Course Number: WOH2040  
Course Title: Twentieth Century

<table>
<thead>
<tr>
<th>Div/Dept Code</th>
<th>Subject Code</th>
<th>Effective Term</th>
<th>Course/Credit Type (Check One only)</th>
<th>Contact/Credit Hours</th>
<th>ICS Code</th>
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<td>SSCI WHIS</td>
<td>WHIS</td>
<td>20071</td>
<td>01 A &amp; P</td>
<td>Lecture Hours 45</td>
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<td></td>
<td>02 PSV (AS only)</td>
<td>Lab Hours</td>
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<td>02 PSV Dual (Transfer)</td>
<td>Clinical Hours</td>
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<td>05 PSAV</td>
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<td></td>
<td>10 Voc Prep</td>
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Course Catalog Description: International political and historical affairs in the twentieth century through the institutions and organizations of the Western State System. Attention is on international cooperation, decision making, force, world resources, and world political geography by the selection of a specific problem. This is a Gordon Rule writing course and is part of the college's Writing-Across-the-Curriculum program. If used to meet AA Gordon Rule requirements for general education, a minimum grade of “C” is required.

Prerequisites: A passing score on the standardized placement test measuring communication/verbal achievement or successful completion of ENC 0080 and/or LIN 1670 with a grade of “C” or better

Recommended Text/Software: Jan 2009: Europe in the Contemporary World: 1900 to the Present, A Narrative History with Documents; 2007 ed.; pub. Bedford / St. Martin’s

Prepared By: Wendell Griffith  
Date: 2/5/10

Director/Chair Approval: Dr. Joyce Goldstein  
Date: 2/5/10

Vice President for Instruction  
Date: N/A for this change

President  
Date: N/A for this change

Course Dictionary Update by  
Date: N/A for this change
### COURSE GOALS

<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Statement</th>
</tr>
</thead>
</table>
| 1.          | Student Outcomes — The student will:  
  The student demonstrates an understanding of the features of the century of European supremacy 1815-1914 in the development of industry, the modern State, and growth of imperialism. The student demonstrates an understanding of influence of G. Brit, Germany, France, Italy, Imperial Russia, Hapsburg Empire, Ottoman Empire, the Balkan area. |
| 2.          | The student demonstrates an understanding of European features in technology, science, literature, and philosophy as specific influences in European development. |
| 3.          | The student demonstrates an understanding of the growth of rivalries and crises through the mounting alliance systems, arms races and growing fears particular to the period 1815-1914. |
| 4.          | The student demonstrates an understanding of new states that influence European development and the growth of global influences in the U.S. and Japan as well as initial areas of later world power. |
| 5.          | The student demonstrates an understanding of World War I as a clasp of technology and massed national social forces. The student demonstrates an understanding of war's influences in the twentieth century. |
| 6.          | The student demonstrates an understanding of the political, social, economic consequences of the war, through the processes of peacemaking, the attempt at international organization. |
| 7.          | The student demonstrates an understanding of the Russian Revolution as a consequence of Imperial Russia. He/she demonstrates an understanding of the formation of the U.S.S.R. in its particular features and the emergence of a global movement of communism as an outcome of the Russian Revolution. |
| 8.          | The student demonstrates an understanding of developments in the Third World in the aftermath of World War I and peacemaking. |
| 9.          | The student demonstrates an understanding of the cultural development as a pattern dominated by the disintegration of security and European predominance in literature, philosophy, and the arts today. |
| 10.         | The student evaluates the significance of the twentieth century events of war, peacemaking, and the lack of security as he/she demonstrates an understanding of the continued development of science and technology. |
| 11.         | The student demonstrates an understanding of the failure of peacemaking, the rise of national dictatorships, the emergence of Fascism, and the failure of Western States to face the threat of tyranny. |
COURSE SYLLABUS — PART II
COURSE GOALS

Course Number  WOH2040  Title     Twentieth Century

Prepared by     Wendell Griffith      Date 2/5/10
Director/Chair   Joyce Goldstein      Date 2/5/10

Criteria: (1) Direction oriented; (2) student oriented — written in terms of what students will accomplish; (3) provide the lay reader with an understanding of the substance of the course; and (4) the number of statements should be sufficient to clearly identify the mission of the course.

