

# COLLEGE OF THE DESERT

Course Code HIST-004

## Course Outline of Record

1. Course Code: HIST-004
2. a. Long Course Title: History of World Civilization - II  
b. Short Course Title: HISTORY/WORLD CIV II
3. a. Catalog Course Description:  
This course is a broad study of the major elements of history from the 1500 to the present. It is designed to develop understanding of institutions basic to world civilization.  
b. Class Schedule Course Description:  
From the 1500 to the present.  
c. Semester Cycle (if applicable): N/A  
d. Name of Approved Program(s):
  - HISTORY Associate in Arts for Transfer Degree (AA-T)
4. Total Units: 3.00 Total Semester Hrs: 54.00  
Lecture Units: 3 Semester Lecture Hrs: 54.00  
Lab Units: 0 Semester Lab Hrs: 0  
Class Size Maximum: 50 Allow Audit: No  
Repeatability No Repeats Allowed  
Justification 0
5. Prerequisite or Corequisite Courses or Advisories:  
*Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)*  
Advisory: ENG 001A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
  - a. ALTERNATIVE: Pomeranz, Kenneth L., Given, Mitchell (2010). *Worlds Together, Worlds Apart: A Companion Reader (Volume 2)* W. W. Norton & Company. ISBN: 9780393911619  
College Level: Yes  
Flesch-Kincaid reading level: 12
  - b. ALTERNATIVE: Hansen, Valerie and Kenneth Curtis (2013). *Voyages in World History, vol. II (2nd/e)*. Cengage Learning.  
College Level: Yes  
Flesch-Kincaid reading level: 12
  - c. ALTERNATIVE: Upshur, Terry, Hoka, et al. (2011). *World History, Since 1500 (Cengage Advantage Series)* (5th/e). Thompson Wadworth.  
College Level: Yes  
Flesch-Kincaid reading level: 12.00
  - d. ALTERNATIVE: Pollard, E., C. Rosenberg, R. Tignor (2015). *Worlds Together, Worlds Apart, Volume 2, From 1000 CE to Present* (concise edition/e). W.W. Norton & Co.. ISBN: 978-0-393-918  
College Level: Yes  
Flesch-Kincaid reading level: N/A
  - e. REQUIRED: Pollard, E., C. Rosenberg, R. Tignor (2015). *Worlds Together, Worlds Apart, Beginnings Through the 15th Century, Volume 2* ((concise edition/e). W. W. Norton & Company.  
College Level: Yes  
Flesch-Kincaid reading level: 12
  - f. Pomeranz, Kenneth L., Given, Mitchell (2010). *Worlds Together, Worlds Apart: A Companion Reader, Volume 2* W. W. Norton & Company.  
College Level: Yes

# HIST 004-History of World Civilization - II

Flesch-Kincaid reading level: 12

## 7. Entrance Skills: *Before entering the course students must be able:*

a.

Use theses to organize paragraphs into coherent analysis.

ENG 1A- Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.

ENG 1A- Develop ideas coherently in writing through the drafting process.

b.

Recognize features of style such as: purpose, audience, and tone and integrate these elements into academic and professional writing.

ENG 1A- Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).

ENG 1A- Incorporate complex sentence -structure and variety of word choice.

c.

Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

ENG 1A- Find, read, analyze, evaluate, interpret, and synthesize outside sources including online information.

ENG 1A- Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).

ENG 1A- Understand how readers' experiences influence the readings of texts.

d.

Utilize a handbook to properly cite and document source material in MLA format.

ENG 1A- Correctly use MLA or APA documentation as appropriate both within essays and works cited entries.

ENG 1A- Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

## 8. Course Content and Scope:

### Lecture:

1. Emerging Global Interrelations: Rival Empires, Renaissance and Reformation in Europe, African Kingdoms, European Colonial Empires in Western Hemisphere
2. Asia in the Early Modern Era: Moghul Dynasty, Ming Dynasty, Manchu Dynasty, Feudal Japan
3. The West: 1600-1800: Age of Reason & Enlightenment, Latin American Culture, British North America
4. The Modernization of the Western World: Reform & Revolution, Nationalism, Industrialism
5. The Race for Empire and World War I
6. 20th Century Political and Cultural Ferment
7. The Interwar Years, World War II, and the Cold War
8. Global Conflicts during the Cold War: 1945-1989
9. Life in a Multipolar World: The Post-Cold War Era

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Lab: (if the "Lab Hours" is greater than zero this is required)

## 9. Course Student Learning Outcomes:

1. Describe the significance of the scientific and industrial revolutions.
2. Describe the expansion of imperialism.
3. Describe changes in modern political structures, including the development of democratic revolutions, communism, and fascism.
4. Recognize the value of historical knowledge.

