

Common Course Outline for: HIST 1102 History of World Civilizations 2**A. Course Description**

1. Number of credits: 4
2. Lecture hours per week: 4
3. Prerequisites: None
4. Co-requisites None
5. MnTC Goals 5 & 8

This history of world civilizations from 1300 C.E. (Common Era) to no later than January 2020. Topics will include colonialism and resistance to it, the age of revolutions, industrialization and its effects on people living in both imperialist and colonized societies, World War 1 and 2, the rise of national liberation movements, decolonization, total war, holocausts, globalization, the Cold War, fundamentalism, late-capitalism and its cultures, and the rise of digital global technologies.

B. Date last reviewed: January 2020**C. Outline of Major Content Areas**

1. Empires
2. The Age of Revolutions
3. Colonization and Resistance to Colonization
4. Industrialization and its Effects
5. World War 1 and 2
6. Decolonization
7. Globalization

D. Course Learning Outcomes

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

1. demonstrate a broad understanding of World History from the early modern era (thirteenth through seventeenth centuries CE) through the present era (January 2020 CE); (Goal 2a, 5a, 5b, 5d, 8a, 8b)
2. make use of historical thinking; (Goal 2d, 5c, 5d, 8c)
3. analyze historical sources, distinguishing primary from secondary sources; (Goal 2b, 5a, 5b, 5c, 8c)
4. communicate effectively using historical evidence and methods; (Goal 2c, 5a, 8d)
1. analyze and understand the diversity of peoples within their distinctive historical contexts. (Goal 2b, 5a, 5b, 5d, 8a, 8b, 8c)

E. Methods for Assessing Student Learning

Instructors will use a variety of formative and summative assessment techniques based upon their personal preferences to assess student accomplishment of the course goals and objectives and appeal to diverse learning styles, including but not limited to:

1. Ungraded or "low-stakes" assignments intended to provide instructors with immediate feedback on their instruction and improve student understanding of the course material. Examples: think-pair-share discussions; brief in-class writing exercises; reflection papers; and mid-semester course evaluations. Ungraded assignments may be either individual or group.
2. Graded assignments intended to assess student understanding of the course material. Examples: objective exams (multiple choice, true/false and fill-in-the-blank); essay or short answer exams; papers (research, description or source analysis); and oral presentations, and digital humanities projects. Graded assignments may be either individual or group.
3. Extra credit opportunities. Examples: reflection or reaction papers, based upon course material or attendance at a relevant cultural event or historical site; research or source analysis papers; and oral presentations.

F. Special Information None