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<th>Goal Number</th>
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<tr>
<td>12.</td>
<td>The student demonstrates an understanding of the individual character of European dictatorship in Adolph Hitler, Benito Mussolini and Francesco Franco. The student demonstrates an understanding of the significant difference between the Nazi State, Fascist State of Italy, Spanish State under Franco, and the traditional authoritarian control of the military and aristocratic elements in Japan.</td>
</tr>
<tr>
<td>13.</td>
<td>The student demonstrates an understanding of the development of the events leading to World War II, the development of war and the emergence of greater technological destruction from its original basis in World War I. The student demonstrates an understanding of the emergence of two blocs of global power, one centered on the U.S.A., the other centered on the U.S.S.R. He/she recognizes the decline of Europe and its subordination to the political control of these two powers.</td>
</tr>
<tr>
<td>14.</td>
<td>The student demonstrates an understanding of the inability of the international community to acquire an accepted formal peace. The student demonstrates an understanding of the formation of the United Nations and its basis in previous international organizations.</td>
</tr>
<tr>
<td>15.</td>
<td>The student demonstrates an understanding of that the U.S.A and the U.S.S.R. move to a mutual policy of containment and expansion in regard to each other. The student demonstrates an understanding of various areas of influence: East Europe, West Europe, Near and Middle East, S. Asia, SE Asia.</td>
</tr>
<tr>
<td>16.</td>
<td>The student demonstrates an understanding of the Chinese Revolution as an independent development which presented the U.S.S.R. and the U.S. A. with another center of potential global power.</td>
</tr>
<tr>
<td>17.</td>
<td>The student demonstrates an understanding of the shift of the U.S. policy to action in SE Asia and the formation of European security as parts of the same U.S. policy. The student demonstrates an understanding of developments in the Southeast Asian area. The student demonstrates an understanding of French and later U.S. involvement, the aftermath of U.S. failure in SE Asia in U.S. domestic political and social developments, and its subsequent foreign policy.</td>
</tr>
<tr>
<td>18.</td>
<td>The student demonstrates an understanding of the course of the Chinese Revolution through the Cultural Revolution, the emergence of rival cliques, the death of Mao and the formation of the present Chinese leadership.</td>
</tr>
<tr>
<td>19.</td>
<td>The student demonstrates an understanding of the development of Islamic nationalism, the issue of Israel, and the challenge of Islamic fundamentalism and the related developments in U.S. foreign policy.</td>
</tr>
<tr>
<td>20.</td>
<td>The student recognizes the deteriorating events in U.S. and U.S.S.R relations by constant attempts at alliances, crises, arms races, and growing fears.</td>
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Prepared by: Wendell Griffith  Date: 2/5/10

Director/Chair: Joyce Goldstein  Date: 2/5/10

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<td>21.</td>
<td>The student demonstrates an understanding of world areas of increasing nationalism, South Asia, and the new areas of African nationalism with their relation to global development.</td>
</tr>
<tr>
<td>22.</td>
<td>The student demonstrates an understanding of tightening authoritarian control in all global States as a feature of the twentieth century.</td>
</tr>
</tbody>
</table>

In addition to the specific course goals listed above this course also addresses the college’s Critical Thinking and Communication General Education Goals/Outcomes through the following Student Learning Outcomes (SLO’s):

- **SLO 1** The student will apply reflection, analysis, logical reasoning and evaluation to formulate judgments, reach decision, and solve problems.
- **SLO 2** The student will demonstrate accurate and effective expository writing skills.
A specific objective is one in which the outcome and the level of achievement are defined in measurable terms.

<table>
<thead>
<tr>
<th>Object No.</th>
<th>Related Goals</th>
<th>Objectives (Student Learning Outcomes)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1,3,4,22</td>
<td>The student identifies the features of global power, control and influence in the period 1815-1914.</td>
<td>Evaluation by objective examination. A grade of “C” denotes basic competence. The specific percentage for the “C” may vary with the instructor, but in no case is a “C” awarded for less than 70% mastery of the assignment.</td>
</tr>
<tr>
<td>2.</td>
<td>2,9,10 SLO 1</td>
<td>The student demonstrates understanding of the particular underlying influences shaping global events in the twentieth century, and learns to recognize these in literature, philosophy, and the arts as influences.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>3.</td>
<td>5,6,7,8,11,12, 13,14 SLO 1 SLO 2</td>
<td>The student demonstrates understanding of the particular character of total war in the twentieth century as military, social, political, economic phenomena and its effect on peacemaking.</td>
<td>Written essay and essay exam, the latter evaluated by standard departmental criteria. In addition student may take an exam. A grade of “C” denotes basic competence. The specific percentage for the “C” may vary with the instructor, but in no case is a “C” awarded for less than 70% mastery of the assignment.</td>
</tr>
<tr>
<td>4.</td>
<td>7,12,16,17,18, 19,20,21,22 SLO 1 SLO 2</td>
<td>The student recognizes the growing features of mass movements, the innovative, controlling, features of political, social, economic, cultural revolution, and the growth of authoritarian control and dictators in the twentieth century.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>5.</td>
<td>15,16,17,19, 20,21,22 SLO 2</td>
<td>The student recognizes the global political forces that shape the second half of the twentieth century as the aftermath of world war, the failure of peace-making, continuing nationalism, revolution, and the continued clash of U.S. and U.S.S.R. interests and national security.</td>
<td>Written essay and essay exam, the latter evaluated by standard departmental criteria. In addition student may take an exam. A grade of “C” denotes basic competence. The specific percentage for the “C” may vary with the instructor, but in no case is a “C” awarded for less than 70% mastery of the assignment.</td>
</tr>
<tr>
<td>6.</td>
<td>9</td>
<td>SLO 1 The student recognizes the particular events that seem to present insolvable difficulties, or continued conflict through the patterns of economic and social issues and the mutual influences and events shaped by science and technology. The student demonstrates understanding that the results form a set of related attitudes and viewpoints reflected in the literature, philosophy, and arts in the twentieth century.</td>
<td>Written essay and essay exam, the latter evaluated by standard departmental criteria. In addition student may take an exam. A grade of “C” denotes basic competence. The specific percentage for the “C” may vary with the instructor, but in no case is a “C” awarded for less than 70% mastery of the assignment.</td>
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