This course supports the assessment for WTC1. The course covers 4 competencies and represents 2 competency units.

Introduction

This course is aligned to the WTC1 objective assessment. The same study materials are utilized in the WHT1 performance assessment. If you have previously completed the WHT1 assessment, then you should have already completed the required study activities found in this course. You may wish to review the assignments here, but you are not required to repeat these activities. If you have not yet completed the WHT1 assessment, then please proceed through this course in full.

Overview
Welcome to the study and examination of world history and the development of modern civilizations. This is an essential component for gaining an understanding of your global society. World history is a subject commonly taught by social science educators at the secondary level. This component of your social science learning at Western Governors University is designed to help you combine a broad overview of the field of history with a sound understanding of key concepts and principles.

Competencies
This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 111.2.4: Emerging Global Interactions**
  The graduate can describe and discuss emerging global interactions circa 1400-1800 CE.

- **Competency 111.2.5: Industrial Revolution and Nationalism**
  The graduate can describe and discuss political and industrial revolutions and nationalism.

- **Competency 111.2.6: Twentieth Century Developments**
  The graduate can describe and discuss conflicts, ideologies, and political changes in the twentieth century.

- **Competency 111.2.7: Contemporary Trends**
  The graduate can describe and discuss contemporary trends in world history.

Teaching Dispositions Statement
Please review the [Statement of Teaching Dispositions](#).

Course Instructor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success.
Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Manually Enrolled Resources**

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

**CourseCompass**

- [Heritage of World Civilization Craig Course](#)
- [America Past & Present with MyHistoryLab](#)

Enroll in the “Heritage of World Civilization” and “U.S. history” online resources through the “Learning Resources” tab. Once your mentor approves your enrollment, you will receive a registration e-mail with a unique access code, your course ID, and directions for creating your account and accessing this resource online. Please keep in mind that if you already have a CourseCompass account, you will still need to use your registration e-mail to access your course.

**Western Traditions Lecture Series**

Sign up at the [Western Traditions Lecture Series](#) website to access a series of online lectures that accompany the competency topics on the Annenberg site.

**Purchase Learning Resources**

Listed below are the learning resource materials you will need to obtain.

**Textbooks**

Note: The WGU Bookstore has these books available for immediate purchase and delivery. To purchase these from the WGU Bookstore, use the “Buy Now” link on the “Learning Resources” tab. You may shop at other online bookstores, but be sure to order early and use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

You will use the following learning resources for this course.

Participate in the Message Board
The message boards are an important part of the WGU experience. In the lower right-hand corner of the course screen there is a message board area. Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course instructor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competencies.

Download FlashcardExchange
This is a free study activity tool that you will use to make flash cards.

- FlashcardExchange.com

Download Study Charts From Have Fun Teaching
HaveFunWithTeaching.com is a free study activity tool that you will use to make compare-and-contrast charts, cause-and-effect charts, and note-taking and summarizing charts.

Additional Preparation

Whiteboards

Whiteboards may be used to assist you as you complete the assessment for this course. Paper, or other note taking resources, may not be used during the assessment. For math assessments only, scratch paper can be used only when taking the assessment at an on-site testing center. Please view the following video for more information on how to use a whiteboard:

Note: To download this video, right-click the following link and choose “Save as...”:
download video.

Europe and Emerging Global Interactions, 1400-1800 CE, Part I
The readings and activities for this subject will introduce you to the social, political, and religious changes in Europe between 1400 and 1800 CE.

Unless you have studied a good deal of history previously, chances are the details of world history around the year 1400 CE are a little murky for you. But this is a fascinating time in history. For one thing, the world as a whole was on the verge of a revolution of ideas. As you study the following topics, consider the relationship between events, practices, and ideas. For example, how did technology related to weaponry during the period of the Hundred Years’ War affect the social structures of the time?

**Hundred Years' War, Renaissance, Protestant Reformation, and Catholic (Counter) Reformation**

As you complete the following readings and activities, note how each of the events and figures is related to these learning topics.

**Hundred Years' War, Renaissance, Protestant Reformation, and Catholic (Counter) Reformation**

Read chapters 15 and 16 in *Heritage of World Civilization*.

The goal of your study as you read these chapters should be to develop a thorough understanding of the following developments:

- what the Hundred Years' War was and how it impacted Europe and influenced the course of European history,
- the lasting contributions and developments of the Renaissance, and
- the causes and impacts of both the Reformation and the Counter-Reformation in Europe.

