



HIST-106: THE WORLD SINCE 1900

Also listed as: HIST-106H

Effective Term

Fall 2026

BOT Approval Date

11/13/2025

Discipline

HIST - History

Course Number

106

Course Title

The World Since 1900

Short Title

The World Since 1900

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-106H

C-ID (Admin Only)

CB 00

CCC000264505

Course Title

Honors The World Since 1900

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

Catalog Description

This course introduces students to major global historical trends since 1900 and considers important developments in politics, culture, economics, military affairs, art, science and technology. Through readings and written assignments, students will explore scholarship on recent world history, probe the origins of current world problems, and acquire a greater appreciation of international affairs.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0101 - History, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze the origins and impact of major 20th century events including the First World War, the Great Depression, the Second World War, and the Cold War.
2. Analyze the impact of imperialism, colonialism, as well as nationalist and independence movements on different world societies and cultures since 1900.
3. Analyze the intersection of race, class, gender and ethnicity in shaping societies and cultures in world history since 1900.
4. Compare the perspectives and contributions of historically underrepresented groups to arrive at a deeper understanding of the various experiences of people in world history since 1900.
5. Examine the origins and current functioning of international treaties, international organizations, and global trading patterns.
6. Investigate the influence of technology and economic development upon industrial and non-industrial societies.
7. Identify key world political leaders and important political movements and trends in world history since 1900.
8. Compose an argument by critical interpretation of primary and secondary sources.
9. Engage in an analysis of historical themes and ideas through various forms of communication such as class discussion, debates, reenactments, and oral presentations.

Honors Objectives

- Encourage advanced research and writing techniques using both primary and secondary sources.
- Complete a research project involving original research and an original thesis, including the use of primary and secondary sources and can include a multi-disciplinary examination of the topic.
- Engage in small group discussions over challenging primary and secondary source readings, research, and writing topics.
- Address major issues and important interpretations in modern history with the instructor and other honors students.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of world history since 1900.
2. Students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to world history since 1900 to demonstrate historical understanding and cultivate social awareness.
3. Students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to world history since 1900.

Content

Course Lecture Content

1. The Great War and Social Change, 1900-1919
 - a. Origins and Causes of the Great War
 - b. The Outbreak of War
 - c. Stalemate and Slaughter
 - d. The War Become Global
 - i. India and the First World War
 - ii. French West African and the First World War
 - e. The Home Front
 - i. Mobilizing for Total War
 - ii. Social Impact of War
 - iii. Growing Political Tensions
 - f. The War's Consequences
 - i. The Russian Revolution
 1. Fall of Imperial Russia
 2. Lenin and the Bolsheviks
 - ii. The Paris Peace Treaties
 - iii. American rejection of Versailles Treaty
 - g. The Age of Anxiety
 - i. The New Physics
 - ii. Freudian Psychology
 - iii. 20th century Literature
 - iv. Modern Architecture, Art, and Music
 - v. Movies and Radio
 - h. Historical sources to consider:
 - i. *The Willy-Nicky Telegrams*, (1914)
 - ii. Woodrow Wilson, *The Fourteen Points* (1918)
 - iii. *German Appeal to Women: Gold for the War*
 - iv. Film; *1917* (2020)
2. Nationalism in Asia in the Interwar Period, 1914-1939
 - a. First World War's Impact on National Trends
 - i. Nationalism's Appeal
 - ii. The Mandate System
 - b. Nationalist Movements in the Middle East
 - i. Arab, Turkish, Persian Revolts
 - ii. Arab-Jewish Tensions in Palestine

