

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (History)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Origins of the Modern World
<b>Course Code</b>	: HIS1005
<b>Department</b>	: Department of Literature and Cultural Studies (LCS)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 1

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This is the second part of a world history survey examining the origins of the modern world from 1500 to present. In doing so, the course explores how regions of the world became increasingly linked in the modern period through the combined forces of religion, trade, warfare, science, colonialism, industrialization and migration. Owing chiefly to early economic growth and technological progress, certain western countries played a leading role in the development of the modern world. However, this course does not simply concern itself with providing an account of ‘the rise of the West’ and the ‘fall of the rest’. Rather, it adopts a global perspective and is centered on an investigation of major world history events and themes that connected disparate regions of the world together – including those in Europe, North and South America, Australasia, Africa, Asia and the Middle East – and that fundamentally transformed their respective societies and cultures in a myriad of ways. Over the course of the semester we will examine topics such as the spread of major religions, the Age of Exploration, the rise of modern nation-states and empires, the creation of a global economic market, the emergence of new political ideologies and nationalism, the First and Second World War and the age of contemporary globalization.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Demonstrate an understanding of some of the principal developments that helped shape the modern world across a broad chronological time period and geographical scope;
- CILO<sub>2</sub> Consider these developments from multiple perspectives including political, economic, social and cultural;
- CILO<sub>3</sub> Evaluate the broader significance and impact of these developments in relation to contemporary world history; and
- CILO<sub>4</sub> Understand how these developments brought disparate regions of the world into increased contact and communication with one another.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<b>New Ways of Understanding the World: The Sixteenth and Seventeenth Centuries</b> <ul style="list-style-type: none"><li>➤ The Renaissance in Europe</li><li>➤ The Protestant Reformation</li><li>➤ The Expansion of the Muslim World</li><li>➤ The Scientific Revolution</li></ul>	CILO <sub>1,2,3,4</sub>	Lecture, readings, individual/group work, discussion.

<p><b>Challenges to the Old Order: The Eighteenth Century</b></p> <ul style="list-style-type: none"> <li>➤ The Age of Exploration: European Encounters with Asia &amp; the Americas</li> <li>➤ The Enlightenment</li> <li>➤ The French Revolution &amp; Spread of Democratic Ideals</li> </ul>	<p><i>CILO</i><sub>1,2,3,4</sub></p>	<p>Lecture, readings, individual/group work, discussion.</p>
<p><b>The Coming of Modernity: The Nineteenth Century</b></p> <ul style="list-style-type: none"> <li>➤ The Industrial Revolution &amp; Rise of Capitalist Societies</li> <li>➤ Emergence of Nationalism &amp; Nation States</li> <li>➤ The New Imperialism: The Scramble for Africa</li> </ul>	<p><i>CILO</i><sub>1,2,3,4</sub></p>	<p>Lecture, readings, individual/group work, discussion.</p>
<p><b>Towards a Global Civilization: The Twentieth Century and Beyond</b></p> <ul style="list-style-type: none"> <li>➤ The First and Second World War</li> <li>➤ Decolonization and Cold War Politics</li> <li>➤ Communism in China, Nation-Building in Africa &amp; the Middle East</li> <li>➤ European Integration and International Diplomacy after 1945</li> </ul>	<p><i>CILO</i><sub>1,2,3,4</sub> (<i>etc.</i>)</p>	<p>Lecture, readings, individual/group work, discussion.</p>

#### 4. Assessment

Assessment Tasks	Weighting	CILOs
(a) A group presentation on a selected topic relating to the origins of the Modern World.	20%	<i>CILO</i> <sub>1,2,3</sub>
(b) An in-class, open-book, midterm exam based on lecture content and the weekly assigned readings.	30%	<i>CILO</i> <sub>1,3</sub>
(c) A final essay (1,200-1,500 words) examining a key theme/issue explored in the course in depth.	50%	<i>CILO</i> <sub>1,2,3,4</sub> ( <i>etc.</i> )

#### 5. Required Text(s)

To be determined by the instructor

## 6. Recommended Readings

- Aldrich, R. (2007). *The Age of Empires*. New York: Thames and Hudson.
- Andress, D. (2009). *1789: The Threshold of the Modern Age*. New York: Farrar, Strauss and Giroux.
- Bulliet, R. et al. (2014). *The Earth and Its Peoples: A Global History, Volume II: Since 1500* (6th Edition). Stamford, CT: Wadsworth Publishing.
- Cahill, T. (2014). *Heretics and Heroes: How Renaissance Artists and Reformation Priests Created Our World*. New York: Anchor.
- Duiker, W.J., & Spielvogel, J.J. (2012). *The Essential World History, Volume II: Since 1500*, Seventh Edition. Boston MA: Wadsworth.
- Johnson, P. (2002). *The Renaissance: A Short History*. New York: Modern Library.
- Jones, C. (1994). *Cambridge Illustrated History of France*. Cambridge: Cambridge University Press.
- Levack, B., Muir, E., & Veldman, M. (2013). *The West: Encounters and Transformations, Volume 2: Since 1550* (4th Edition). London: Pearson.
- Morgan, K. O. (1984). *Oxford Illustrated History of Britain*. Oxford: Oxford University Press.
- Parker, G. (2013). *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. New Haven: Yale University Press.
- Pettegree, A. (2002). *Europe in the Sixteenth Century*. Oxford: Blackwell.
- Rapport, M. (2009). *1848: Year of Revolution*. New York: Basic Books.
- Reilly, K. (2016). *Worlds of History, Volume 2: A Comparative Reader, Since 1400* (Sixth Edition). Bedford/St. Martins.
- Scammell, G. V. (1992). *The First Imperial Age: European Overseas Expansion c. 1400-1715*. London: Routledge.
- Stavrianos, L. S. (1999). *The World Since 1500: A Global History*. 8th ed. Upper Saddle River NJ, USA: Prentice-Hall.
- Tignor, R. et al. (2002). *Worlds Together, Worlds Apart: A History of the Modern World from the Mongol Empire to the Present*. New York: Norton.
- Treasure, G. (1985). *The Making of Modern Europe 1648-1780*. London: Routledge.
- Upton, A. (2001). *Europe: 1600-1789*. London: Arnold.

## 7. Related Web Resources

EdTechTeacher: Best of History Websites: A general directory of resources on the internet for learning about history.

[www.besthistorysites.net](http://www.besthistorysites.net)

Fordham University: Internet Modern History Sourcebook: A rich collection of primary source documents on diverse topics relating to world history:

<http://www.fordham.edu/halsall/mod/modsbook.asp>

British Library: Online Gallery: Access to illustrated manuscripts and books relating to world history:

<http://www.bl.uk/onlinegallery/virtualbooks/index.html>

## 8. Related Journals

### General Interest

*History Today*: An intelligent illustrated magazine for the non-specialist)

*BBC History*: A magazine with a link to historical documentaries on BBC Knowledge, or that you might find on DVD

*History Magazine*: A magazine focused on particular events, placing them in context

### Specialist Academic Journals

*Journal of World History*

*Journal of Imperial and Commonwealth History*

*The Historical Journal*

*Past and Present*

*Journal of Colonialism and Colonial History*

*Journal of Social History*

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

## **10. Others**

Nil

6 October 2023