Course Title: World Civilization II

Course Number: WOH1022

Div/Dept Code: SSCI

Subject Code: WHIS

Effective Term: 20031

Course Catalog Description:
A study of world history from 1650 AD to the present as it relates to the development of the modern world. History is analyzed in terms of social, religious, philosophical, political, and economic concepts rather than chronological facts. Writing-Across-the-Curriculum course requiring a minimum of 4,000 words of writing. If used to meet AA Gordon Rule requirements for general education, a minimum grade of “C” is also required.

Prerequisites:
A passing score on the standardized placement test measuring communication/verbal achievement or successful completion of ENC 0080 and/or LIN 1670 with a grade of “C” or better.

General Education:
Yes, AA and AS

Gordon Rule:
Yes, Word Count 4000

Scheduling:
All

Recommended Text/Software:
Aug 2008: Western Civilization; Combined Volume; 7th ed.; Jackson Spielvogel; pub. Thomson/Wadsworth
## COURSE SYLLABUS — PART II
### COURSE GOALS

**Course Number**  WOH1022  
**Title**  World Civilization II

**Prepared by**  A. Lund / W. Griffith  
**Date**  5/20/08

**Director/Chair**  Joyce Goldstein  
**Date**  5/20/08

### Criteria:
1. Direction oriented;  
2. Student oriented — written in terms of what students will accomplish;  
3. Provide the lay reader with an understanding of the substance of the course;  
4. The number of statements should be sufficient to clearly identify the mission of the course.

### Goal Number | Statement
--- | ---
1. | **Student Outcomes** – The student will:  Intro., History of the Modern Period, Renaissance: Western Civilization: The student demonstrates an understanding of the Renaissance in Western Civilization against the rest of European growth, arts, city-state economic and civil development for the immediate recognition of the larger developments in political, economic growth of Europe. The student demonstrates an understanding of civilization as a separate concept by stressing the unique element in Western civilization, in arts, philosophy, growth of science, political struggle for power between Western Church and emerging monarchy and State. The student demonstrates an understanding of and defines civilization as a formative concept and elaborate its features.

2. | **Reformation, Commercial Revolution, Absolutism: Western Civilization:** The student demonstrates an understanding of the rise of reform in the Church from the elaboration of an enriching life, both as a reformer’s view and the political control of separate sovereign areas. The student demonstrates an understanding of the emergence of State power, and the rivalry of monarchs against a background of greater technological, economic and artistic development in Europe.

3. | **Global Expansion-Absolutism: Western Civilization:** The student demonstrates an understanding of the Renaissance as an expansion and exploration of the unique elements of Western Civilization, of economic and social energies, as well as the reflecting the rise of national States. The student demonstrates an understanding of Western civilization’s artistic, religious and philosophical ideas.

4. | **The Scientific Revolution:** The student demonstrates an understanding of the intellectual revolution in astronomy, physics, and mathematics from its medieval origins, Greek beginnings, and Islamic elaborations. The student contrasts these with the humanistic tradition as merged from Renaissance intellectual life. The student demonstrates an understanding of parallel technological developments and their application in ordinary life.

5. | **Decline of Spain, Rise of France, Great Britain, Russia: Western Civilization:** The student demonstrates an understanding of the character and different development that makes these monarchies the controlling States in Western Europe. The student demonstrates an understanding of the character of political development, war, diplomacy though the rise of Prussia, the clash with Austria, and the decline of Hapsburg influence through the political developments of the late AD 17th century and 18th century.

6. | **Great Britain, English Revolution, France: Old Regime, American and French Revolutions: Western Civilization:** The student demonstrates an understanding of the development of a different view of the human being as a political being with particular individual rights. The student demonstrates an understanding of the growth of political movements, the new philosophical ideas of democracy are understood by the student as an emergence from the very rich, economic basis of Western Civilization.

7. | **Western Civilization: the Napoleonic Period (1800-1815):** The student demonstrates an understanding of the French Revolution, see the rise of Napoleon Bonaparte and the French Empire. The student demonstrates an understanding of the impact of Napoleon’s military, economic, social, and political accomplishments as the basis of modern European history. The student demonstrates an understanding of the era of Napoleon as a transitional period between the remnants of Medieval Europe and modern Europe.
### Course Syllabus — Part II