- c. Towards Self-Rule in India
 - i. British Promises and Repression
 - ii. Gandhi's Resistance Campaign in India
- d. Nationalist Struggles in East and Southeast Asia
 - i. Chinese Nationalism
 - ii. From Liberalism to Ultrnationalism in Japan
 - iii. Striving for Independence in Southeast Asia
- e. Pan-Africanists and the Opposition to Colonialism
- f. Historical Sources to Consider:
 - i. Sun Yat-sen, *Fundamentals of National Reconstruction* (1923)
 - ii. Mohandas Gandhi, *Hind Swaraj* (1938)
 - iii. Syrian Congress Memorandum (1919)
 - iv. Ning Lao Interview
- 3. The Great Depression
 - a. Economic Crisis
 - i. Mass Unemployment
 - ii. The New Deal in the US
 - 1. The New Deal and Black Americans
 - 2. Women and the New Deal
 - iii. Worldwide Effects
 - b. Sources to Consider:
 - i. New Deal (Alphabet Agencies) Advert Posters
 - ii. *President Roosevelt's First Inaugural Address* (1933)
- 4. Totalitarianism
 - a. Authoritarian States
 - i. Stalin's Soviet Union
 - 1. From Lenin to Stalin
 - 2. Five-Year Plans
 - 3. Stalin's Terror and Purges
 - ii. Mussolini and Fascism in Italy
 - iii. Hitler and Nazism in Germany
 - 1. Roots of Nazism
 - 2. Hitler's Road to Power
 - 3. The Nazi State and Society
 - 4. Hitler's Popularity
 - 5. Aggression and Appeasement
 - b. Sources to Consider:
 - i. Adolf Hitler, *Mein Kampf* (1925)
 - ii. Benito Mussolini, *The Doctrine of Fascism* (1932)
- 5. The Second World War
 - a. Hitler's Empire in Europe
 - b. The Holocaust
 - c. Japan's Asian Empire
 - d. The Grand Alliance (Roosevelt, Churchill, Stalin)
 - e. The War in Europe
 - f. The War in the Pacific
 - g. The Home Front
 - i. Opportunities and Discrimination
 - 1. Women
 - 2. Black America
 - 3. Mexican Americans
 - 4. Native Americans
 - h. The End of War and its Immediate Aftermath
 - i. Total defeat for Germany and Japan
 - ii. The United Nations
 - iii. The Bretton Woods Conference & the World Bank

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- iv. Origins of the Cold War
 - 1. Yalta, Tehran, Potsdam Conferences
 - 2. The Space Race
 - 3. The Arms Race
 - i. Sources to Consider:
 - i. *United Nations Charter*
 - ii. Corrie Ten Boom, *A Hiding Place*
 - iii. Akihiro Takahashi, *Memory of Hiroshima* (1945/86)
 - iv. Curbed Los Angeles, Mapping LA's Zoot Suit Riots
 - v. Journalist of Lee Miller
6. Decolonization
- a. Nation Building in South Asia and the Middle East
 - i. Independence in India and Pakistan
 - ii. Independence in the Middle East
 - iii. The Arab-Israeli Conflict
 - b. Revolution in East and Southeast Asia
 - i. The Communist Victory in China
 - ii. Conflict in Korea
 - iii. Japan's American Reconstruction
 - iv. The Vietnam War
 - c. Decolonization in Africa
 - i. African Nationalism
 - ii. Ghana Show's the Way
 - iii. End of French Rule in Africa
 - d. The Cold War in Latin America
 - i. Revolution in Cuba
 - e. China under Mao
 - i. Great Leap Forward
 - ii. Cultural Revolution
 - iii. Mao's Legacy
 - f. Decolonization and the Masses
 - i. sub-alterns
 - g. Sources to Consider:
 - i. Kwame Nkrumah, *A Republican Form of Government* (1960)
 - ii. Patrice Lumumba, *Interview with Russian New Agency TASS* (1960)
7. Liberalization and Liberation
- a. Oil Shock and Middle East Tensions
 - i. OPEC
 - ii. Mexico under the PRI
 - iii. Israeli-Arab conflicts
 - iv. Islamic Revolution in Iran
 - b. Gender, Race, Liberation
 - i. Second and Third Wave Feminism
 - ii. Pan-Africanism, Black Power, the African Diaspora
 - iii. South Africa Under Apartheid
 - c. Growth and Development in Asia
 - i. Japan's Economic Miracle
 - ii. China's Economic Resurgence
 - iii. Development and Democracy in India
 - 1. The Green Revolution
 - 2. Indira Gandhi
 - d. Sources to Consider:
 - i. Nahum Goldman and Fawaz Turki, *Conflicting Perspectives on Israel/Palestine* (1969, 1972)
 - ii. Nelson Mandela, *The Rivonia Trial* (1964)
 - iii. Deng Xiaoping, *A Market Economy for Socialist Goals*
 - iv. Documentary Film; *Tank Man* (Frontline)

