

# COURSE SYLLABUS

<b>Course Title:</b>	World Civilization II		<b>Date submitted:</b>	Fall 2017 (AAC: 17-52)	
<b>Department:</b>	Social Sciences				
<b>Curriculum:</b>	History				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	HIS*122	<b>Prerequisites:</b> C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101]		
	<b>Course Type:</b>	L/D			
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	<b>Elective Type:</b>	G/Hi/HU/LAS	<b>Corequisites:</b> None	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science	<b>Credit Hours:</b>	3		
	<b>Developmental:</b> (yes/no)	N	<b>Other Requirements:</b> None		
	Lecture:	Y			
	Clinical:	0			
	Lab:	0			
	Studio:	0			
	Other:	0			
<b>Contact Hours:</b>	TOTAL:	3			
<b>Class Maximum:</b>	35	<b>Other Requirements:</b> None			
<b>Semesters Offered:</b>	F/Sp/ Su				
<b>Ability-Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.				
<b>Catalog Course Description:</b>	A survey of major world trends and conflicts since the emergence of an expansionist culture in Western Europe around 1500 CE. The emphasis will be on the impact of Western imperialism on non-Western cultures, the responses of those cultures, and the ways in which the interactions have shaped the contemporary world. (This course may be taken by students who have not completed HIS 121, World Civilization I.)				
<b>Topical Outline:</b> List course content in outline format.	1. European Transformation A. Religious Fragmentation B. Nation-State C. Science and the Enlightenment D. Population Growth E. Capitalism				

2. Path to Empire
  - A. Old Trading Partners, New Trading Relations
  - B. New Worlds to Claim: Australia, the Americas
  - C. Russia Moves in Asia
  - D. Europe Confronts Sub-Saharan Africa
  
3. Empires and Revolutions
  - A. Islamic Empires
  - B. American Revolutions
  - C. Revolutionary Europe
  - D. East Asian Changes
  
4. Industrialization and Imperialism
  - A. Europe's Industrial Revolution
  - B. Industry and Empire
  - C. The Great Scramble
  - D. Imperial Europe
  
5. Imperial Expansion
  - A. New Empires in the World: United States, Japan, Russia
  - B. New Nations in Europe: Germany and Italy
  
6. Decades of Conflict
  - A. World War I
  - B. Depression and Aftermath
  - C. World War II
  - D. Europe Retreats
  - E. Cold War—U.S., U.S.S.R.
  
7. Breakdown of the Old Order
  - A. Third World Emerging
  - B. Western Europe Rebuilds
  - C. Superpowers Challenged
  - D. Cold War's End
  
8. Global Struggles, Changing Alliances
  - A. Who Controls the Resources? (Globalism and Localism)
  - B. Middle East Conflicts
  - C. African Tragedies—and Hopes
  - D. Europe Approaches Unity
  - E. Sources of Terrorism

Upon successful completion of this course, the student will be able to do the following:

**COURSE:**

1. identify the major cultures, individuals, trends, and ideas that shaped the evolution of world civilization since approximately 1500 CE
2. describe and discuss the mechanisms that lead cultures to expand, decline, and change based on developments in this historical period
3. explain the roles of economic thought, nationalism, ethnicity, and technology in creation of the modern world

**PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)*

N/A

	<p><b>COMPETENCIES FULFILLED:</b></p> <p><b>Historical Knowledge</b> - Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.</p> <p><b>Demonstrates:</b> Analyzes and describes with sufficient detail and specific examples the impact of past events on subsequent events.</p> <p><b>Does Not Demonstrate:</b> Inaccurately or insufficiently analyzes and describes the impact of past events on subsequent events.</p> <p><b>Oral Communication (embedded)</b> - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p><b>Demonstrates:</b> Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.</p> <p><b>Does Not Demonstrate:</b> Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p>Students will demonstrate their comparative mastery of abilities by producing critical analyses of key questions in the period covered by this course through completion of a variety of oral and/or written assignments.</p> <ol style="list-style-type: none"> <li>1. in-class discussions</li> <li>2. Examinations</li> <li>3. Quizzes</li> <li>4. Essays</li> <li>5. oral presentations</li> </ol>
<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> No facilities are required beyond those available in most classrooms.</p>
<p><b>Textbook(s)</b></p>	<p>Check with department chair for list of approved texts.</p>