1. Explain concepts such as cause and effect, change over time, context, and contingency.</p> <p>2. Explain the varieties of historical evidence.</p> <p>3. Analyze and interpret primary and secondary source material.</p> <p>4. Evaluate multiple perspectives that emerge from differing narratives and sources.</p> <p>5. Follow and construct logical and coherent historical arguments.</p> <p>6. Articulate the relationship between the past and the present.</p> <p>7. Explain and critically analyze historical events and developments.</p> <p>8. Explain the course of history analytically.</p> <p>9. Identify and analyze knowledge, artifacts, or practices of western and non-Western cultures.</p> <p>10. Discuss comparisons between the culture or cultures under examination and Western traditions or practices.</p> | <p>Module 4: Toward Globalization, Units 12 – 15</p> <p>Unit 12 After reading and studying this unit you should be able to discuss:</p> <p>a. How national movements arose in different countries, and how some of these parallel movements came into brutal conflict.</p> <p>b. The causes of the Great War.</p> <p>c. How the war led to revolution and the fall of empires.</p> <p>d. How and why war and revolution had such enormous and destructive consequences.</p> <p>e. How the years of trauma and bloodshed formed elements of today’s world, many of which people now accept and even cherish.</p> <p>Unit 13 After reading and studying this unit you should be able to discuss:</p> <p>a. How modern nationalism — the dominant force in most of the world in the twentieth century — developed in Asia between the First and Second World Wars.</p> <p>b. How national movements arose in different countries, and how some of these parallel movements came into brutal conflict.</p> <p>Unit 14 After reading and studying this unit you should be able to:</p> <p>a. Describe what the doubt and searching characteristic of the age meant for Western thought, art, and culture.</p> <p>b. Describe how leaders dealt with the political dimensions of uncertainty and tried to re-establish real peace and prosperity between 1919 and 1939.</p> <p>c. Explain the nature of twentieth-century dictatorship and authoritarian rule.</p> <p>d. Describe experiences of people in the most extreme states:</p> | <p>Unit 12:</p> <p>Read textbook Chapter 28; answer study questions; read and analyze the document on pages 860-61; answer document analysis questions in the blog; answer study questions and take on-line practice test (optional). These activities will help you master the course and module level objectives.</p> <p>Unit 13:</p> <p>Read textbook Chapter 29; answer study questions; read and analyze the document on pages 892-93; answer document analysis questions in the blog; answer study questions and take on-line practice test (optional). These activities will help you master the course and module level objectives.</p> <p>Unit 14:</p> <p>read textbook Chapters 30, 31; answer study questions; read and analyze the documents on pages 930-931, 945; answer document analysis questions in the blog; answer study questions and take on-line practice test (optional). These activities will help you master the course and module level objectives.</p> | <p>document blog; class interaction blog; optional self-assessment tests for each unit. At the end of semester - final exam.</p> |

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| | <p>The Soviet Union and Nazi Germany.</p> <p>e. Describe the causes of the cold war.</p> <p>Unit 15 After reading and studying this unit you should be able to:</p> <p>a. Discuss how and why, in spite of the cold war, western Europe managed to recover so successfully from the ravages of war and Nazism.</p> <p>b. Describe why and how after a generation, Western economies shifted into reverse gear, and the social consequences of that reversal.</p> <p>c. Explain how and why a reform movement eventually triumphed in eastern Europe in 1989 and brought an end to the cold war.</p> <p>d. Discuss the cold-war political choices made by the United States between anti-communism and anti-colonialism.</p> <p>e. Discuss how Japan recovered so quickly after its total defeat in World War II to become an economic superpower.</p> | <p>Unit 15:</p> <p>week activities and assessments: read textbook Chapters 32, 33, 34; answer study questions; take practice test; read and analyze the document on page 989; answer questions in the discussion blog</p> | |
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FINAL EXAM – DEC 12 @ 9:30 am – 11:30 am