

CORE CURRICULUM COMPONENT APPLICATION  
Texarkana College

**Part I: Course Information**

Course Type

- Existing/Restructured  
 New Course

Course Prefix & Number: **HIST 2322**

Texas Common Course Number (TCCN): **2322**

Course Title: **World Civilizations II**

Course Catalog Description

A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from the 17th century to the modern era. Themes that should be addressed in Western Civilization II include absolutism and constitutionalism, growth of nation states, the Enlightenment, revolutions, classical liberalism, industrialization, imperialism, global conflict, the Cold War, and globalism.

Course Prerequisites:

None.

Available Online?

- Yes  
 No

**Part II: THECB Course Objectives** [Sample Syllabus](#)

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

**Part III: THECB Skill Objectives**

- 1. Critical Thinking Skills:** include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication Skills:** include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Social Responsibility:** include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- 4. Personal Responsibility:** include the ability to connect choices, actions and consequences to ethical decision-making

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Texarkana College

<p><b>Part IV: Course Student Learning Outcomes (SLO) <a href="#">SLO Attachment</a> &amp; <a href="#">Post Test</a></b></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Create an argument through the use of <b>historical evidence</b>.</li> <li>2. Analyze and interpret <b>primary and secondary sources</b>.</li> <li>3. <b>Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history</b> as included in the outcomes <b>listed below, #4-12:</b></li> <li>4. Be able to explain the period of Western <b>exploration</b> and its global impact.</li> <li>5. Demonstrate understanding of the significance of the <b>Reformation</b> in Western Europe.</li> <li>6. Define the term <b>Enlightenment and the subsequent scientific revolution</b> including their political and cultural impact.</li> <li>7. Recognize the terms relevant to description of western <b>ideologies</b>.</li> <li>8. Articulate the benefits and the negatives that occurred as a result of the <b>Industrial Revolution</b>.</li> <li>9. Recognize basic events and philosophies that shaped <b>Asian culture</b> from 1850 on.</li> <li>10. Discuss the impact of <b>European colonialism</b> on world events, including <b>Africa and Latin America</b>.</li> <li>11. Demonstrate an understanding of the causes and outcome of <b>World War I &amp; II</b>, including the <b>Cold War</b>.</li> <li>12. Demonstrate a grasp of the principles of <b>Islam</b> and current political effects in the <b>Middle East</b>.</li> </ol>	
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<b>Skill Objective:</b>	<b>Critical Thinking Skills:</b> include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
<b>THECB Course Objective</b>	#2. Analyze and interpret primary and secondary sources.
<b>Course Student Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Create an argument through the use of <b>historical evidence</b>.</li> <li>2. Analyze and interpret <b>primary and secondary sources</b>.</li> </ol>
<b>General Learning Activities</b>	Lectures on and practice analyzing primary and secondary sources. Faculty use a variety of techniques, often using groups or teams in document analysis.
<b>Assessment</b> <i>Must Include Assignment &amp; Rubric</i>	<p>Post test questions 1-6; Instructors also use a variety of essay questions.</p> <p>Faculty employ the Rubric on <a href="#">Critical Thinking</a> for some assignments.</p>

CORE CURRICULUM COMPONENT APPLICATION  
Texarkana College

<b>Skill Objective:</b>	<b>Communication Skills:</b> include effective development, interpretation and expression of ideas through written, oral and visual communication
<b>THECB Course Objective</b>	#1. Create an argument through the use of historical evidence.
<b>Course Student Learning Outcome</b>	1. Create an argument through the use of <b>historical evidence</b> .
<b>General Learning Activities</b>	Lectures on and practice analyzing primary and secondary sources.
<b>Assessment</b> <i>Must Include Assignment &amp; Rubric</i>	Post test questions 1-6 Because of the complexity of skills employed in making a historical argument, instructors often make this kind of argument a major project or paper. For example, one professor had students analyze local documents to chart the history of local businesses. Faculty employ Rubric on <a href="#">Communication</a> Value for some assignments.

<b>Skill Objective:</b>	<b>Social Responsibility:</b> include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
<b>THECB Course Objective</b>	#3. Analyze the effects of historical, social, political, economic, cultural and global forces on this period of World Civilizations (A.D. 1600 to present).
<b>Course Student Learning Outcome</b>	<b>3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history</b> as included in the outcomes #4-12.
<b>General Learning Activities</b>	Lectures throughout the semester often demonstrate the impact of Nations' decisions on the fate of mankind, i.e. the choice of countries to participate in the UN, support human rights, etc.
<b>Assessment</b> <i>Must Include Assignment &amp; Rubric</i>	Post test questions 7-100, which are broken down into specific Student Learning Outcomes #4-#12 listed above in Part IV. Each Outcome has

CORE CURRICULUM COMPONENT APPLICATION  
Texarkana College

	designated questions to allow for evaluation by faculty of areas of weakness and strength. Essay questions may also directly address causes and effects. Faculty employ Rubric on <a href="#">Social Responsibility</a> for some assignments.
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<b>Skill Objective:</b>	<b>Personal Responsibility:</b> include the ability to connect choices, actions and consequences to ethical decision-making
<b>THECB Course Objective</b>	<b>3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history</b> as included in the Student Learning Outcomes #4-12 listed above in Part IV.
<b>Course Student Learning Outcome</b>	<b>3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history</b> as included in the Student Learning Outcomes #4-12 listed above in Part IV.
<b>General Learning Activities</b>	Lectures throughout the semester often demonstrate the impact of individuals' decisions on the fate of mankind, i.e. Truman's decision to bomb Nagasaki, the role of UN in world affairs, etc.
<b>Assessment</b> <i>Must Include Assignment &amp; Rubric</i>	Post test questions 7-100, which are broken down into specific Student Learning Outcomes #4-#12 listed above in Part IV. Each Outcome has designated questions to allow for evaluation by faculty of areas of weakness and strength. Faculty employ Rubric on <a href="#">Personal Responsibility</a> for some assignments.