8. End of the Cold War
 - a. From Nixon the Reagan
 - b. From Khrushchev to Gorbachev
 - c. Collapse of Communism in the Eastern Bloc
 - d. Collapse of the Soviet Union
 - e. Russia without Communism
 - f. European Integration
 - g. Sources to Consider:
 - i. Mikhail Gorbachev, *Perestroika and Glasnost* 2000
 - ii. Helmut Kohl, *A United Germany in a United Europe* (1990)
9. The World Since 2000
 - a. The War on Terror
 - b. The Digital Age
 - c. Sources to Consider:
 - i. George W. Bush, *We Wage War to Save Civilization Itself* (2001)
 - ii. *Report of the 9/11 Commission* (2004)

Honors Content

The honors component of History 106 will encourage students to work above the survey level to explore issues in modern history since 1900 with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and engaging in discussions with the instructor and other honors students about the discipline of history. The topics to be covered in History 106H are the same as those covered in History 106. In addition, honors students will analyze current research and historical concerns in modern history since 1900 that focus on topics such as (but not limited to) the following: - global economic networks since 1900, - women and western science since 1900, - the transition from empire to independence in the non-West during the 20th century, - European integration since 1945, - defining the 20th century (politically, economically, culturally, etc.)

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions will enable students to analyze and interpret the primary and secondary source readings or films to gain a deeper understanding of key concepts, people, and events that have shaped world history since 1900. Discussion will cover such topics as the resistance to imperialism and the emergence of nationalist movements during and after World War II.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in world history since 1900. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches that provide the students with an organizational scheme with which to analyze the development of world history since 1900. Lectures will also expand upon information provided in the assigned readings and visual materials which may include slide software presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips. Lectures will cover topic such as the major event of the 20th century, national liberation movements, and the contributions of historically underrepresented groups.

DE Adaptations for MOI

Online lectures which cover key course content such as examining the major features of complex societies may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources.

Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Reading

Integration

Instruction will be provided in how to analyze and interpret the chapters in the course text and the primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, people, and events in modern world history. Primary and secondary source analysis is also a vital tool used to teaching critical thinking skills including weigh conflicting opinions, sifting through information to identify the most pertinent information, identifying trends, etc. Readings will cover such topics as race, class, gender and ethnicity and how each shaped societies and cultures in world history since 1900.

DE Adaptations for MOI

Instruction will be provided via the CMS in how to analyze and interpret the chapters in the course text and the assigned primary and secondary source materials to assist the students. Students will upload their work to the CMS Assignment Portal. Instructor will respond to each assignment in the CMS assignment comments section. All reading materials and delivery methods must meet accessibility guidelines.

Method

Film/video Viewing and Discussion

Integration

Class lectures will be supplemented with excerpts from documentaries and films that provide additional perspectives and insights about events, cultures, and people in the latter half of world history. The instructor will facilitate a discussion and critical analysis of the film's themes and situate the film in the broader context of historical representations of the period under study. Documentaries and films could cover such topics as spy networks during the Cold War, Gandhi and self-rule in India, the Green Revolution the 1950s-60s, the Tiananmen Square Massacre.

DE Adaptations for MOI

Instructor will supplement lectures by using the CMS to post films and other visual materials that recreate significant events in world history since 1900 and enhance student appreciation for the accomplishments of world history since 1900. The films/documentaries will be made available using the CMS and will meet accessibility standards.

Method

Discussion

Integration

Students will use in-class collaborative learning exercises and guided writing workshops to develop effective thesis statements and research strategies for historical analysis. Students will practice forming research questions, locating and evaluating scholarly and primary sources, and refining their thesis statements through feedback and revision. Class discussions may cover such topics as the distinction between summary and argument, methods for narrowing a broad topic into a focused historical question, and techniques for integrating evidence into an interpretive framework.

DE Adaptations for MOI

The instructor will use the CMS to provide threaded discussion, peer review, and interactive writing workshops to analyze theses, gather evidence, and refine research questions and arguments. The instructor will provide comments to further the discussion or make recommendations in a timely manner. All online discussions will meet accessibility standards.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion

Integration: Guided small group discussions in the honors course will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern world history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project

Integration: Service learning at history institutions, museums, or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Outside of Class Activities

Integration: Students will engage with academic inquiry and analysis of history topics by visiting a museum exhibition, interviewing an expert in the field, keeping a journal about assigned readings or writing assignments, going to a film screening, or attending an academic lecture at a nearby university or museum. These activities will encourage students to draw parallels between the past and contemporary society and provide a means of experiencing world history through a variety of media mediums beyond the classroom.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams/Tests: Students are required to complete essay exams on questions designed to measure the student's ability to analyze, evaluate, and synthesize information in response to subjects, questions, or problems in world history. Exams may also consist of short answer, identifications of key people and events, multiple choice or true/false questions requiring students to demonstrate competence with factual knowledge. Topics might include evaluation of the intersection of class, gender, and ethnicity in decolonization movements of the 1900s to demonstrate knowledge of major events, personalities, and institutions in modern history. Students will be graded on organization, use of relevant evidence, and the quality of analysis.

