

Department:

History

Course Description:

This course is an examination of selected societies from the Reformation and Renaissance to the beginning of the modern era. The scope includes the Enlightenment, the French Revolution, and the Industrial Revolution. The course will also cover the breakdown of order in the early 20th century which led to World War I and World War II, the aftermath of World War II, the Cold War, and the fall of the Soviet Union.

Course Competencies:

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course as approved by the Kansas Board of Regents. (KRSN Course HIS 1040 World History 1500 to Present)

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

1. Utilize the basic tools of the craft of history:
 - a. Understand the difference between primary and secondary sources and use appropriate critical approaches for both.
 - b. Prioritize, analyze and synthesize historical materials and ideas.
 - c. Write and communicate clearly.
2. Demonstrate an understanding of chronology, continuity, change, and global interactions.

In the interest of seamless transferability among Kansas institutions of higher learning, World History 1500-Present should cover the following:

Various Historical Perspectives and the Historian's Craft

Through clear communication, students should also demonstrate an understanding and be able to apply historical interpretations through at least three of the following historical approaches:

- a. Arts and literature
- b. Cultural identity
- c. Diffusions and encounters
- d. Economics
- e. Environment
- f. Ethnicity and race

- g. Gender**
- h. Global thinking**
- i. Intellectual culture**
- j. Material culture**
- k. Military developments**
- l. Politics**
- m. Religions**
- n. Influential individuals and ideas of leadership**
- o. Social constructs**
- p. Scientific/technological developments**

Significant Global Political, Social, Economic, Religious, and Cultural Developments during the early modern period (circa 1500-1800)

Students should be able to compare and contrast significant global developments during the early modern period (circa 1500-1800)

Significant Global Political, Social, Economic, Religious, and Cultural Developments during the modern period (circa 1750-1914)

Students should be able to compare and contrast significant global developments during the modern period (circa 1750-1914):

Significant Global Political, Social, Economic Religious, and Cultural Developments during the contemporary period (circa 1914-present)

Students should be able to compare and contrast significant global developments during the contemporary period (circa 1914-present).

Significant Political, Social, Economic, Religious, and Cultural Developments of Global Integrations

Students will describe and analyze significant developments in regional and global interaction and integration.

Course Content:

- A. The Acceleration of Global Contact 1450 – 1600**
- B. The Islamic Powers 1300 – 1800**
- C. European Expansion 1500 – 1750**
- D. New World 1540 – 1790**
- E. Africa and the World 1400 – 1800**
- F. Revolutions in the Atlantic World 1775 – 1825**
- G. Revolutions in Energy and Industry 1760 – 1850**
- H. Ideologies of Change in Europe 1815 – 1914**
- I. World War and Revolution 1914 – 1929**
- J. Nationalism in Asia 1914 – 1939**
- K. The Great Depression and WWII 1929 – 1945**
- L. The Cold War 1945 – 1968**
- M. Liberalization and Liberation 1968 – 2000s**

Learning Assessments:

Competencies may be evaluated by multiple measures, including but not limited to exams, PowerPoints, papers, discussions, book reports, study guides, projects, research, and various other activities.

Instructional Materials:

Textbook: Wiesner-Hanks, M. E. (2021). *A History of World Societies* (12th ed.). Boston: Bedford/St. Martins. ISBN-13: 978-1-319-24453-8

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).