Write summary answers to the following questions in your notebook:

- Why did the Hundred Years' War occur?
- What does renaissance mean? How does it compare or contrast with the term reformation?
- What connections can you make between the causes of the Renaissance and the causes of the Reformation?

Create a note-taking and summarizing chart for each topic listed above. On each chart, write specific names and events from the reading that contribute to a broad general understanding of the topic. Write brief summaries of what you have learned about each of the four topics. Create flash cards with the names or terms you are not sure about or have difficulty identifying.

**Lectures on the Western Tradition**

Watch the following lectures from Learner.org.

- The National Monarchies
- The Reformation
The Rise of the Middle Class
The Wars of Religion
The Rise of Trading Cities

Create a note-taking and summarizing chart; as you watch these lectures, complete your chart (you will also want to use the textbook):

- Why did the Reformation occur? Who were the major players? What were some of the immediate effects on Europe from this movement?
- Were the wars of religion really about religion? For example, in the peasant revolt, why did the peasants revolt, and what happened when they did?

**Religious Divisions of Europe Map**

Visit the CourseCompass for World Civilizations site. Click on "Maps and Videos" on the Course Menu. Choose "Chapter 16" and click on "Interactive Map: Religious Divisions of Europe." Take the map's quiz when done.

**Hundred Years' War Map**

Visit the CourseCompass for World Civilizations site. Click on "Maps and Videos" on the Course Menu. Choose "Chapter 16" and click on "Interactive Map: The Hundred Years' War." What countries were involved in this war? How did this war help to develop the emerging nation states of England and France?

Take the map's quiz when done.

**Europe and Emerging Global Interactions, 1400-1800 CE, Part II**

The readings and activities for this subject will introduce you to European exploration and the cultures explorers encountered in the East and in the West.

What do you know about the age of exploration, or, as it is also called, the age of discovery? What factors enabled Europeans to be major explorers or discoverers during this age? These questions are related to the themes discussed in the last section regarding the relationship between events, practices, and ideas. As you continue to study emerging global interactions after 1400 CE, reflect on the relationship between exploration, cross-cultural interaction, and the development and spread of ideas.

**Exploration, Influence on Trade, and Contrasting Cultures**

As you complete the following readings and activities, note how each of the figures and events that are focused on is related to the topics listed here. In particular, for a cross-cultural comparison of this time period, consider how the political and social ideals of the Ming Dynasty compare with the ideas that emerged in Europe during the Renaissance.

**Exploration by Portugal and Spain and Contrasting Cultures: Ming Dynasty With European Renaissance**
Review chapter 16 (pp. pp 374-376) and read chapters 17 (pp. 424-432), 18, and 19 (pp. 458-466) in *Heritage of World Civilization*, plus chapters 1, 2, and 3 in *America Past and Present*. As you read these chapters, the main focus of your study should be the following developments:

- the reasons for European expansion and how that expansion influenced trade relationships among various countries,
- the particular roles of Spain and Portugal in exploration and expansion of trade, and
- the similarities and differences between major cultural changes in different parts of the world during the same time period, for example, in Europe on the one hand and China on the other during the period of the Renaissance.

After completing the reading, create flash cards with important names or terms from the reading that you are not sure about or still have difficulty identifying.

- Create a compare-and-contrast chart comparing the Ming-Qing Dynasty in China with the culture and society of the Italian Renaissance.

Create a compare-and-contrast chart outlining the conquests of Mexico, Peru, Brazil, and North Americaca.

**Renaissance, Age of Discovery, and New World**

Watch the following Annenberg lectures:

- The Renaissance and the Age of Discovery
- The Renaissance and the New World

Create a note-taking and summarizing chart; as you watch these lectures, complete your chart (you will also want to use the textbook):

- Why did the Renaissance begin in Italy?
- How did it change European culture and thought?
- How did it impact the age of discovery?

Visit the CourseCompass for World Civilizations site to view the map.

**Spanish and Portuguese Explorations Interactive Map**

Visit the CourseCompass for World Civilizations site. Click on "Maps and Videos" on the Course Menu. Choose "Chapter 18" and click on "Interactive Map: Spanish and Portuguese Explorations (1400-1600)." Where did the Portuguese and Spanish establish their colonies around the world?