DE Adaptations for MOE

Using the CMS testing or assignment features, students are required to complete essay exams on questions designed to measure the student's ability to analyze, evaluate, and synthesize information in response to subjects, questions, or problems that demonstrate knowledge of course readings and synthesize material from 1900s world history. Exams may consist of short answers identifications of key people and events, multiple choice or true/false questions requiring students to demonstrate competence with factual knowledge. Student feedback may consist of scored CMS rubrics and/or individualized comments within a timely manner as specified within the syllabus and/or assignment instructions.

Method

Papers

Integration

Papers will require students to synthesize information from the lecture, discussions, films, and primary and secondary source readings, and develop a thoughtful, analytical conclusion about their research. Topics might include a comparative analysis of liberalization movements across the Middle East, Asia, and Africa in the 1900s. Essays will be graded based on presentation of evidence, organization, the quality of analysis in the argument, and proper documentation and citing of utilized sources.

DE Adaptations for MOE

The instructor will use the CMS to provide detailed instructions for essay assignments that will require students to use primary and secondary source readings to investigate key themes in 1900s world history. The paper assignment will be submitted electronically via the CMS and feedback of these essays will be provided by the instructor using the CMS rubric tool and/or comments field. Essays will be graded based on presentation of evidence, organization, the quality of analysis in the argument, and proper documentation and citing of utilized sources. The instructor will outline timelines for feedback in the course syllabus and CMS.

Method

Projects

Integration

Projects will require students to synthesize information from more than one source, evaluate the sources, and develop a thoughtful, analytical conclusion about their research. Students will investigate technological developments, social shifts, or political trends in the 20th century. Topics might include the rise of nationalism, global feminist movements, or significant advances in military technology. Projects will be graded based on presentation of evidence, organization, the quality of analysis in the argument, and proper documentation and citing of utilized sources.

DE Adaptations for MOE

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in 1900s world history. Projects will be manually graded with individualized feedback based on presentation of evidence, organization, the quality of analysis in the argument, and proper documentation and citing of utilized sources within the timeframe specified in the syllabus and/or assignment instructions.

Method

Quizzes

Integration

Students may be quizzed with multiple choice, true/false, or short answer questions about assigned readings, film presentations, maps, or other course materials. Topics might include identification of perspectives and contributions of historically underrepresented groups, such as liberation movements opposing racism, gender inequality, or patriarchal systems of the 1900s. Quizzes will be manually scored and scores, rubrics, and/or individual comments returned to students within the timeframe specific within the course syllabus and/or assignment instructions.

DE Adaptations for MOE

Instructors will implement the assignment/testing features of the CMS to create quizzes consisting of multiple choice, true/false, or short answer questions about assigned readings, films, maps, or other course materials. Quizzes will be submitted in the CMS. If objective questions, feedback will be auto-generated and immediately graded. Written responses will be manually graded within the CMS and feedback may be provided with scored rubrics and individualized comments within the timeframe specified in the syllabus and/or assignment instructions.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the student's ability to summarize, critically analyze, and provide their own perspective on the assigned readings. Journal writings, oral histories, and field trips will be assessed based on organization, quality, and accuracy of student work.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

In a 6-8 page research paper that integrates accredited, peer reviewed sources, describe the multifaceted legacy of Mao Zedong. Examine how he can be interpreted as both a national hero and on the short-list of one of the 20th centuries worst dictators. To what extent should Mao be credited with creating modern China? All sources will be cited and formatted using one of the major citation styles such as MLA, APA, or Chicago style.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

In a 4-5 minute recorded podcast response, evaluate the role of women in WWII by investigating the life of American journalist Lee Miller. Submissions should include evidence from lecture and online source materials (ie. JSTOR) to identify the changing roles for women in the wider context of WWII. In your response, consider: how was the role of women different from other historically underrepresented groups, such as Black and Latino Americans?

