

Syllabus Fall 2017

Modern Times: The World Since 1914 (History 110)

Wednesday 12:30-3:15 PM 3 Units (45 hours of class)

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DESCRIPTION: This course is a history of the world from 1914 (the start of World War I) until the present. While economic and social developments shall be covered, the focus will be on the great political events which continue to shape our world. The crucial events surrounding the First World War will be examined, but the bulk of the course covers the period since 1945 (the end of World War II) until the present. While economic, demographic and social developments shall be covered, the focus will be on the great political events which continue to shape our world. The great events analyzed include the impact of the world wars, revolutions in Russia and China, the fall of European empires, the Cold War, the growth of bitter regional conflicts and the changing nature of power in the post-industrial world. We shall pay particular attention to what many experts call "globalization." (3 units)

PURPOSE: Today's students live in a world that has undergone unprecedented change in economics, demographics, political systems and cultural institutions of every type. Although the direction of change world wide is not possible to predict, it is certain that structural changes will continue in the next generation. Powerful forces – economic, social, political and cultural, act both to bring societies and nations together and also drive them apart. This complex interaction contains great promise and potential threat. To understand the world as it exists today and divine possible routes of development in the near future history is a very important laboratory. And, in a very real way, we will be looking as it was shaped by the generations of a contemporary student's grandparents and parents. Unlike most history classes very many of the participants in events covered are still alive – a situation that offers both challenges and rewards.

STUDENT RESPONSIBILITIES: There are no prerequisites for this class. Attendance is mandatory. Homework for this class are the reading assignments detailed in the schedule as well as shorter topical items sent via the mailing list. Students are urged to complete the appropriate reading assignments before the lectures. It is very important that students be attentive in lecture and take notes as the lectures will have a different emphasis than the readings. It is very important that each student is on the class mailing list so I can email supplemental readings and exam questions. Each student shall give a short oral group report on a subject of choice. Prep time will be allowed during the class period. The class size will determine the size of group report. Questions and discussions in class are strongly encouraged. It is very important to have an orderly atmosphere during lectures. Therefore cell phones should be turned off and conversation between students is discouraged. We will

spend a long time detailing all aspects of responsibilities and grades during the first meeting of the class.

COURSE LEARNING OUTCOMES AND ASSESSMENT:

I. Outcome: Improve Analytic Skills

A. Assessment Activities: In-class examination of source materials – Understand structure, point of view, logical coherence. This exercise is an in-class interactive activity – student responses assessed by instructor.

B. Cooperative Research & Analysis. All students required to participate in Group Oral Report. performance of reporting students and responses to report from class assessed by instructor.

C. Note Taking. Notes needed to record significant points of lectures, videos and other non-textbook materials and make them useful for exams. Exam outcome assessed.

D. Essay Midterm and Final Exams. Thoroughness and quality of student argument assessed by instructor. (Students with analytic/content problems on midterms, class discussion or oral reports encouraged to seek assistant from appropriate staff.)

II. Outcome: Assimilate Basic Knowledge of Course Material.

A. Assessment Activities. Content of essay exam answers reflect completion of readings and attention to lectures/videos and are Assessed by Instructor.

B. Class discussion and questions posed to clarify issues raised by course materials reflect students' knowledge of course Materials as course develops. Assessed by instructor.

III. Outcome: Improve Communication Skills – Especially for ESL Students.

A. Assessment: Oral reports and class discussion allow assessment of oral language improvement or continued problems.

B. Assessment of essay exams reflects improvement in written language skills or continued problems. (Students with language problems referred to language staff.)

READINGS: As no single text suits this class well we shall use chapters from William H. McNeill (author), *A History of the World Community* (ISBN 019511616X) and Daniel Yergin (author) *The Commanding Heights : The Battle for the World Economy* (ISBN 068483569X). The McNeill chapters will be available in the library. I will show students where very inexpensive copies of Yergin's book may be purchased. There will also be some copies on reserve in the library. We shall also be using various “open source” resources pertaining to events of our day which I will distribute. As I will be looking for current analysis, it is not possible to identify shorter pieces in advance, although I shall provide short explanations of each when emailed to the students several days before class. There are excellent documentary videos for this period which will also be used.

CONTACT BETWEEN INSTRUCTOR AND STUDENTS: I will have office hours between 3:30-4:30. Tuesday at a room to be arranged. If you would like to arrange a different time I will be glad to make an appointment. I check my email often so please feel free to let me know about any questions or problems that might arise. I ask that you use my home email

address (rickt2@prodigy.net) My school email is bergerud@lincolnuca.edu but this will be forwarded and it is easier to go direct.

FORMAT AND GRADES: This course will be based on a standard lecture format. Questions, comments and discussion are very welcome. The grades will be based on the outcome of one midterm and a final exam. The exams will be essay in nature. The essays will be very broad and I will discuss their scope prior to exams. We shall also discuss the basic writing techniques for building an orderly argument suitable for the exams. The Standard A-F grades will be given. Approximately 1/3 of the grade is based on the midterm and 2/3 on the final. However, I do take into consideration a favorable trajectory between the midterm and final when deciding the course grade. A good oral report will be treated as a bonus. Bad attendance results in a grade penalty. Grading essays is necessarily subjective but the grades will be put into a numerical format:

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

SCHEDULE: (Chapter assignments given in []))

August 23: Introduction; The World in 1914-45

Aug 30: Cold War in Europe and Asia [McNeill Chapters 25,26]

September 6: Economic Miracle in Capitalist West [Yergin, Ch 1, 2]

September 13: The Communist Mirage [Yergin Ch 3]

September 20: New Nations and Paths to Development [Yergin Ch 5]

September 37: World Crisis of 1970s [Yergin Ch 6]

October 4: Collapse of Soviet Bloc [Yergin Ch7] & Midterm

October 11: East Asian Models: Japan, Tigers, Change in China [Yergin Ch 8]

October 18: Debacle of the "Third Way": South America & Africa [Yergin Ch 9]

October 25: Post Industrial Society [Yergin Ch 10]

November 1: New Institutions for New Economy: EU, ASEAN, NAFTA [Yergin 11, 12]

November 8: Veterans Day Holiday

November 15: 21st Century Booms and Busts [Yergin Ch 13]

Nov. 22: Fall Recess

Nov. 28: A Global Society? [Yergin Ch 14]

December 9: Final Exam

Syllabus Updated August 6,

APPENDIX. Program and Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs)	
<i>Graduates of the BA program of Lincoln University should be able to:</i>	
1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)	
<i>Students completing General Education courses in BA program will be able to:</i>	
1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.
3	Communicate effectively in multiple creative and academic writing genres by applying Standard American English.
4	Think critically and apply common sense in approaching and solving real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.

Institutional Learning Outcomes (ILOs)

Graduates of the BS program of Lincoln University should be able to:

1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)

Students completing General Education courses in BS program will be able to:

1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Being able to interpret and apply arithmetical, algebraic, and statistical methods to solve problems
3	Communicate effectively in diagnostic field by applying Standard American English. Be able to use appropriate terminology accepted in DI field.
4	Think critically and apply common sense in approaching and solving DI and real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly. Be able to evaluate and integrate DI information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.
7	Develop basic understanding of bioethics' standards acceptable in the field of diagnostic imaging.