**Chinese Voyages of the Ming Dynasty Interactive Map**

Visit the CourseCompass for World Civilizations site. Click on "Maps and Videos" on the Course Menu. Choose "Chapter 19" and click on "Interactive Map: Chinese Voyages of the Ming Dynasty." What areas of the world did the Chinese explore under the Ming Dynasty?
Exploration, Influence on Trade, and Contrasting Cultures Retention and Review

Visit the CourseCompass for World Civilizations site. It is time to test your knowledge. Log in to CourseCompass, click on "Course Chapters," and then click on chapters 16, 17, and 18 to take each chapter's exam.

Europe and Emerging Global Interactions, 1400-1800 CE, Part III

The readings and activities for this subject will introduce you to European exploration and the cultures encountered in the East and in the West.

Does your current knowledge of world history favor the history of the Western world? As a comparison of Ming Dynasty ideals with those of the European Renaissance demonstrates, an understanding of the history of non-Western nations is not only valuable but necessary. Especially in this time, neither you nor your students can afford to be ignorant of the history of other nations and cultures. Even a good, general understanding of current events, such as the Iraq war, requires historical knowledge not only of the region but also of, for example, the Ottoman and Byzantine Empires.

Contrasting Culture, East Mediterranean: Ottoman and Byzantine Empires

As you reflect on these topics in the readings and activities outlined in this section, consider how an understanding of more recent history or current events is informed by historical knowledge of particular places.

Eastern Culture and History

Read chapter 19 (pp. 465-481) in Heritage of World Civilizations. As you read, focus your study on the following events and developments:

- Japan: The achievements and culture of the Tokugawa era
- Korea:
  - The Choson era
  - The yangban
  - King Sejong
  - Chinese and Japanese influence on Korea
- Vietnam
  - Le Loi's developments
  - Le Thanh Tyong's developments
  - Chinese influence on Vietnam

Create a compare-and-contrast chart showing the similarities and differences in the economic, social, and political development of Japan, Korea, and Vietnam. Make sure to include contact with Europeans:

- Who were the first Europeans to explore each country?
How did this interaction affect and change each country?

Ottoman and Byzantine Empires

Read chapter 21 in *Heritage of World Civilization*. As you read, focus on the following developments:

- the origins, extent, and duration of the Byzantine Empire, and
- the origins of the Ottoman Empire and how it supplanted the Byzantine Empire.

On the basis of your reading, write summary answers to the following questions in your notebook:

- What was the Shi'ite rift? Why did it occur?
- What was the impact of the rift on central Asia?
- How did the arrival of Europeans affect trade in Southeast Asia and in major Islamic states ca. 1600?

After completing the reading, create flash cards with important names or terms from the reading that you are not sure about or still have difficulty identifying.

Rise of Monarchy

Read chapter 20 (pp. 484-505) in *Heritage of World Civilization*, plus chapter 4 (pp. 121-123) in *America Past and Present*. As you read your focus should be on understanding the major contributing factors to the rise of monarchical rule at this time in European history (i.e., roughly 1600 CE).

On the basis of your reading, describe the "old regime" in France. What were the dominant features of class structure and economy in the old regime prior to the revolution of 1789? After completing the reading, create flash cards with the names or terms from the list above that you are not sure about or still have difficulty identifying.

Lectures on Absolutism

Watch the following Annenberg lectures:

- The Age of Absolutism
Absolutism and the Social Contract

Create a note-taking and summarizing chart; as you watch these lectures, complete your chart (you will also want to use the textbook):

- Outline Thomas Hobbes' and John Locke's political theories (you will also want to review pages 408-410 and read pages 541-542 in the World Civilization text).
- Explain how these theories impacted European governments in the 17th and 18th centuries (e.g., Louis XIV in France and the Glorious Revolution in England).

Scientific Revolution

Read chapter 22 in *Heritage of World Civilization*. As you read, pay particular attention to the how the Enlightenment is discussed. How would you define enlightenment? Who are some of the central figures in the narrative of Enlightenment?

On the basis of your reading, write summary answers to the following questions in your notebook:

- What is the meaning of *enlightenment*?
- How did the philosophes of the Enlightenment view religion in general?
- How did women, especially in France, promote the careers and theories of the Enlightenment thinkers?
- What is the significance of the salon?
- Who were the "enlightened absolutists"?
- Why was Poland partitioned and by whom?

After completing the reading, create flash cards with the names or terms from the list above that you are not sure about or still have difficulty identifying.

