SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: World Civilization II
COURSE NUMBER: HIST-0116
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Students examine changes and patterns in and among various societies from the early modern era to the twenty-first century. In addition, students learn history as a form of critical thinking by developing skills that explore historical contexts and evidence.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Overview of World History, 1500 to the Present
II. The Nature and Uses of History
III. Oceanic Exploration and Contacts

IV. Historical Mindedness

V. Early European Colonialism, 1500-1750

VI. Historical Literacy: Context

VII. The American Exchange

VIII. Historical Literacy: Classification

IX. The Atlantic Slave Trade

X. The Gunpowder Empires

XI. Historical Literacy: Questions

XII. The Rise of Russia

XIII. Gender and History

XIV. China, Japan, and Korea, 1350-1800

XV. Historical Literacy: Evidence

XVI. Historical Literacy: Reading History

XVII. Europe’s Ascendancy to World Power

A. Renaissance and Reformations

B. The New Sciences

C. Revolutions in the Seventeenth and Eighteenth Centuries

D. Industrial Transformation

E. Capitalism and Its Critics

F. Modern Nationalism

G. “The New Imperialism”

XVIII. Historical Literacy: Interpretation

XIX. Global War and Revolutions

A. World War I and Its Aftermath

B. The Transformation of Russia and China

C. The Great Depression

D. National Socialism

E. World War II and Its Aftermath

XX. Historical Literacy: Historiography

XXI. The Cold War

XXII. The Triumph of African and Asian Nationalism

XXIII. The End of the Cold War

XXIV. The Age of Globalization

XXV. The World in a New Century

EXPECTED LEARNER OUTCOMES

A. The student will be able to describe five trends that have shaped global history since 1500.

B. The student will be able to explain the influence of those trends on the contemporary world.

C. The student will be able to describe the relationship between significant historical developments, events, personalities and the five trends.

D. The student will be able to identify changes that have influenced African, Asian, Latin American, and Western societies since 1500.
E. The student will be able to develop and apply global perspectives to historical and contemporary subjects.
F. The student will be able to explain the concept of gender and use it to increase historical understanding.
G. The student will be able to identify regional and global interactions since 1500.
H. The student will be able to describe and apply skills of historical literacy to historical subjects.

COURSE COMPETENCIES:

The student will be able to describe five trends that have shaped global history since 1500.
1. The student will be able to define “historical overview” and explain its purpose.

The student will be able to explain the influence of those trends on the contemporary world
2. The student will be able to contrast three characteristics of traditional societies to three elements of modernity.
3. The student will be able to analyze two contemporary realities that have been shaped by global themes since 1500.

The student will be able to describe the relationship between significant historical developments, events, personalities and the five trends.
4. The student will be able to analyze the motives for early European colonialism.
5. The student will be able to evaluate three effects of the American Exchange on American societies.
6. The student will be able to describe three sources of strength of the Ottoman, Safavid, and Mughal empires.
7. The student will be able to describe two reasons for the success of African and Asian nationalist movements after 1945.
8. The student will be able to describe the organization of the world into First, Second, and Third worlds.
9. The student will choose and describe a conflict that involved all three “worlds.”
10. The student will offer two reasons for the end of the Cold War.
11. The student will explain three of the political changes that have shaped the post-Cold War world.

The student will be able to identify changes that have influenced African, Asian, Latin American, and Western societies since 1500.
12. The student will be able to list four historical processes that have contributed to modernity.
13. The student will be able to identify six historical developments and their chronologies that contributed to modernity.
14. The student will be able to evaluate three effects of the American Exchange on the emerging global economy.
15. The student will be able to describe two examples of the impressiveness of each empire.
16. The student will be able to describe two ways that the Ming dynasty reasserted traditional Chinese values.
17. The student will be able to explain a cause and an effect of population growth during the Ming and Qing empires.
18. The student will be able to describe two ways that the Qing dynasty expanded the Chinese empire.
19. The student will be able to describe two ways that the Tokugawa Shogunate strengthened the Japanese state.
20. The student will be able to analyze two effects in Japan of the Tokugawa’s imposed isolation.
21. The student will be able to describe two important developments of the Renaissance.
22. The student will be able to describe two important developments of the Protestant and Catholic Reformations.
23. The student will be able to explain two factors that influenced the development of the new sciences.
24. The student will be able to describe the contributions of Copernicus, Kepler, Galileo, Harvey, and Newton to the new sciences.
25. The student will be able to describe two ways that the new sciences influenced the European Enlightenment.
26. The student will be able to describe two ways that European states were strengthened during the seventeenth and eighteenth centuries.
27. The student will be able to provide two explanations for the English, American, and French Revolutions.