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

In assigned teams, take on the role of diplomats from Cuba, the United States, United Nations, and the Soviet Union. Using the provided role/goal sheets, negotiate with opposing teams to end the Cuban Missile Crisis (1962) to examine the origins and function of international negotiation and treaties during the Cold War. What did diplomacy look like in this period? Who was included or excluded from international treaty-making?

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted in the CMS. Students will submit the assignment through the CMS via threaded discussion posts. Instructor feedback will be provided through the grade book function, messaging, or other forms of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read Kwame Nkrumah's "Speech to the Organization of African Unity" with attention to the strategies taken to unify African nations. Bring to class a half-page written response evaluating how Nkrumah envisioned the decolonization of Africa, taking note of the role economics, race, and class played in his statement.

How assignment will be adapted in online format

The instructor will use the CMS to provide detailed instructions for assignments that will require students to use primary and secondary source readings to investigate key themes in the development of 1900s world history. The reading response assignment will be submitted electronically via the CMS and feedback of these submissions will be provided by the instructor using the CMS rubric tool and/or comments field within two weeks of the due date. They will be graded on the organization and quality of evidence, and their ability to analyze, compare, and contrast the ideas, people, and events under consideration. Any material necessary to complete the reading assignment will meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

After streaming the PBS Frontline Documentary on the Tiananmen Square Massacre entitled "Tank Man", compose a written response where you respond the following question: If given the choice between political OR economic freedom, which would you choose and why? Be prepared to share your response with the class.

How assignment will be adapted in online format

The documentary film will be made available using the CMS and will meet accessibility standards.

Honors Assignments**Assignment**

Students will complete all regular course requirements for History 106 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete the requirements of A). They are also required to complete B) or C). Assignments D), E), F), or G) below are optional and one optional assignment may be required at discretion of the instructor.

Assignment

A) Assigned readings beyond the scope of the regular section of History 104. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. In consultation with the instructor, students may select an academic journal article, chapter of a book, or primary source excerpt related to their research project for the Honors class to read, analyze, and discuss. Example readings could include: Norman Ohler's, *Blitzed: Drugs in the Third Reich*, or Gotz Aly, *Why the Germans? Why the Jews? Envy, Race Hatred, and the Prehistory of the Holocaust*. Southeast Asia Under Japanese Occupation edited by Alfred McCoy, and Nicaragua: Living in the Shadow of the Eagle by Thomas W. Walker. Students will either lead an Honors class discussion or write a one to two-page analysis of their selected reading. The discussion or written analysis will include a summary, critical analysis, and if appropriate, examination of how the reading informs the student's own research project.

Required or Optional

Required

Honors Core ValuesAcademic Rigor and Research
Engagement**Justify how the assignment reflects the Academic Rigor and Research Core Value**

Honors supplemental readings will facilitate discussion, encourage reflection, and help students prepare to complete their major research project for the course.

Justify how the assignment reflects the Engagement Core Value

Research projects can bring students into a community of people, other students, or scholars and they provide an authentic experience of engaging with them.

Assignment

B) A research project that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on primary sources, secondary sources, major interpretive books, and articles. Students will submit preliminary steps such as a proposal of their research topic, a description of their methodology, an annotated bibliography, thesis, and outline, in addition to their final research product selected from options B1), B2), or B3) below. A minimum of ten academic sources must be referenced in the project. The instructor may organize student peer reviews of the preliminary steps of the research project. Students will also submit a 250-word abstract of their work. Research project topics could include topics such as Cold War spy networks, political assassination in the 20th century, colonialism in Southeast Asia, the CIA and the Somoza family of Nicaragua, and global terrorism. The project can be presented in one of the following formats as described in B1, B2, and B3.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research project will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, and produce a final product of their research.

Assignment

B1) a 9-12 page research paper, adhering to the guidelines listed above.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

B2) Multimedia project such as a 5-10 minute film or a graphic novel that adheres to the guidelines listed above.

Required or Optional

Required



Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

A multimedia project will require academic rigor comparable to a substantial paper, as well as comparable research skills. In addition, the multimedia project will require facility with digital technology.

Assignment

B3) Academic 3 x 5 poster suitable for presentation at an academic conference, adhering to the guidelines listed above.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

An academic poster requires academic research at a level of rigor comparable to a substantial standard research paper, with the addition of finding appropriate visual aids, making sensible and accurate figures (graphs, maps) and tables, and organizing information to be visually appealing and accessible.

