Modesto Junior College
Course Outline of Record

HIST 107

I. **OVERVIEW**
The following information will appear in the 2011 - 2012 catalog

**HIST 107**  
*World Civilization From the 16th Century*  
3 Units

*Recommended for Success:* Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

A comparative study of World Civilizations from 1500 to the present.
Field trips might be required.  (A-F or P/NP - Student choice) Lecture

**Transfer:** (CSU, UC) **General Education:** (MJC-GE: B, C ) (CSU-GE: C2, D6 ) (IGETC: 3B, 4F )

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**
   a. **HISTORICAL TOPICS**
      i. World Civilization defined
         a. World civilization as a theoretical orientation
         b. Fact, theory, and interpretation in history
         c. World historiography
         d. Culture and cultural relativism
         e. Environmental equilibrium, disequilibrium, and culture
         f. Geographic determinisms
         g. Society, ethnicity, race, class, gender, religion, and nationality defined
      
      ii. Political systems
         a. Feudalism
         b. Monarchy and Parliamentary monarchy
         c. Empires
         d. Nations and the modern concept of nationalism
         e. Colonial and mercantile empires
         f. Modern republics, federal republics, and representative democracy
         g. Military organization and the democratization of war
h. The multi-ethnic nation-state
i. Neo-colonialism
j. Economic oligarchy and technology
k. Bureaucracies

iii. Economic systems
   a. The role of private property
   b. Agricultural surplus, division labor, and class divisions
   c. Specialization of labor, labor organization, and production
   d. Developments of monetary capital and capitalism
   e. Development of socialism and communism
   f. Taxation and tribute systems
   g. Mercantilism, banking, and credit
   h. The corporation and the rise of global corporate empires
   i. The development and perpetuation of the third world economies

iv. Technologies
   a. Agriculture and the development of surplus storage and distribution systems
   b. Water technologies
   c. Architecture
   d. Military technologies
   e. Industrial "revolutions"
   f. Biological sciences
   g. Information systems

v. Social and cultural phenomena
   a. Gender roles
   b. Identity politics
   c. Art, literature, and music
   d. Food and medicine
   e. Philosophy and reason
   f. Migrations and population movement
   g. Urbanization and social consciousness
   h. Social justice and civil rights movements
i. Ethnic consciousness movements
j. Gender movements
k. Generational age cohort
l. Disability, ability, and social identity
m. Disease and human populations

vi. Religion and belief systems
   a. Religious diversity
   b. Conflict and consensus among religious institutions and dogma
   c. Judeo-Christian religions
   d. Asian religious traditions
   e. Polytheism and pagan traditions
   f. Science as a belief system
   g. Religion and daily life
   h. Religion and the state
   i. Gender roles in religions and belief systems

b. HISTORICAL ANALYSIS SKILLS
   i. Demonstration of knowledge of historical information such as names, chronologies and periodization, terms and concepts.
   ii. Understanding of the diversity and complexity of the historical context that shapes human experience.
   iii. Understanding of the interrelatedness of historical events as expressed in such concepts as continuity and change, causation, interdependence of cultures, and the interaction between differing groups and societies.
   iv. Ability to take a position on a debatable historical issue and use historical data as evidence to support position.
   v. Analysis of primary and secondary sources.
   vi. Understanding of the concepts of bias and point-of-view as they relate to historical thinking.
   vii. Formulation of important historical questions through inquiry.
   viii. Determination of the significance of different kinds of historical change
   ix. Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of the values of the time.
   x. Ability to articulate the above modes of historical thinking and analysis through critical writing.
B.  ENROLLMENT RESTRICTIONS

1.  Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

2.  Requisite Skills

   Before entering the course, the student will be able to:

   a.  Read and comprehend college level texts.

C.  HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>54</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D.  METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1.  Lectures that provide frameworks for content knowledge and analytical skills.

2.  Reading and comprehension assignments in textbooks, monographs and primary source documents that encourage deep learning.

