

Roxbury Community College  
Social Sciences Course Outcome

**SSI 102: World History II**

<b>Outcome</b>	<b>Activities</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>➤ Students will identify and match Historical documents ('primary sources' from specific epochs) that provide partial information for the exploration of times and events of modern history, such as travelers' reports like Marco Polo's, public statements like Mao Zedong' s or Nehru's.</li> <li>➤ Political factors: students will identify the specific groups that have played a role in the different governments of the periods and places explored in the course, such as the Japanese military groups, Christian priestly classes, European aristocracies, Sub-Saharan African merchants or commercial classes, etc.</li> <li>➤ Social factors: students will identify the specific groups that have played a role in the different governments, societies, time periods and events of the topics explored in the course, such as university students intellectuals, commercial classes, bureaucrats, women, minority groups (religious, ethnic, racial, national, sexual)</li> <li>➤ Economic factors: specific groups, such as merchants, bureaucrats, peasant, immigrants, nobilities or aristocracies who have played a role in the economy, and what role is that.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading and analyzing examples primary sources as sources of data as well as indicators of value systems.</li> <li>➤ In-class discussions of assigned readings</li> <li>➤ In-class discussion of assigned readings.</li> <li>➤ Assigned study of visual manifestations of architecture and art.</li> <li>➤ Assigned study of maps of specific geographical areas and environments being studied.</li> <li>➤ Discussion and visual analyses of geographical factors in events and developments and their connections.</li> <li>➤ Lectures and discussions of assigned readings.</li> <li>➤ Explanations and analysis of events, actions and individuals that led to political, social and economic changes.</li> <li>➤ Explanations and analysis of events, actions and individuals that led to cultural changes and products of human invention or artistic imagination.</li> <li>➤ In-class comparisons of technological advanced civilizations and identification of technological innovations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class lectures and explanations</li> <li>➤ In-class discussions, questions and answers</li> <li>➤ Explanations of data and concepts in in-class written test.</li> <li>➤ Identification of specific cultural manifestations in written test.</li> <li>➤ Comparisons, identification and discussion of studied data in written test.</li> <li>➤ Identification of connections between civilizations and societies in class discussions and written, in-class test</li> <li>➤ Application of knowledge acquired in two-page, take home essays using historical films.</li> <li>➤ Comparisons, identification and discussion of studied data in written test.</li> <li>➤ In-class discussions, questions and answers.</li> </ul>

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<ul style="list-style-type: none"><li>➤ Cultural factors: the role of specific governments' policies, location and environments, acculturation. Specific events, such as the coming of contacts among many groups, will be identified. The spread of languages, religions, knowledge, technical advancements, etc., and the ways of expanding.</li><li>➤ Students will identify specific events and changes, such as the colonization of different parts of the world by the Chinese, Japanese and the European powers. Students will identify those characteristics that are unique to specific events governments; students will identify those that are in common to colonization or contacts between different parts of the world</li><li>➤ Students will be able to compare different historical phenomena, such as political revolutions, like the Latin American, French, or the African revolutions of the last two centuries. Besides identifying the results and discussing the achievements (or lack of) of such processes; students will identify general elements on common among the processes studied.</li></ul>	<ul style="list-style-type: none"><li>➤ In-class evaluations of factors affecting change.</li><li>➤ Analysis of the role of religion and trade in the development of American civilizations.</li><li>➤ Analysis of the role of social groups and classes in Pre-Columbian American societies</li><li>➤ Identification of technology and environment in worldwide European expansion and domination.</li><li>➤ Evaluation of the role of class, economic and cultural/religious factors for/in worldwide European expansion.</li><li>➤ Analysis of adaptation and development of new systems and the factors involved.</li></ul>	
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<ul style="list-style-type: none"><li>➤ Student will identify the political development achieved by specific areas of the planet, such as the creation or development of types of political organizations that recognize many groups of society as being equal members of the analysis of events, and society, e.g. the American Revolution, the Haitian Revolution, the Mexican Revolution, etc.</li><li>➤ Student will identify cultural advancements such as works of literature or political ideas that have made an impact on historical events, e.g. <i>The Communist Manifesto</i> and <i>The Declaration of the Rights of Man and Citizen</i>.</li><li>➤ Specific mentalities, attitudes and values of different societies and systems are identified by students, such as the overemphasis on trade instead of the work in agriculture, the emphasis on technology and science by some governments and classes, corruption as system of values in some areas and social groups of the planet, the appreciation of freedoms and rights, the conflicts between social and political groups.</li></ul>		
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