2.2 Shaping of the Modern World
3 hours, 3 credits.

A history of modernity since 1500: from Europe’s expansion and the emergence of the Atlantic world to a global society. Early modern societies, cultures, and state structures. Effects of trade, colonialism, and slavery. Enlightenment and revolutions. Comparative industrialization and urbanization. Nationalism, internationalism, and totalitarianism. Demography, environment, and gender. (Not open to students who have completed or are enrolled in Core Studies 4).

Common Goals Addressed by Core Course:

To develop the ability to think critically and creatively, to reason logically, to reason quantitatively, and to express one’s thoughts orally and in writing with clarity and precision (9, 10, 11, 12, 13, 15, 16, 21).

To develop the ability to make sound moral judgments (1, 26).

To understand the arts, histories and cultures of the past as a foundation for those of the present (3, 4).

To understand the development and workings of modern societies in an interdependent world (6, 7).

To acquire the tools that are required to understand and respect the natural universe (5, 18, 27).

To understand what knowledge is and how it is acquired by the use of differing methods in different disciplines (2, 7, 17).

To be capable of integrating knowledge from diverse sources (28).

To understand the necessity for tolerance and to appreciate individual and social diversity, as well as differences of race, class, and gender (19, 22, 23, 24, 25, 31).

To produce informed and responsible citizens (8, 32).

To establish a foundation for life-long learning and the potential for leadership (29, 30).
Objectives of this Core Course:

1. Students will be able to make connections between political, social, cultural, intellectual, economic, and technological developments in the making of the modern world. (6,7, 5, 18, 27)

2. Students will be able to trace patterns of continuity and change over time, space, and cultures, and make connections among them. (3, 4, 19, 22, 23, 24, 25, 31)

3. Students will be able to discuss the historical development of contemporary issues. (3, 4, 6, 7, 8, 32)

4. Students will be able identify the particular consequences that flowed from the choices made by historical actors. (1, 26, 8, 32, 29, 30)

5. Students will be able to identify the thesis and supporting arguments and evidence of secondary works in history. (9, 10, 11, 12, 13, 15, 16, 21, 28)

6. Students will be able to analyze the information contained in primary sources in light of the context in which those sources were produced, their genre, and their authorship. (OARM Goals 2, 7, 9, 10, 11, 12, 13, 15, 16, 17, 19, 22, 23, 24, 25, 21, 28)

7. Students will be able to conduct bibliographic searches. (2, 7, 17)

8. Students will learn the influence of variables such as age, class, gender, race, ethnicity, religion, regional/national affiliation, and political and intellectual persuasion in shaping historical experiences. (19, 22, 23, 24, 25, 31)

9. Students will be able to present their ideas coherently, orally, and in writing. (9, 10, 11, 12, 13, 15, 16, 21).

Outcomes for this Core Course:

1. Student ability to compose a narrative demonstrating patterns of continuity and change over time and space and connections among political, social, cultural, economic, and technological processes.

2. Student ability to analyze secondary sources, including identification of thesis, discussion of argument, assessment of validity.

3. Student ability to analyze primary sources, including awareness of context, recognition of genre and voice, and identification of major points.

4. Student ability to analyze tables, graphs, maps, oral presentations and artistic works to enhance historical understanding.
5. Student ability to construct a research topic and conduct a bibliographic search, utilizing print and electronic resources.

**Assessment Methods May Include the Following:**

1. Student performance on in-class or take home essay exams in which they are asked, using specific examples, to address the issues stated in point # 1 above.

2. Student performance in writing a brief critique of any article or book assigned for the class in which they identify the work’s major themes and supporting arguments and evidence.

3. Student performance in writing a short paper comparing two different types of primary sources – whether literary, quantitative, graphic, oral, etc., – in which they address issues of context, authorship, and genre for each, identifying major points of similarity and difference.

4. Student performance, upon completion of a library workshop introducing print and online resources, in compiling an annotated bibliography consisting of monographs, articles from scholarly journals, and a few websites as determined by instructor.

5. Student performance in group work centering on debates or issues related to the shaping of the modern world, with grade or comment recorded by instructor.

6. Student record of regular attendance, promptness, and civility and observation of college standards of academic honesty.

**Course Text**

**Secondary Works:**
Will vary with instructor. Examples include:

**Primary Sources:**
Among acceptable collections is:
Source Packs containing a variety of literary, quantitative, visual, graphic, and oral history documents to be compiled by individual instructors. Some examples, recommended by department members and part of a collective work in progress, are given in the following outline:

**Course Outline (including sample readings in secondary and primary sources):**

**Weeks 1 & 2: The Early Modern World (1500-1800)**
Topics include but are not confined to:
The Columbian Exchange
Early Modern Society, Culture, and the State
Colonialism and Slavery
Scientific Revolution and Enlightenment.

Possible textbook reading: Hunt, chapters 17-19, or King, chapters 15-18.
Examples of primary source readings: Columbus, Bradford, Olaudah Equiano, Bartolomé de las Casas, Colbert, Emperor Ch’ien Lung, Franklin, Beccaria, Voltaire, Condorcet, Nahua accounts of conquest of Mexico, letter book of South Carolina indigo planter Eliza Lucas, Black American spirituals, Bre’r rabbit tales.

**Weeks 3 & 4: Age of Revolutions (1763-1848)**
Topics:
American and French Revolutions
Case studies of Latin American/ Caribbean or other European Revolutions

Possible textbook reading: Hunt, chapters 20-21, or King, chapters 19-20.
Examples of primary source readings:

**Weeks 5 & 6: Industrial Societies (1700-1900)**
Topics include:
Comparative industrialization and urbanization
Workers and Labor Movements.
Secularization, Religion, and Culture
Worldwide Effects of Industrialization.

Possible textbook reading: Hunt, chapters 22-23, or King, chapters 21-22.
Examples of primary source readings:
Weeks 7 & 8: Western Imperialism and Non-Western Societies (1750-1914).
Topics include at least one of the following:
Western interactions with China, Japan and India
Ottoman Empire and the Middle East.
Latin American States and foreign trade
Partition of Africa

Possible textbook reading: Hunt, chapter 24, or King, chapter 24.
Examples of primary source readings:

Weeks 9 & 10: Consolidation of Nation-States and Rise of Social Movements (1848-1914).
Topics include, but are not confined to:
Case Studies of State consolidation and political reform in Europe.
Civil War and Reconstruction in the United States

Possible textbook reading: Hunt, chapters 23-24 (review) and 25, or King, chapters 23-25.
Examples of primary source readings:

Topics include:
Two World Wars
Bolshevik and Chinese Revolutions
The Great Depression and the New Deal

Possible textbook reading: Hunt, chapters 26-27, or King, chapters 26-28.
Examples of primary source readings:

Weeks 13 & 14: Since 1945.
Topics must include, but are not confined to:
Cold War Politics and Society
Decolonization
Civil Rights Movements
Post-Cold War World and Globalization

Possible textbook reading: Hunt, chapters 28-30, or King, chapters 29-30 & epilogue.
Examples of primary source readings:

Method of Evaluation
The course grade will be computed on the basis of a configuration of percentages assigned to essay exams, review essays, primary sources analyses, and bibliography, to be determined by the instructor.