The student will be able to develop and apply global perspectives to historical and contemporary subjects.

28. The student will be able to explain three factors that have contributed to the age of globalization.
29. The student will be able to explain how these revolutions contributed to emerging notions of popular sovereignty and inalienable rights.
30. The student will be able to explain how the three revolutions increased the power of the West.
31. The student will be able to describe two innovations in mechanical power which resulted in industrialization.
32. The student will be able to explain how industrialization contributed to Western global hegemony.
33. The student will be able to explain the difference between traditional economic systems and capitalism and will be able to explain Marx’s theories of historical materialism, alienation, and surplus value.
34. The student will be able to explain two reasons for the Cold War and describe two important developments in the history of the Cold War.

The student will be able to explain the concept of gender and use it to increase historical understanding.

35. The student will be able to explain the relation between historical contexts and changing meanings of gender, and will describe two important developments in the liberation of Western women.
36. The student will describe two benefits and two drawbacks to globalization.
37. The student will be able to describe two examples of global convergence and two examples of global divergence.
38. The student will offer two explanations for terrorism.
39. The student will be able to describe two global “perils and prospects” of the twenty-first century.

The student will be able to identify regional and global interactions since 1500.
40. The student will be able to describe main themes of a historical overview of the world since 1500.
41. The student will be able to distinguish six elements of modernity. The student will be able to describe two incentives for the trans-Atlantic slave trade.
42. The student will be able to distinguish two differences between traditional forms of servitude and trans-Atlantic slavery.
43. The student will be able to evaluate three effects of trans-Atlantic slavery on African societies.
44. The student will be able to describe two policies of Ivan the Great which contributed to the emergence of the Russian empire.
45. The student will be able to describe factors that contributed to the rise of modern nationalism.
46. The student will be able to explain nationalism’s role in the collapse of the Austrian-Hungarian, and Ottoman empires.
47. The student will be able to list two motives for the “New Imperialism” and be able to describe two effects on either an African or an Asian society.
48. The student will be able to list three factors that contributed to the outbreak of World War I, will be able to describe the global scope of the war, and will list three consequences of the war.
49. The student will be able to describe two factors that contributed to the outbreak of the Russian revolution and provide two reasons for the Bolshevik victory.
50. The student will be able to describe two factors that contributed to the collapse of the Qing dynasty, describe two trends leading to the Communist triumph, and describe two changes implemented by Mao and his government.
51. The student will be able to describe two reasons for, and two effects of, the Great Depression.
52. The student will be able to describe three reasons for the triumph of Nazism and will be able to describe two important ideas of Nazism.
53. The student will be able to describe two events leading to the outbreak of World War Two, and describe two developments that shaped the war’s outcome.

The student will be able to describe and apply skills of historical literacy to historical subjects.
54. The student will be able to identify two assumptions of a global perspective.
55. The student will be able to describe the benefit of a global perspective to understanding history.
56. The student will be able to contrast the assumptions of a global perspective to the assumptions of national and regional perspectives.
57. The student will be able to articulate history as a series of historiographical discussions.
58. The student will be able to describe the basic tools of the craft of history.
59. The student will be able to distinguish between primary and secondary sources and be able to analyze and interpret sources.
60. The student will be able to distinguish between the meanings of history as “the past” and as “an account of the past”.
61. The student will be able to explain how history as account is a re-creation of the past requiring skills and the assumptions of historical mindedness.
62. The student will be able to explain the five elements of historical mindedness.
63. The student will be able to describe the necessity of understanding historical contexts.
64. The student will be able to distinguish between understanding historical contexts and present-mindedness.
65. The student will be able to define classification as a skill of historical literacy.
66. The student will be able to demonstrate mastery of classification by identifying the classification arrangement of the textbook.
67. The student will be able to explain the role of questions in historical understanding and list the five “starter questions.”
68. The student will be able to explain the meaning of gender as a social construct.
69. The student will be able to analyze and compose the roles and status of circa women in various societies, 1500.
70. The student will be able to distinguish between primary and secondary sources.
71. The student will be able to identify the thesis in a historical work.
72. The student will be able to explain that interpretation is generalization and describe the relation between an interpretation and its corroborating information.
73. The student will be able to define historiography.

ASSESSMENT OF LEARNER OUTCOMES:
Outcomes will be measured by assignments, tests, and a final exam.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.
Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
Personal and interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.