## 10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Exhibit knowledge of important historical facts of the modern and contemporary civilization of the world.
- b. Analyze and articulate the reasons behind critical historical events in the development of civilization throughout the world.
- c. Cite the salient contributions of outstanding individuals toward the development of world civilization and explain the importance of the contributions in question.
- d. Identify the contributions of Middle Eastern and Mediterranean cultures to the development of world civilization and explain the importance of these contributions.
- e. Cite the contributions of specific civilizations of the past to modern world culture.
- f. Explain how the geographical environment has affected the development of civilization throughout the world.
- g. Distinguish those achievements of civilizations that are likely to have enduring value from those of fleeting importance and give the underlying rationale of the judgment of their relative importance.
- h. Critically analyze world events in the light of a long range point of view.
- i. Distinguish spurious "fact" from the truth in evaluating historical truth-claims.
- j. Demonstrate how events in history may have causes both in the environment and the psychological nature of humankind.
- k. Show in specific cases how historical events usually have a constellation of causes and are not amenable to a simple one cause explanation.
- l. Identify the significant contributions of the various cultures of the world to the arts and be able to place these contributions in their appropriate historical context so they may be seen as part of the development process of world civilization.

## 11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Collaborative/Team
- b. Discussion
- c. Distance Education
- d. Lecture
- e. Participation

## 12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

### a. In-class Assignments

1. Attendance at lectures and taking of detail notes. Viewing films and slide programs.
2. Group exercises discussing primary document copies or a DVD or online film. Reporting in a panel or by a group spokesperson.
3. Examinations of various types, such as essay and multiple choice. Example essay question: "How would you compare the American Revolution to the French Revolution? Do you believe that social and religious movements like the Enlightenment and the Great Awakening led to these conflicts?" or "On average, was the contact of Europeans with Asian peoples in the early modern era most beneficial or harmful?"
4. Discuss in class supplemental reading assignments in such as "Communist Manifesto" by Karl Marx and Fredrick Engles and "Wealth of Nations" by Adam Smith.

### b. Out-of-class Assignments

1. Readings in the textbook and in recommended supplementary literature. Example: "Communist

Manifesto" by Karl Marx and Frederick Engels and "Wealth of Nations" by Adam Smith.  
 2. Course essay such as "The Seven Years War and the French and Indian War of the mid-18th century, are sometimes referred to as the War for Empire. Discuss how these conflicts were an accumulation of previous wars between nations." or "Compare and contrast by technological changes have, on the one side, benefited humankind, and, on the other, threaten it."

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Critiques
- Term or research papers
- Group activity participation/observation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

IGETC Area 3: Arts and Humanities

B: Humanities

IGETC Area 4: Social and Behavioral Sciences

F: History

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical

D6 - History

PO-GE C3 – Arts, Humanities, and Culture

Understand and appreciate diverse local, national, and world context.

Articulate the differences and similarities between and within cultures.

IO - Global Citizenship - Ethical Behavior

Appreciate the complexity of global relationships between self and others, as well as self and the environment.

Integrate universally accepted values such as honesty, responsibility, respect, fairness, courage and compassion into judgments and decision-making.

16. Comparable Transfer Course

<b>University System</b>	<b>Campus</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Catalog Year</b>
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17. Special Materials and/or Equipment Required of Students:

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18. Materials Fees:  Required Material?

<b>Material or Item</b>	<b>Cost Per Unit</b>	<b>Total Cost</b>
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19. Provide Reasons for the Substantial Modifications or New Course:

ENG 70/71 advisory update

20. a. Cross-Listed Course (*Enter Course Code*): N/A  
 b. Replacement Course (*Enter original Course Code*): N/A

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000220924
- b. T.O.P. Code [CB03]: 220500.00 - History
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: N/A
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): HISTORY

*Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)*

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Oceana Collins Origination Date 10/24/17