

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 1/22/24 Date revised 1/22/24

4. Department/discipline: History

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: History of Global Civilization, from 1500 CE
Abbreviated course title for Transcripts (25 characters or less): Global Civ from 1500

7. Course Designator: HIST 8. Course Level: 1018

9. Number of Credits: Lecture 4 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This course examines the history of global civilizations from 1500 CE to the present. The course uses a regional and chronological structure to focus on the cultural, economic, environmental, political, and social history of global civilizations. Includes civilizations in Africa, Asia, the Americas, Europe, and Oceania. (Meets MnTC goal areas 5 and 8).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor choice.

14. **Course Content** (Provide an outline of major topics covered in course)

1. North America

Geography/Cartography/Demography

Cultures, Languages, Religions

Contact and Colonization

War for North America

United States

Westward Expansion

Industrialization and Urbanization

Segregation and Civil Rights

World Wars/Cold War

US Global Superpower

- Canada
- 2. South America and Middle America
 - Geography/Cartography/Demography
 - Cultures, Languages, Religions
 - Contact and Colonization
 - Latin American Independence
 - Development and Urbanization
 - Caribbean and Cuba
- 3. Europe
 - Geography/Cartography/Demography
 - Cultures, Languages, Religions
 - Overseas Expansion and Colonization
 - Protestant Reformation
 - Urbanization
 - Modern Governments and Economies
 - French Revolution
 - World Wars
 - Cold War
 - Soviet Union
 - European Wars of Nationalism
 - European Union
 - Euro-Zone
- 4. Mediterranean
 - Geography/Cartography/Demography,
 - Culture, Language, Relig
 - Culture, Language, Religions
 - Ottoman Empire
 - Egypt and Independence
 - World War I and European Mandates
 - World War II and the Creation of Israel
 - Oil and Politics in the Middle East
 - Persian Gulf War
 - 2011 Independence Movements “Arab Spring”
- 5. Africa
 - Geography/Cartography/Demography
 - Cultures, Languages, Religions
 - Colonialism and Slavery
 - New Imperialism
 - African Independence
 - Dependency Theory
 - Urbanization and Rural Africa
 - South Africa and Apartheid
 - Zaire and Independence
 - Globalization
- 6. East Asia
 - Geography/Cartography/Demography
 - Cultures, Languages, Religions
 - China
 - Opium Wars and the Opening of China
 - Boxer Rebellion
 - Japan

Imperial Japan
 Meiji Restoration
 Japanese Empire and World War II
 Communist “New China”
 Post WWII Japan
 Korea, Partition, Wars
 Vietnam

7. South Asia

Geography/Cartography/Demography
 Cultures, Languages, Religions
 British Raj
 Gandhi and East Indian Independence
 World War II
 Partition of India
 Growth and Emergence of India
 Pakistan
 Iran and Afghanistan
 Globalization

8. SE/Australia/Pacific

Geography/Cartography/Demography
 Cultures, Languages, Religions
 Colonization of Australia
 Māori and New Zealand
 Philippines
 Indonesia and Independence (Sukarno, Suharto)
 Polynesia
 World War II
 Pacific, Economic, Political
 Modern Australia
 Urbanization and Modernization

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate an understanding of the historic, economic, political, cultural, and	C	1

social, linguistic, religious/spiritual development of Global Civilizations.		
Develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.	A	2
Communicate an understanding of patterns, processes, and themes in the history of Global Civilizations through speech, writing, and/or use of digital media.	B	3
Relate the development of Global Civilizations to that of other regions of the world.	D	6

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 5 & 8

Goal 5: History/Social Behavioral Science

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- A. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- B. Examine social institutions and processes across a range of historical periods and cultures.
- C. Use and critique alternative explanatory systems or theories.
- D. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 8: Global Perspective

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

Students will be able to:

- A. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- B. Demonstrate knowledge of cultural, social, religious and linguistic differences.
- C. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- D. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

17. Are there any additional licensing/certification requirements involved?

 Yes X No

Provide the required documentation to show course meets required licensing/certification standards.

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