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
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,
   Cultures, 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:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the historic, economic,</td>
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<td>political, cultural, and</td>
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<tr>
<td>WINHEC Cultural Standards:</td>
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<tr>
<td>1. <strong>GIKENDAASOWIN – Knowing knowledge:</strong> 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.</td>
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<td>2. <strong>GWAYAKWAADIZIWIN – Living a balanced way:</strong> 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.</td>
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<td>3. <strong>ZOONGIDE’EWIN – Strong hearted:</strong> 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.</td>
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<td>4. <strong>AANGWAAMIZIWIN – Diligence and caution:</strong> To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.</td>
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<td>5. <strong>DEBWEWIN – Honesty and integrity:</strong> 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.</td>
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<td>6. <strong>ZAAGI’ IDIWIN – Loving and Caring:</strong> To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.</td>
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<td>7. <strong>ZHAWENINDIWIN – Compassion:</strong> 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.</td>
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16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.
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.

03/19/19