Assignment

C) Create a service learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed by an employee of the institution where they are volunteering. Students may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

A service learning project will provide an Honors student with the opportunity to work within their community, apply their research knowledge, and connect their academic training with their real-world experience at the service learning institution.

Assignment

D) A 10-15 minute oral presentation of the final research project given to their fellow honors students or to the entire History 106 class. The presentation will include a visual aid (slides, a poster, or similar).

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Students will be expected to present to a group (either the honors section or the whole class). The students must present in a cogent, comprehensible, and accessible manner. This assignment will give students an experience of leadership as they introduce their topic, present their work, and answer questions from the audience.

Assignment

E) Interview an individual whose life or professional experiences relate to the subject matter of History 106H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their interview or oral history findings to the instructor or the class (i.e. a brief two to three page write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their findings fit in or challenge current historical perspectives.

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a professional in the field will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of the interview conducted.

Assignment

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Holistic Well-being

Justify how the assignment reflects the Holistic Well-Being Core Value

This assignment encourages metacognition and can help students clarify their thinking, commitment to ideas, and career goals. This can lead to greater satisfaction with the course materials, their own work in the course, and with the ideas explored in the materials. It can also allow students to come to better know themselves, thus promoting holistic well-being.

Assignment

G) A project outside regular class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 106H. The Getty Center, the Broad Museum, the Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, and the San Diego Museum of Art are all examples of museum locations in the Southern California that might be considered for this assignment. Other activities could include a film viewing such as The Battle of Algiers or attending an academic lecture at a local university or museum.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Field trips offer students a chance to learn history in academic spaces outside of the classroom, network with professionals in the field, and consider the real-world significance of their research.

Course Materials**Textbooks**

John C. Corbally (2025). The Twentieth Century World, 1914 to the Present State of Modernity, 2nd Edition, Bloomsbury Academic. ISBN: 9781350357655

R. Keith Schoppa (2021). The Twentieth Century: A World History, Oxford University Press. ISBN: 9780190497361

William R. Keylor (2011). The Twentieth-Century World and Beyond: an International History 6th ed. Oxford University Press. ISBN: 978-0199736348

Carter Vaughn Findley and John Alexander Rothney (2011). Twentieth-Century World Cengage Learning. ISBN: 978-0547218502

Crossley, P.K. and Lees, L.H. and Servos, J.W (2013). Global Society: The World Since 1900 Cengage. ISBN: 978-1-111-83537-8

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The study of world history since 1900 offers students the chance to explore how race, gender, ethnicity, and culture have interacted over the past 100+ years. The course is designed to incorporate diverse elements into both the content and assignments, encouraging students to study, research, and present on these topics. One of the stated goals of the course is to encourage students to compare the perspectives and contributions of historically underrepresented groups to arrive at a deeper understanding of the various experiences of people in modern history. For example, students might compare different non-western nationalist movements

during the interwar period by examining Gandhi Hind Swaraj (1938) and the Syrian Congress Memo (1919). Students might also compare various independence movements in Africa by examining the writings of Kwame Nkrumah and Patrice Lumumba.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of accessible reading materials (eg. primary and secondary sources) and accessible films (eg. Film; 1917) may supplement this class. The projects are assigned to allow students to choose topics that are of interest to them. Formative assignments (eg. reading assignments, low-stake quizzes) are present in the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction through in-class or online discussions. Students will use collaborative learning exercises to discuss primary source documents and major questions in world history since 1900 among themselves enabling them to exchange ideas and to prepare for examinations. Students might also work in small groups online or in-class to peer-review or create presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model sound historical thinking and analysis while encouraging students to make similar connections between course content and student observations as it relates to world history since 1900. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content through primary and secondary texts. Students will also interact with the content by watching of historically relevant films/documentaries to offer a visual impression of world history since 1900. Lectures, utilizing supporting visual materials (computerized images, maps or white board) will allow the instructor to introduce key concepts in later world history. Research Projects will allow students to explore topics in world history since 1900 on their own using library materials and further engage with primary and secondary sources.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will encourage students to reflect on how key events in world history since 1900 have had a major impact on today's society. Students will be given the opportunity to reflect on the relevance of course themes to their own lives and how critical thinking practiced and honed in this course can serve as transferable skills in other academic disciplines and aid in a student's career goals.

Key: 1828