



## SYLLABUS TEMPLATE

<b>Course Number</b> <b>Course Name</b>	HIST 1160 Western Civilization II
<b>Credit Value</b> <b>(Breakdown of theory and lab credits)</b>	3 Theory
<b>Catalog Course Description</b>	This course is a chronological treatment of the history of the western world from the early modern era to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.
<b>Student Learning Outcomes/Objectives /Competencies of the Course</b>	<ol style="list-style-type: none"> <li>1. <i>Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from the early modern era to the present.</i>                      Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND</li> <li>2. <i>Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.</i>                      Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE</li> <li>3. <i>Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.</i>                      Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY</li> <li>4. <i>Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.</i>                      Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE</li> <li>5. <i>Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.</i>                      Bloom Taxonomy's Cognitive Process: CREATE, APPLY</li> <li>6. <i>Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."</i></li> </ol>

	<i>Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE</i>
<b>College-Wide Student Learning Outcomes</b>	<p><b>Cultural Competence</b> – Students will learn the core values of Western Civilization which are rights (laws and agreements that say how people should behave and be treated), reason (make decisions based on what you know and finding answers based on facts), individualism (the value of the individual), democracy (the power of government mandated to protect the people because it is of the people), and science and technology.</p> <p>The essay on the Western Experience by the Early 20<sup>th</sup> Century will be used to determine the cultural competence of students.</p>