

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

HSDP 478

COURSE TITLE

WORLD HIST/GEOGRAPHY/ECON 1

TYPE COURSE

NON-FEE

HSDP

CATALOG COURSE DESCRIPTION

In the first semester of a two semester class students examine major turning points in the shaping of the modern world, from the late eighteenth century to the end of World War I. The course provides an introduction to current world issues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world. (FT)

LECTURE HOURS

90

LABORATORY HOURS

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

Recommended reading score of 8.0.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Upon completion of the two semester course, students will be proficient in the content standards identified by the California Department of Education for Grade Ten – World History, Culture, and Geography: Our Modern World. Among these are moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity and how they contribute to the development of Western political thought; Glorious Revolution of England, American Revolution, French Revolution and their effects; Industrial Revolution and its effects in England, France, Germany, Japan, and the United States; patterns of global change in the era of New Imperialism as it relates to Africa, Southeast Asia, China, India, Latin America and the Philippines; causes and effects of World War I.

COURSE OBJECTIVES

Upon successful completion of this course students will be able to:

1. Relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
2. Compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
3. Analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
4. Analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
5. Analyze the causes and course of the World War I.
6. Analyze the effects of the World War I.
7. Analyze the rise of totalitarian governments after World War I.

**SECTION II**

COURSE CONTENT AND SCOPE

1. Similarities and Differences in Judeo-Christian and Greco-Roman Views of Law, Reason and Faith, Duties of Individual
2. Development of Western Political Ideas of Rule of Law from Plato to Aristotle

COURSE CONTENT AND SCOPE (CONTINUED)

3. Major Ideas of Philosophers and Effects on Democratic Revolutions in England, the United States, France, and Latin America
4. Principles of Magna Carta, English Bill of Rights, American Declaration of Independence, French Declaration of the Rights of Man and the Citizen, U.S. Bill of Rights
5. Characteristics of American and French Revolutions
6. Rise of Nationalism in Europe
7. The Industrial Revolution
8. Rise of Romanticism
9. Rise of Emerging Political Philosophies
10. Imperialism and Colonization (Resultant Independence Struggles)
11. Causes and Effects of World War I (Note the Russian Revolution, Genocide, Rise of Totalitarian Governments)

APPROPRIATE READINGS

Reading assignments may include, but are not limited to the following:

1. Assigned text.
2. Handouts.
3. Selections from journals, newspapers, magazines.
4. Online resources.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to the following:

1. Essays.
2. Worksheets.
3. Research reports.
4. Exams.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to the following:

1. Assigned readings, both primary and secondary.
2. Writing assignments.
3. Research projects.
4. Field trips.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Critical thinking assignments may include, but are not limited to the following:

1. Explain how a source provides information about the broader historical setting within which it was created.
2. Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
3. Support an argument using specific and relevant evidence.
4. Use historical reasoning to explain relationships among pieces of historical evidence.
5. Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

### EVALUATION

A student's grade will be based on multiple measures of performance that may include, but are not limited to the following:

1. Exams.
2. Responses to worksheets.
3. Writing assignments.
4. Class participation.
5. Attendance per current policy.
6. Oral presentations.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

### METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to the following:

1. Lecture and small group instruction.
2. Cooperative learning.
3. Computer assisted instruction.
4. This course, or sections of this course, may be offered through distance education.
5. Audio visual aids such as film and video.
6. Field trips as appropriate.
7. Guest speakers.

### TEXTS AND SUPPLIES

*World History*, AGS, current edition  
*Modern World History: Patterns of Interactions*, Beck et. Al., McDougal Littell, current edition  
*History and Life, the World and Its People*, T. Walker Wallbank, Scot Foresman, current edition

TEXTS AND SUPPLIES (CONTINUED)

Supplemental materials associated with the above text:  
Supplemental material: Stanford History Education Group (SHEG)  
Supplemental material: Brown University CHOICES Program

PREPARED BY: BOBBI PAUL DATE: JANUARY 1993

REVISED BY: GARY GLECKMAN DATE: FEBRUARY 11, 2007

REVISED BY Instructional Services/SLO's Added DATE December 20, 2013

REVISED BY Elizabeth Acierno and Holly Rodriguez DATE February 7, 2018

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog