



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

HIS3520 World History II
3 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Explain and utilize historical concepts, terms, and perspectives, e.g. chronology, periodization, historiography, revisionism, interpretation, evidence, causation, and consequence.
 - (a) Apply historical concepts, terms and perspectives in writing, e.g. through the discussion board, the research essay, and the documents exam.
 - (b) Apply historical concepts, terms and perspectives orally, e.g. through regular class engagement and the research presentation.
2. Examine primary sources relevant to late ancient and medieval world history (c.300 – c.1500).
 - (a) Identify repositories for and types of primary sources particular to late ancient and medieval world history, e.g. state records, church records, chronicles, private correspondence, physical evidence at historical sites.
 - (b) Evaluate primary sources systematically in order to establish reliability, sufficiency, and utility.
3. Acquire and develop knowledge and understanding of the chronology of late ancient and medieval world history (c.300 – c.1500).
 - (a) Identify and explain major events, developments, and the role of individuals in late ancient and medieval world history.
 - (b) Assess the significance of these events, developments, and individuals in late ancient and medieval world history.
4. Acquire and develop knowledge and understanding of some historiographical themes and theoretical perspectives relevant to late ancient and medieval world history (c.300 – c.1500).
 - (a) Evaluate some historiographical debates, e.g. the causes of the fall of Rome, the “Dark Ages”, and the consequences of the Black Death.
 - (b) Apply some theoretical perspectives, e.g. feudalism, theocracy, universal sovereignty.

5. Examine the relationship between geography and late ancient and medieval world history (c.300 – c.1500).
 - (a) Apply geographical terms and concepts (e.g. region, population, migration) in historical context.
 - (b) Analyze the relevance of physical features (e.g. climate, topography, and natural resources) in shaping global human and environmental developments.
 - (c) Analyze the relevance of cultural factors (e.g. language, religion, race and ethnicity) in shaping global human development and interaction.

 6. Examine global economic developments in late ancient and medieval world history (c.300 – 0).
 - (a) Apply economic terms and concepts (e.g. scarcity, subsistence) in historical context.
 - (b) Analyze the role of trade in late ancient and medieval world history.
 - (c) Analyze the relationship between wealth and power in late ancient and medieval world history.
 - (d) Analyze the relationship between economic competition and war in late ancient and medieval world history.

 7. Examine the relationship between politics and late ancient and medieval world history (c.300 – 0).
 - (a) Apply political terms and concepts (e.g. government, sovereignty, monarchy, empire) in historical context.
 - (b) Analyze different forms of government between and within regions in late ancient and medieval world history.
 - (c) Analyze the strategic relationship between Christianity and Islam in medieval world history.
 - (d) Analyze the consequences of changes in military technology in late ancient and medieval world history.

 8. Develop domain-specific and transferable skills.
 - (a) Improve critical thinking (analysis and synthesis of arguments).
 - (b) Improve competence in composition (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, precise spelling and grammar, and accurate referencing).

Improve competence in presentation (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, effective use of Information and Communication Technology, confident articulation, and accurate referencing).
-

These SLOs are/are not approved for experiential credit.

Effective: Fall 2017