3.  Use of printed and hand-produced materials (wall maps, overheads, handouts) and multimedia materials (text, audio, still images, video delivered through electronic devices).

4.  Active learning exercises and student-centered learning techniques (discussions, ‘one-minute essays’, debate) designed to teach students to assess and appraise historical developments and events, then draw their own conclusions.

E.  ASSIGNMENTS (TYPICAL)

1.  EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a.  Reading assignments of approximately 30 - 60 pages (weekly).

   b.  Readings in primary source documents, and/or scholarly journals (weekly or bi-weekly).

   c.  Typed essays or projects that demonstrate content knowledge and understanding of historical analysis skills, totaling approximately 1,500 to 2,000 words (one to two per term).

   d.  Discussion board or journal writing, based on textbook and supplementary readings, totaling approximately 200 words per assignment (weekly or bi-weekly).

   e.  Preparation for in-class quizzes and examinations based on reading assignments and class lectures/discussions. Exams include a significant written component (two to three exams per term).

2.  EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   a.  Written in-class essays based on analytical questions.

      i.  Explain the European “Scramble for Africa” and king Leopold’s regime in the Congo. Are
King Leopold’s policies illustrative of other European imperialsims, or is it unique? In other words, was it inevitable to happen the way it happened?

b. Analytical written work that ask students to use evidence from primary and secondary sources to answer a historical question. May be in the form of a research paper, discussion board entry or critical essay.
   i. Analyze the sugar planation documents and write a comparative essay explaining the different perspectives for the slave, the master, the slave trader, and the merchant.

c. Book or article reviews of scholarly work that ask students to identify the author’s main arguments and offer a critique of those arguments. May be in the form of formal review essay, discussion board or journal entry.
   i. Write a critique of Chinua Achebe’s Things Fall Apart. Begin with a summary of the author’s thesis and main argument. Provide your own historical examples to support your assertions.

F. TEXTS AND OTHER READINGS (TYPICAL)


3. Other: Primary and secondary source documents relating to themes and topics in History 107. Typical sources might include (but are not limited to) autobiographies, governmental documents, sermons, diaries, film, letters, scholarly articles. These sources may be found in peer-reviewed journals, in online databases, in publisher websites, or in books.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   explain and analyze the political, economic, social and cultural developments and interactions in the history of World Civilizations from 1500 to the present.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

      a. Define the term Civilization in a world history context.

      b. Define the terms culture, society, race, class, ethnicity, gender, religion, and nationality in the context of world history.

      c. Compare theoretical orientations of the origin and development of civilization, i.e. political economy, geographic determinisms, special invention, diffusion, invasion, assimilation, acculturation, synthesis, expropriation, and extinction.

      d. Analyze the regional development of political, economic, technological, social and cultural institutions and events.

      e. Analyze and evaluate the effects of the development of agriculture.

      f. Analyze and evaluate the effects of the development of and interactions between world religions.
g. Identify demographic settlement patterns and migration patterns as related to world civilization.

h. Compare and contrast changes in sexual and gender identities as developed in the world civilization experience.

i. Interpret similarities and differences in the experiences of individuals in Native American, European, African, and Asian/Pacific Rim civilizations.

j. Identify the development of cultural and ethnic diversity within the five geographic areas of survey (North America, South America, Europe, Africa, and Asia).

k. Identify the liberation and social justice movements relating to world civilization.

l. Evaluate contemporary social and political issues relating to world civilization.

m. Compare and contrast governments as products of historic relationships of political conflict resolution.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written quizzes
2. Discussions
3. Objective quizzes
4. Homework assignments

B. SUMMATIVE ASSESSMENT

1. Essay examinations that require demonstration of content knowledge and historical analysis skills. Typical length: 600 - 1,200 words.

2. Essays that require demonstration of content knowledge, historical analysis skills. Collective typical length: 1,500 - 2,500 words.

3. Projects and presentations that include significant critical analysis of historical topics. Typical length: 750 - 1,000 words.

4. Objective exams that measure knowledge of historical information.