Lectures on the Enlightenment

Watch the following Annenberg lectures:

- The Enlightened Despots
- The Enlightenment
- The Enlightenment and Society
- The Modern Philosophers

Create a note-taking and summarizing chart; as you watch these lectures, complete your chart (you will also want to use the textbook):

- List the major scientists of the Scientific Revolution, their major works, their theories, and their contributions to science (e.g., Kepler, Galileo, Bacon, etc.).
- Make another chart for the major philosophers of the Enlightenment, their major works, and their contributions to the period (e.g., Jean Jacques Rousseau, Voltaire, Montesquieu, Adam Smith, Immanuel Kant, etc.).
Age of Revolutions, Part I

The readings and activities for this subject will introduce you to the concept of nationalism and to the age of revolutions, political and industrial, in the 19th and 20th centuries.

At the beginning of this course, you noted that by 1400 CE the world was on the verge of a revolution of ideas. By the 18th century, those ideas in turn began to shake the world politically and socially to greater and greater degrees. The American and French revolutions, as well as the later Russian Revolution, though very different in some ways, represent the political triumph of the Enlightenment. As you work through the following readings and activities, it would be worth reflecting on the status of Enlightenment ideals in the 21st century.

Revolution in America and France
As you complete the following readings and activities, note how each of the "focus" items is related to these topics. In addition, consider some of the similarities and differences between the revolutions in America and France.

The American and French Revolutions

Read chapters 20 (pp. 505-510) and 23 in Heritage of World Civilization, plus chapter 5 in America Past and Present. As you read, focus on the following developments:

- the important political and societal conditions that contributed to major revolutions in both America and France in the 18th century.

On the basis of your reading, write summary answers to the following questions in your notebook:

- Why did the Industrial Revolution begin in Great Britain?
- How were the American colonies influenced by John Locke's theories?
- How and why did a second revolution occur in France?
- Why did the abolitionist movement gain momentum in the first half of the 19th century?

After completing the reading, create flash cards with important names or terms from the reading that you are not sure about or have difficulty identifying.

Visit the CourseCompass site for World Civilizations to view the map.

Annenberg Lectures on Revolution

Watch the following Annenberg lectures:

- The American Revolution
- The American Republic
- The Death of the Old Regime
- The French Revolution

Create a note-taking and summarizing chart; as you watch these lectures, complete your chart
Outline the differences and similarities between the American and French Revolutions.

19th-Century European Politics

You will learn about the politics of 19th-century Europe, including liberals and conservatives, the origins of Marxism, communist revolutions, Russia, nationalism, Year of Revolutions (1848), and the Crimean War.

Politics in 19th-Century Europe

Read chapter 24 in *Heritage of World Civilization*, plus chapters 14 and 15 in *America Past and Present*. As you read these chapters, focus your study on the following developments:

- the goals of "liberals" in 19th-century Europe and how their ideas influenced the course of European history,
- the revolutions of 1848 and their impact, and
- the rise of nationalism during the time period.

On the basis of your reading, answer the following questions:

- Why did so many revolutions occur in this one year (1848) in Europe?
- Where in Europe did these revolutions occur?
- How did the defeat of these revolutions affect Japan's development?

After completing the reading, create flash cards with important names or terms from the reading that you are not sure about or have difficulty identifying.

Lectures on Revolution and the Romantics, Age of Nation States, A New Public, and Fin de Siecle

Watch the following Annenberg lectures:

- Revolution and the Romantics
- The Age of the Nation States
- A New Public
- Fin de Siecle

Create a note-taking and summarizing chart; as you watch these lectures, complete your chart (you will also want to use the textbook):

- Define social Darwinism and explain how this theory affected European science, culture, and politics (in particular anti-Semitism and racism).

Visit the CourseCompass site for World Civilizations to view the map.

Key Figures and Changes in Society

Read chapter 25 in *Heritage of World Civilization*. As you read this chapter, focus on the
following developments:

- socialism and its influence in Europe, in particular why Marxism became attractive to many socialists; and
- individuals who were at the forefront of movements for political and societal change toward the end of the 19th century.

On the basis of your reading, consider how you would answer the following questions:

- How did the new wage economy alter women's roles and lives?
- Why did European nations extend emancipation to Jews?
- How and why were U.S. labor unions influenced by Europeans?
- How was socialism perceived in the United States?
- Who were the progressives, and how did they want to reform the United States?

After completing the reading, create flash cards with important names or terms from the reading that you are not sure about or have difficulty identifying.

