Bemidji State University

HST 1305: World History II, 1500-Present

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None


A global and cross-cultural study of the modern period of world history, including the major cultural/continental areas which existed in 1500, the influence of European expansionism and colonialism, interaction of nations and peoples, reform and change in religious patterns, the French Revolution and Napoleon, the development and spread of the Industrial Revolution, Marxism and Communism, global rearrangements of the twentieth century, decline of European colonialism, and contemporary conditions. [Core Curriculum Goal Area(s) 5 & 8]

B. COURSE EFFECTIVE DATES: 09/03/2002 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Early Modern Europe
2. The Atlantic World
3. The African Slave Trade
4. The Enlightenment
5. The Industrial Revolution
6. The Age of Revolutions
7. The Napoleonic Wars
8. Latin American Independence
9. Nationalism
10. 19th Century Economic and Political Philosophies
11. European Colonization/Imperialism
12. World War I (causes and effects)
13. The Russian Revolution
14. World War II (causes and effects)
15. Communism in China
16. The Cold War
17. Anti-Colonialism in Asia and Africa
18. The Age of Globalization
D. LEARNING OUTCOMES (General)

1. develop critical thinking and writing skills. Students will describe and analyze various primary-
source documents and formulate interpretations based on their historical and circumstantial contexts in writing and, possibly, discussion. In doing so, the students will consider how the perspective and bias of the author shapes understanding.

2. learn about influential persons, ideas and ideologies, and circumstantial events that shaped human history over roughly the last 500 years of historical development. They will also encounter and learn to detect some of the factors that motivated people to seek or embrace (or resist) historical change. And particularly in regard to primary-source accounts, they will learn to notice issues of perspective and bias in how events are seen and understood.

3. develop critical thinking, reading, and writing skills. They will analyze and evaluate the interpretations of past events found in primary sources and they will learn to formulate their own interpretations in line with various interpretive ideologies. Some of the most well-known historical interpretive ideologies have been developed in the modern, ideological eras. Marxism, Neocapitalism, Religious Determinism, Racism or Racialism, the Great-Man Theory, etc.

4. gain knowledge of modern world history. They will analyze and evaluate the interpretations of events described in primary sources from particular perspectives and they will learn to detect and respond to those interpretive biases. When students encounter the dynamic effects of industrial development and ideologies and how the very rapid growth of wealth and wealth inequality can destabilize traditional societies, leading to radical and sometimes violent political change.

5. learn about, describe and compare the shifting terms of cultural and political identities regard to imperialism, colonialism, and political ideologies such as fascism and communism. They will see ways in which ethnic and religious perspectives have changed over time.

6. describe and compare cultural identities and how these have been manifested in the conflicts of the modern world.

7. develop critical thinking, reading, and writing skills. They will analyze and evaluate interpretations of historical events of the last five centuries.

8. What were the causes and effects of the Reformation? Of the Enlightenment? In what ways did the French Revolution change world History and politics? Students will be asked to formulate their own interpretative responses in writing and discussion. In doing so, I expect they will develop greater flexibility in argumentation.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

Goal 08 - Global Perspective

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.

Goal 05 - Hist/Soc/Behav Sci

1. Examine social institutions and processes across a range of historical periods and cultures.

Goal 08 - Global Perspective

1. Demonstrate knowledge of cultural, social, religious and linguistic differences.

2. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

Goal 05 - Hist/Soc/Behav Sci

1. Develop and communicate alternative explanations or solutions for contemporary social issues.
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted