



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

HIS3530 World History III
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 early modern world history (c.1500 – c.1789).
 - (a) Identify repositories for and types of primary sources particular to early modern world history, e.g. national records, diaries of prominent individuals, organizational records, 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 early modern world history (c.1500 – c.1789).
 - (a) Identify and explain major events, developments, and the role of individuals in early modern world history.
 - (b) Assess the significance of these events, developments, and individuals in early modern world history.
4. Acquire and develop knowledge and understanding of some historiographical themes and theoretical perspectives relevant to early modern world history (c.1500 – c.1789).
 - (a) Evaluate some historiographical debates, e.g. the causes of the “Great Divergence” between China and the West, the origins of the French Revolution.
 - (b) Apply some theoretical perspectives, e.g. imperialism, capitalism, modernization.
5. Examine the relationship between geography and early modern world history (c.1500 – c.1789).
 - (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 early modern world history (c.1500 – c.1789).
 - (a) Apply economic terms and concepts (e.g. mercantilism, laissez faire) in historical context.
 - (b) Analyze the role of trade in early modern world history.
 - (c) Analyze the causes of industrialization.
 - (d) Analyze the relationship between economic competition and war.
 - (e) Analyze the causes and consequences of early phases of globalization.

 7. Examine the relationship between politics and early modern world history (c.1500 – c.1789).
 - (a) Apply political terms and concepts (e.g. government, sovereignty, revolution) in historical context.
 - (b) Analyze the causes and consequences of revolutions.
 - (c) Analyze different forms of government between and within regions.
 - (d) Analyze the reasons for the rise of European empires.
 - (e) Analyze the consequences of changes in military technology.

 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).
 - (c) 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).
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These SLOs are not approved for experiential credit.

Effective: Fall 2017