**Lectures on Industrialization**

Watch the following Annenberg lectures:

- The Industrial Revolution
- The Industrial World

Create a note-taking and summarizing chart; as you watch these lectures, complete your chart (you will also want to use the textbook):

- Summarize the leading causes and effects of the Industrial Revolution.

**The Age of Revolutions, Part II**

The readings and activities for this subject will introduce you to the concept of nationalism and to the age of revolutions, political and industrial, in the 19th and 20th centuries.

On the basis of your current knowledge, how would you characterize the 19th century? Like the 18th century, the 19th century saw revolutions. It also saw significant colonization, nationalist reaction, and general political and social disruption. Perhaps it was, simply, a century of upheaval. As you study this time period, try to pinpoint the sources and causes of so much change, and reflect on the ways critical events of the 19th century shaped the world we know today.

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today.

**Wars of Independence in Latin America and Foreign Influences in Asia**

As with previous topics, keep a chart of how each of the focal points in the readings and activities relates to these topics. Pay particular attention to developments in Latin America related to wars for independence. Are there events in other areas during the time period that parallel these wars?

**Latin American Wars of Independence and Foreign Influences in Asia**

Read chapters 26, 27, and 28 in *Heritage of World Civilization*. As you read these chapters, your focus should be on identifying and understanding the major wars of independence in Latin America in the 19th and early 20th centuries. It is also important, however, to maintain a view of contemporaneous developments in other parts of the world, especially the effects of colonialism in Asia and Africa.

After completing the reading, create flash cards with names or terms from the reading that you are not sure about or have difficulty identifying.

**20th Century, Part 1**

The readings and activities for this subject will introduce you to social, political, and economic developments in the 20th century.

In studying world history, you always have more material than you can adequately consider. Many historians devote their entire careers to the study of relatively short periods of historical time. Your aim is to obtain the best possible general overview of the development of world history. In relation to the study of the 20th century, this limits your focus, just as the competency states, to larger-scale conflicts, ideologies, and changes. This is not a bad way to approach the 20th century, since it might be characterized as the century of conflict and political change related to ideology, and to socialist and Marxist ideology in particular.

**20th Century: Influence of Socialism, World War I**

As you consider the readings and activities related to these topics, keep in mind the influence of ideology on 20th-century events.

**Influence of Socialism and World War I**

Read chapter 29 in *Heritage of World Civilization*, plus chapters 9 (pp. 272-274) and 21 (pp. 609-615). In addition, read chapter 24 in *America Past and Present*. As you read, your focus should be on the following developments:

- the origins and appeal of socialist thought,
- the difference between socialism and Marxism, and
- political and societal unrest and the causes of World War I.

Create a timeline showing the major events leading up to the war, the key individuals and countries, and the major battles during the war. Create a cause-and-effect chart outlining the
Treaty of Versailles.

**Hippocampus Lectures on World War I**

Watch the following [Hippocampus lectures](#):

- U.S. Neutrality
- Subs
- Mobilizing for War
- Red Scare
- Treaty of Versailles

Create a note-taking and summarizing chart; as you watch this lecture, complete your chart (you will also want to use the textbook):

- Summarize the leading causes for World War I.
- What is a definition of fascism? Why did it take root in the 1920s and 1930s?

Visit the [CourseCompass](#) site for World Civilizations to view the maps.

**20th Century, Part II**

The readings and activities for this subject will introduce you to the social, political, and economic developments in the 20th century.

World War II was the most significant event or set of events in the 20th century. Its causes were related to both economics and ideology. It defined a generation both socially and politically, and it set the stage for the clash of political ideas that characterized the Cold War.

**Great Depression, Rise of Totalitarianism, World War II, Marshall Plan, and Post-World War II Treaties**

Consider the following readings and activities in light of the previous general topics. As you have done with prior subjects, note the particular relationships of people and events to these topics.

**Key 20th-Century Events and Figures**

Read chapters 30 and 31 in *Heritage of World Civilization*, plus chapters 26 and 27 (pp. 786-804) in *America Past and Present*. As with most of the topics you are studying in world history, there is a great deal of important material here. As you read, your focus should be on:

- the impact of the Great Depression on the world as a whole;
- how totalitarian regimes came into being in Europe between the world wars;
- the causes of World War II;
- the Marshall plan, its purposes, and its lasting effects on Europe; and
- the origins of post-WWII treaty organizations.