#### Course Goals

**Course Number**  WOH1022  
**Title**  World Civilization II

**Prepared by**  W. Griffith  
**Date**  2/5/10

**Director/Chair**  Joyce Goldstein  
**Date**  2/5/10

Criteria: (1) Direction oriented; (2) student oriented — written in terms of what students will accomplish; (3) provide the lay reader with an understanding of the substance of the course; and (4) the number of statements should be sufficient to clearly identify the mission of the course.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>8.</td>
<td>Western Civilization: The Growth of European Industrialism: The student demonstrates an understanding of the fact of permanent change in the development of industrialism. The student demonstrates an understanding of the forces in European and New World economic and scientific thought leading to the Industrial Revolution. The transition from mercantilism to the economic philosophy of Adam Smith demonstrates an understanding of economic forces which shaped the modern world.</td>
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<tr>
<td>9.</td>
<td>Western Civilization: Zenith of European Power, Nationalism: The student demonstrates an understanding of this expansion as a pattern of increased power based on continued industrial development, a quickening technology as the outcome of national rivalries in Europe; the political stability maintained by a balance of power and the inevitable clashes and outcomes of rivalry that erode the ability of European powers to control them: in the colonial race, the wars of European States, 1866, 1870, and the Mediterranean conflicts in the Balkans. The student demonstrates an understanding of the psychological and social origins of nationalism, and the effects of European nationalism in the Balkans, Greece, Eastern and Central Europe by the developments of 1830, 1848, and their aftermath.</td>
</tr>
<tr>
<td>10.</td>
<td>Global Developments: Indian and Far East Civilizations: The student demonstrates an understanding of a historical sketch of the unique qualities of these civilizations, Indian philosophy, art, religion, the impact of the Moslem invasions, and the separation of Hindu and Moslem people. The student demonstrates an understanding of China and Japan as unique aspects of a far Eastern Civilization. The student demonstrates an understanding of the historical consolidation and falling apart of Chinese political control, the impact of the Central Asian steppe, the unique elements of Chinese philosophy, art and religion under Indian influence and Japan’s particular institutions of Emperor and Shogun. The student contrasts Shintoism with Buddhism and the impact of Western Civilization. He/she demonstrates an understanding of the differences in each cultural and political area that this impact had on the Far Eastern civilizations. The student will also demonstrate an understanding of the changes brought to the cultural development of each area as the student reviews them.</td>
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<tr>
<td>11.</td>
<td>Global Developments: Africa: The student applies his/her definition of civilization to a historical sketch of African native empires. The student demonstrates an understanding of the unique qualities of African native societies, European conquests and colonial divisions as both divisive and unifying. The student recognizes the influences this had on emerging African people. The student demonstrates an understanding of the differences in European impact on North Africa, Sub-Sahara Africa, Western, Eastern Africa, and South Africa.</td>
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<tr>
<td>12.</td>
<td>Science and Change: The student summarizes the scientific and intellectual changes of the late AD 19th century and 20th century. The student demonstrates an understanding of their impact on change on the artistic and intellectual ideas in literature, arts and philosophy that show the shift of European views circulating around the world.</td>
</tr>
<tr>
<td>13.</td>
<td>World War I, Depression: The student demonstrates an understanding of the drift into World War I as a result of alliances, arms races, and the clash for world power. The student demonstrates an understanding of incidents leading to the outbreak of war, the course of the war, technological developments, and economic output. The student demonstrates an understanding of peace, its failure, and the explicit causes of World War II against the emergence of a global economic dependency. The student demonstrates an understanding of world depression as a global problem.</td>
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### COURSE SYLLABUS — PART II

#### COURSE GOALS

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<tr>
<td>14.</td>
<td>Rise of Dictatorships, World War II: The student demonstrates an understanding of major nationalistic and international trends between World War I and II including the failure to preserve the peace and popular desire for security. Political events leading to World War II access the responsibility of statement and governments for World War II. The student demonstrates an understanding of the rivalry between the U.S. and U.S.S.R.</td>
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<tr>
<td>15.</td>
<td>Postwar, Cold War, Korea 1950-1953: The student summarizes the recent development of political warfare between the U.S. and U.S.S.R., and the greater dependence of economic relations on various state actions. The student demonstrates an understanding of the American sense that they were under threat, alliances systems, arms races and the periodic crises that threaten global stability. The student demonstrates an understanding of this as an aftermath of the period of World War II and its continued formative influences.</td>
</tr>
</tbody>
</table>

In addition to the specific course goals listed above this course also addresses the college’s Critical Thinking and Communication General Education Goals/Outcomes through the following Student Learning Outcomes (SLO’s):

- **SLO 1**: The student will apply reflection, analysis, logical reasoning and evaluation to formulate judgments, reach decision, and solve problems.
- **SLO 2**: The student will demonstrate accurate and effective expository writing skills.
A specific objective is one in which the outcome and the level of achievement are defined in measurable terms.

<table>
<thead>
<tr>
<th>Object No.</th>
<th>Related Goals</th>
<th>Objectives (Student Learning Outcomes)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 – 14</td>
<td>The student demonstrates understanding of the unique elements that form contemporary civilization. He/she explains these as an outgrowth of former isolated civilizations, now showing much similarity.</td>
<td>Evaluation by objective examination. A grade of “C” denotes basic competence. The specific percentage for the “C” may vary with the instructor, but in no case is a “C” awarded for less than 70% mastery of the assignment.</td>
</tr>
<tr>
<td>2.</td>
<td>1 – 15</td>
<td>The student recognizes that the contemporary world exhibits a mutual interdependence based on economic and social causes that channel political interests by historic influences.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>3.</td>
<td>1 – 14 SLO 1 SLO 2</td>
<td>The student demonstrates understanding that former independent civilizations have left a cultural background that may significantly change and alter political and social actions in various global areas among various people.</td>
<td>Written essay and essay exam, the latter evaluated by standard departmental criteria. In addition student may take an exam. A grade of “C” denotes basic competence. The specific percentage for the “C” may vary with the instructor, but in no case is a “C” awarded for less than 70% mastery of the assignment.</td>
</tr>
<tr>
<td>4.</td>
<td>1 – 8 SLO 1 SLO 2</td>
<td>A student defends the thesis that Western Civilization formed and expanded from Europe. The student has consolidated a basic similar form of political and economic relations in the globe.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>5.</td>
<td>4, 11 SLO 1 SLO 2</td>
<td>The student discusses the major instruments of change found in the growth of science, a product of Western Civilization.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>6.</td>
<td>6, 7, 8,15 SLO 1 SLO 2</td>
<td>The student discusses how the emergence of Europe has occurred with alternative views of how to carry out the promise of individual political rights and social status in the face of the major changes brought by industrialism.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>7.</td>
<td>12,13,14, 15</td>
<td>The student demonstrates understanding of the destructive consequences of total war, and the alteration it has forced on the global civilization in the twentieth century.</td>
<td>SAME AS ABOVE</td>
</tr>
</tbody>
</table>