

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester B 2018/19

Part I Course Overview

Course Title:	History of the Modern World
Course Code:	CAH4842
Course Duration:	1 semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces the major historical events that shaped and formed the modern world from the French Revolution to the post-Cold War period. It focuses on the intellectual, social, economic, cultural and political development of the modern world and explores the rise of the West after 1750. In order to make sense of present realities, it also assess the origins and outcomes of world wars and revolutions in the period mentioned, as well as the global challenges of the post-Cold War era.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate and analyse fundamental knowledge of relevant historical and documentary sources related to modern world history	30%	✓		
2.	Examine the overall historical development in modern world from the French Revolution to WWII	40%	✓		
3.	Apply historical theories and research methods in historical study	15%		✓	
4.	Develop college-level reading skills, oral presentation skills and writing skills	15%		✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	In-class learning activities on facts, ideas, themes, theories and research findings are designed to illustrate the key events and	✓	✓					

	themes in history of modern world, discuss advanced knowledge of relevant world historical and documentary sources, and examine the overall historical themes. Interactive in-class activities Are included, e.g. five-minute comment and summary.							
Reading	Book chapters and articles related to the topics.	✓	✓					
Tutorial and Presentation	Group discussions and presentations are required. In tutorials, teachers will assess students' analytical skills and their understanding of assigned readings. Students will be divided into small groups to present an assigned topic. Students and teachers will assess and grade the presentation groups according to their performance. Through presentations and peer assessments, students' analytical skills will be enhanced.			✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
1. Class participation and performance: Students should ask key questions, bring in relevant academic knowledge, move the discussion along, and identify issues or take the discussion. Students should use appropriate terminology and be able to synthesize or indicate gaps or extensions to topic. Students need to be ready to answer questions from the teachers and other students. They should also make	✓	✓				10%	

comments and give their own viewpoints about the lecture content and about the readings.							
2. Final Paper (around 3000 words): students are required to write a final paper on a selected topic in academic form. Students are required to generate their own arguments originally, use historical sources properly and apply methods skilfully.			✓	✓			40%
3. Book review: Students are required to write two books reviews (around 1,000 words each) in terms of its framework, content, organization, arguments, use of primary and secondary sources etc.		✓	✓	✓	✓		30%
4. Presentation: Students should integrate research findings with a broader context, understand implications of data and methods, support arguments with references, and answer questions based on academic knowledge.	✓		✓	✓			20%
* The weightings should add up to 100%.							100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and performance	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, able to simulate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, able to initiate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Final Paper	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude in a convincing and creative manner.	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Able to express relevant points to the subject matter; • References are insufficient, 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes;

		<p>composition;</p> <ul style="list-style-type: none"> • Creative, and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>systematic composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>ability to provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<ul style="list-style-type: none"> • Summary of references, no personal idea and/or unreasonable comment; • Seriously insufficient/no reference; • Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.
3. Presentation	<p>This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, 	<ul style="list-style-type: none"> • Loose organization, but acceptable identified content. • Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; • Simple and unilateral 	<ul style="list-style-type: none"> • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; • Loose organization, without distinct primary and

	<p>collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.</p>	<ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management 	<ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>balanced composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>comments, without clear explanation;</p> <ul style="list-style-type: none"> • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<p>secondary structure;</p> <ul style="list-style-type: none"> • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
4. Examination	<p>An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.</p>	<ul style="list-style-type: none"> • Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas 	<ul style="list-style-type: none"> • Good command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing 	<ul style="list-style-type: none"> • Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history. • Understanding of concepts and key ideas and connections between them • Innovative ideas with less 	<ul style="list-style-type: none"> • Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history. • Fair understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration 	<ul style="list-style-type: none"> • Failure to show knowledge, skills and understanding in lectures of ancient Chinese history. • Poor understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration

		with convincing demonstration • Good and organized expression	demonstration • Good and organized expression	convincing demonstration		
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Europe, Russia, German, French, Britain, Italy, USA, capitalism, communism, democracy, ideology, imperialism, liberalism, Marxism, modernisation, racism, Stalinism, socialism, totalitarianism, World War 1, World War 2.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Chapters taken from the following books

1.	R.R. Palmer, <i>A History of the Modern World</i> (9 th Edition), New York : McGraw-Hill, 2007.
2.	Richard Poulton, <i>A History of the Modern World</i> , Oxford: Oxford University Press, 1981.
3.	Robert Marks, <i>Modern History: from the European Age to the New Global Era</i> , Oxford: Oxford University Press, 2007.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Peter Burke, <i>The New Cambridge Modern History</i> , Cambridge: Cambridge University Press, 1957-.
2.	Malcolm Anderson, <i>Frontiers: Territory and State Formation in the Modern World</i> , Cambridge : Polity Press, 1996.
3.	Robert Marks, <i>The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-First Century</i> , London: Rowman & Littlefield Publishers, 2015.