On the basis of your reading, consider how you would answer the following questions:
What was the Nazi-Soviet Pact? Why was it signed?

How did the war consolidate Josef Stalin's power in the USSR?

What post-war plans were laid out or agreed upon in Yalta and Potsdam?

Website Visit

Read the information at the following webpages:

- United States Holocaust Museum
- Jewish Virtual Library

As you read, take notes on the major events leading up to and culminating in the Holocaust.

Create a note-taking and summarizing chart; as you watch the lecture, complete your chart (you will also want to use the textbook). Summarize the causes and long-term effects of World War II.

Visit the CourseCompass site for World Civilizations to view the maps.

20th Century, Part III

The readings and activities for this subject will introduce you to the social, political, and economic developments in the 20th century.

As noted previously, World War II set the stage for the Cold War, which was really a war of ideas. This war has been described as a clash of ideologies. But ideologies seem to stand or fall by how well they correspond to reality (i.e., how well they work in the real world). Communist ideology seems to have failed the reality test, but it had a long life. In considering the following topics, try to understand the reasons for communism’s appeal.

Cold War and the Soviet Union: Disintegration, Korean War, and Vietnam War

As you consider these topics and the related readings and activities, think about how you would characterize the impact of communist thought on the 20th century.

Key Figures and Events of Cold War

Read chapter 32 in Heritage of World Civilization, plus chapters 28, 29 (pp. 851-856), and 30 in America Past and Present. As you read, your focus should be on

- the "Cold War," its origins, and its influence on the world as a whole;
- Cold War policies and the causes of the wars in Korea and Vietnam; and
- the demise of the Soviet Union.

After completing the reading, create flash cards with the names or terms from the list above that you are not sure about or still have difficulty identifying.

Lecture on the Cold War

URL: http://www.learner.org/resources/series58.html
Watch the following Annenberg lecture:

- The Cold War
- Modern Southeast Asia

Read chapter 33 in *Heritage of World Civilization*, plus chapters 28 (pp. 819-824 and 830-832) and 30 (pp. 862-863, 875-881, 887, and 898-900) in *America Past and Present*. As you read, focus on

- foreign influences in Southeast Asia,
- the continuing influence and effects of the communist revolution in China, and
- the aftermath of the Korean and Vietnam wars.

After completing the reading, create flash cards with important names or terms from the reading that you are not sure about or still have difficulty identifying.

**Lecture on Europe and the Third World**

**URLs:**

**Annenberg Media**
http://www.learner.org/resources/series58.html

**CourseCompass**
http://www.coursecompass.com

Watch the following Annenberg lecture:

- Europe and the Third World

Create a note-taking and summarizing chart; as you watch this lecture, complete your chart (you will also want to use the textbook):

- Outline the legacy (pros and cons) of European colonialism in Asia, Africa, and the Middle East.

Visit the CourseCompass site for World Civilizations to view the map.

**Contemporary Trends in Global Relations**

The readings and activities for this subject will introduce you to current and emerging trends in global relations.

Perhaps the dominant theme of the 21st century will be continued globalization and reactions to it. Some have speculated that the world is now at a point that could be called the “end of history,” meaning that all great “ideological” conflicts are in the past, that the victory in the war of ideas has been achieved by Enlightenment-styled liberal democracy. But to take the most
obvious example of counter-evidence, Islamic fundamentalism represents a serious and sustained challenge to liberal-democratic ideals. And perhaps it is this conflict that in myriad ways will dominate the 21st century.

**International Organizations, Communication and Transportation, Islamic Fundamentalism, Middle East Conflict, and Post-Colonial Africa**

As you study these topics, keep a broad overview of how events and people fit within larger historical trends (e.g., the spread of democratic ideas and institutions, economic productivity, and nationalism).

**Decolonization and Conflict**

Read chapter 34 in *Heritage of World Civilization*, plus chapter 32 (pp. 952-958) in *America Past and Present*. As you read, your focus should be on the following developments:

- the effects of new communication and transportation technologies on world events,
- the causes of ongoing conflict in the Middle East,
- the rise and growth of Islamic fundamentalism, and
- major post-colonial changes in the Asia and Africa.

After completing the reading, create flash cards with important names or terms from the reading that you are not sure about or still have difficulty identifying.

**Lectures About the Technological Revolution and the Future**

Watch the following Annenberg lectures:

- The Technological Revolution
- Toward the Future

Visit the CourseCompass for World Civilizations to view the maps.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.