

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**HISTORY 101 – MODERN WORLD HISTORY**

3 hours lecture, 3 units

**Catalog Description**

Examination of the civilizations, societies and global interrelationships of the peoples of Africa, the Americas, Asia, Europe, and Oceania since 1500.

**Prerequisite**

None

**Course Content**

- 1) The Origins of Global Interdependence: European Expansionism and the Conquest of the Americas, 1500-1800.
  - a. The Columbian Exchange and the Atlantic World
  - b. Slavery in the Atlantic World
  - c. Colonial Latin America
  - d. Africa in the Atlantic World
- 2) Islamic Empires in the Early Modern Period
  - a. The Ottoman Empire
  - b. The Safavid Empire
  - c. The Mughal Empire
- 3) The Far East in the Early Modern Period
  - a. China: from the Ming dynasty to the Qing dynasty
  - b. Japan: centralized feudalism in Tokugawa Japan
- 4) Revolutions in the West
  - a. Absolutism
  - b. The Scientific Revolution and the Enlightenment
  - c. The American and French Revolutions
  - d. The Industrial Revolution and the Birth of Modern Ideologies
- 5) The Age of Imperialism
  - a. Introduction to Imperialism, Orientalism, Racism, Social Darwinism, Economics
  - b. North America: Independence, Expansion, and Overseas Empire
  - c. Latin America: Independence, Foreign Pressure, Economic Dependency, Persistence of the Indigenous Struggle
  - d. Asia in the Age of Imperialism: China, India, Japan
  - e. Africa in the Age of Imperialism
- 6) Total War in the 20th Century
  - a. The Great War (World War I) and the Russian Revolution
  - b. Inter-war Ideological Conflict in the West
  - c. The Second World War and the Holocaust in Europe
  - d. Japanese Militarism and Civil War in China
  - e. The Pacific War
- 7) Latin America in the 20th and early 21st Century
  - a. The Mexican Revolution
  - b. Marxist Revolutions
  - c. Military Dictatorships and modern *caudillos*
  - d. The role of the United States

- 8) The Cold War, Decolonization, and Nationalism
  - a. Cold War conflicts (including wars in Korea, Vietnam, and Afghanistan)
  - b. Decolonization in Africa, the Middle East and Asia
  - c. China from Mao (including The Great Leap Forward and the Cultural Revolution) to capitalist/communist workshop of the world
  - d. The revival of Japan
  - e. European Communism and its Collapse
  - f. India and South Asia
- 9) A World Without Borders: Towards a Global Society? Contemporary Themes of Modern World History
  - a. Conflict in the Middle East (e.g., the Arab-Israeli conflict, sectarianism, the Arab Spring, counter-revolution)
  - b. Ethnic and National Conflict in the Post-Cold War World (e.g., Rwanda, Yugoslavia, the Sudan, etc.)
  - c. The Global Economy and Global Corporations
  - d. Global Organizations (e.g., the United Nations and Non-Governmental Organizations)
  - e. Non-state Actors and Globalization (e.g., terrorist/political groups, criminal organizations)
  - f. Environmental Crises and Globalization
  - g. The future of World History: Globalization of Balkanization? Economic liberalism. Backlash against globalization. Crisis of identity in the West.
  - h. Stateless peoples and refugees in the global age
  - i. Women in the world: the elusiveness of equality

### Course Objectives

Students will be able to:

- 1) Identify and recall major themes, events, and figures in modern world history. Demonstrate understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- 2) Compare civilizations and societies in historical context (including state formation, social hierarchies, and gender hierarchies). Analyze historical developments across national, regional, and cultural boundaries.
- 3) Catalog and interpret the role of religion, philosophy, and ideology in defining civilizations. Compare ideals, practices, and historical developments of major belief systems and philosophical systems.
- 4) Identify the relationship between physical geography and climate on the development and/or collapse of societies and civilizations.
- 5) Recognize political geography and changes in political geography.
- 6) Recognize major historical theories (e.g., geographic and climatic determinism, Marxism, postmodernism, etc.).
- 7) Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from 1500 to the present.
- 8) Explain the historical significance of cultural developments such as art, music, architecture, literature, and religion.
- 9) Discriminate between primary and secondary sources. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- 10) Cite sources appropriately in written work using the Chicago Manual of Style (Turabian) or Modern Language Association formats.
- 11) Analyze broad patterns of change on both interregional scales and within complex societies.
- 12) Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- 13) Identify major discoveries, inventions, and scientific achievements and explain their historical significance.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and/or exams that measure the student's ability to identify and recall major themes, events and figures in modern world history.
- 2) Quizzes and/or exams that measure and verify the student's ability to identify the relationship between physical geography and climate on the development and/or collapse of civilizations and recognize changes in political geography.
- 3) Write a timed in-class essay that evaluates and verifies the student's ability to formulate an argument based on historical theories, organize information chronologically and thematically, and recall major themes, events, and figures in modern world history.
- 4) Write analytical papers that assess the student's ability to recognize themes, organize information, and interpret the significance of literature in modern world societies.
- 5) Compile sources and write a research paper that demonstrates the student's ability to discriminate between primary and secondary sources, evaluate the relative quality of sources, organize information, and formulate an informed point of view and argument.

**Special Materials Required of Student**

Computer access (available on campus)

**Minimum Instructional Facilities**

- 1) Smart classroom with writing board, overhead projector/screen
- 2) Library with adequate collections in Modern World History

**Method of Instruction**

- 1) Lecture
- 2) Multimedia presentations
- 3) Group projects, discussion

**Out-of-Class Assignments**

- 1) Reading, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and historic sites

**Texts and References**

- 1) Required (representative examples):
  - a. Bentley, Jerry, Herbert Ziegler, Heather Streets Salter, and Craig Benjamin. *Traditions and Encounters: A Global Perspective on the Past. Volume I: From the Beginning to 1500*. 7th edition. McGraw Hill, 2020.
  - b. Stearns, Peter et al. *World Civilizations: The Global Experience, Volume 2*. 7th edition. Pearson/Longman, 2014.
  - c. Craig, et al. *The Heritage of World Civilizations, Volume 2*. 10th edition. Pearson, 2014.
  - d. Sivers, Desnoyers, and Stow. *Patterns of World History*. 4th edition. Oxford University Press, 2020.
  - e. Strayer and Nelson, *Ways of the World. Vol 2*. 4th edition. Bedford/St. Martin's, 2018.
- 2) Supplemental (representative examples):
  - a. Strayer and Nelson, *Thinking Through Sources for Ways of the World*. 4<sup>th</sup> edition. Bedford/St. Martin's, 2018.
  - b. Pilkington, Doris. *Rabbit Proof Fence*. Miramax Books, 2004.
  - c. Guevara, Ernesto. *The Motorcycle Diaries: Notes on a Latin American Journey*. Ocean Press, 2003.
  - d. Gene Yuen Yang, *Boxers and Saints*. First Second, 2013.

- e. Stewart, Rory. *The Places in Between*. Harcourt, 2004.
- f. Satrapi, Marjane. *The Complete Persepolis*. Pantheon, 2004.
- g. Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*. Penguin, 2011.
- h. Noah, Trevor. *Born a Crime*. Spiegel and Grau, 2016.
- i. Sally Morgan, *My Place*. 39th edition. Freemantle Press, 2021.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.
- 5) Evaluate the impact of geographical and climatic factors on historical development and changes in political geography over time.