COMMON COURSE OUTLINE: Course discipline/number/title: HIST 2619: World History

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): None
4. Co-requisites (Course discipline/number): None

Using original and secondary source material this course will study pertinent political, diplomatic, social and economic issues that have influenced the history and development of the Modern World. The issues chosen will be dependent on the instructor's choice and thus will vary from term to term. Recommended Entry Skills/Knowledge: College level reading and writing.

B. DATE LAST REVISED (Month, year): November, 2005

C. OUTLINE OF MAJOR CONTENT AREAS:
(This is a sample of one possible course topic).

Revolution and Change from 1900 to 1950

1. Russia: The formation of the Soviet Union
   a) Introduction
   b) Post World War I Russia
   c) Internal Revolution: From Lenin to Stalin
   d) Readings discussion

2. India: Empire to Independence
   a) British India
   b) Religious Factionism and its effect on the struggle
   c) The Indian Independence Struggle
   d) India and Pakistan
   e) Readings discussion

3. China: A Century of Revolution
   a) Manchu China
   b) The Revolution of 1911
   c) Sun Yat Sen and Nationalist China
   d) Chaing Kai Shek
   e) World War II in China
   f) The Communist Revolution
   g) Video and Discussion

4. The formation of Modern Turkey
   a) The Ottoman Empire
   b) World War I in the Middle East and Turkey
   c) Attaturk and the Nationalist Revolution
   d) Readings discussion

5. Summary Synopsis

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Read and analyze articles about complex issues dealing with Modern World History.
2. Recognize potential biases of authors.
3. Have some idea where to locate additional resources to compliment the material they have read.
E. **LEARNING OUTCOMES (MNTC):**

**Goal 2/Critical Thinking:** Students will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

**Goal 5/History and the Social and Behavioral Sciences:** The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

**Goal 8/Global Perspective:** Students will be able to:
1. Describe and analyze political, economic, and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizen's share for their common global future.

F. **METHODS FOR EVALUATION OF STUDENT LEARNING:**

Discussion and assigned essays based on lectures and readings

G. **SPECIAL INFORMATION (if any):** None