**COURSE INFORMATION**

**COURSE TITLE**
HIS112 - The World: 1500-Present

**COURSE DESCRIPTION**
Explores a number of peoples, groups, ideas, institutions, and trends that have shaped World History from 1500 to the present. Reflects the multiple perspectives of gender, class, religion, and ethnic groups in a broad global sense. Focuses on the common denominators among all people. This approach goes beyond political borders to provide a better appreciation for different cultures. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in this discipline.

**CREDIT HOURS**
3.0

**SUGGESTED PREREQUISITE KNOWLEDGE**
History 112 is a general survey course and as such there are no prerequisites.

**GT Pathways**
The Colorado Commission on Higher Education has approved HIS112 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- HI1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to Guaranteed Transfer (GT) Pathways General Education Curriculum. For REQUIRED SYLLABUS information that is to be included on all syllabi starting Fall 2018 go to Required Course Syllabus Language.

This course is one of the Statewide Guaranteed Transfer courses.

- [HIS112 Required Syllabus Info HI1](#)
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
**Course Materials**

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

**Minimum Computer Requirements**

To complete this course, you will need **regular** access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

**Sources of other Course Readings**

Since this course utilizes Open Educational Resources (OER), there is no textbook. If you would like more resources beyond the Lecture and Exploration readings, you can explore this list of further resources: [OER List](#).
Course Competencies and Outcomes

Student Competencies

The competencies you will demonstrate in this course are as follows:

1. Discuss the Age of Discovery, Renaissance, and expansion and the effects of European politics, religion, and war on the New World.
2. Review Europe’s transitions during the Scientific Revolution and the Agricultural Revolution.
3. Describe the slave trade and its impact on Africa.
4. Describe the boundaries of the Ottoman and Persian states and describe their cultures and religions.
5. Explain the rise of colonialism and its impact on native peoples around the world.
6. Discuss the important ideas and people of the American and French revolutions, and the effect Napoleon had on Europe.
7. Discuss the importance of technology in production and trade, how new energy sources and improved transportation changed the face of Europe, how government regulations (or lack thereof) provided capital and cheap labor for industrialization.
8. Explain the tenets of Socialism, describe the Romantic Movement, the various reform movements and revolutions that occurred throughout Europe, and the growth of European nationalism and its long term effects, as well as colonial responses to imperialism.
9. Analyze world-wide changes between the outbreak of World War I through the Cold War, including the effects of imperialism and nationalism.
10. Discuss the prevalence of poverty in third world nations, possible solutions to the population explosion, new trends in world politics, and global interdependence
11. Four general goals integrate history with workplace skills:
   a. Acquire information from many sources.
   b. Break complex and multiple sources of information down into parts to create clearer understanding.
   c. Understand the impact of time and space on perspective.
   d. Develop narrative structures and arguments based on evidence.
12. Throughout the course, students should be introduced to course content, practice using course content, and demonstrate they can:

a. Describe how peoples, groups, cultures, and institutions covered in this course change over time.

b. Understand the events covered in the course in historical context and recognize how social, cultural, gender, race, religion, nationality and other identities affect historical perspective.

c. Communicate orally and in writing about the subject of the course and select and apply contemporary forms of technology to solve problems and compile information.

d. Use different resources for historical research, including libraries, databases, bibliographies and archives

e. Analyze secondary sources and recognize differences in historical interpretation.

f. Identify types of primary sources, the point of view and purpose of their author or creator.

g. Create substantive writing samples which employ critical analysis of primary and secondary sources, and document those sources correctly.

h. Construct knowledge in the discipline and synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts and critically analyze, interpret and evaluate many different points of view to construct historical arguments.

The module outcomes that will permit you to demonstrate course competencies are:

**MODULE 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduce self to peers and instructor and discuss the importance of studying history</td>
<td>1</td>
</tr>
<tr>
<td>2 Identify the “push factors” behind European explorations.</td>
<td>1</td>
</tr>
<tr>
<td>3 Discuss the Age of Discovery</td>
<td>1</td>
</tr>
<tr>
<td>4 Identify the characteristics of life, the major artists, and ideals during the Italian Renaissance and how these characteristics contributed to an age of exploration.</td>
<td>1, 11a, 12a, 12b</td>
</tr>
<tr>
<td>5 Discuss expansion and the effects of European politics, religion, and war on the New World</td>
<td>1</td>
</tr>
<tr>
<td>6 Build research and writing skills by tracing familial migration and finding at least 10 sources about the history of that culture</td>
<td>1, 11a-d, 12a-h</td>
</tr>
</tbody>
</table>

**MODULE 2**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discuss Europe’s transitions during the Scientific Revolution and the Agricultural Revolution.</td>
<td>2</td>
</tr>
<tr>
<td>2 Discuss the Atlantic Slave Trade and its impact on Africa</td>
<td>3, 5</td>
</tr>
<tr>
<td>3 Examine the Islamic empires</td>
<td>4</td>
</tr>
<tr>
<td>4 Explore the consequences of the Reformation</td>
<td>12a-h</td>
</tr>
<tr>
<td>5 Create a first person, fictional historical narrative, which illustrates student’s knowledge of events, people, and culture during the time period covered in this module</td>
<td>2, 3, 4, 5, 11a-d, 12b-d</td>
</tr>
</tbody>
</table>
MODULE 3

Outcomes
1. Examine the Haitian Revolution
2. Trace events which led to the American Revolution.
3. Explain the impact of the French Revolution and Napoleon
4. Evaluate and analyze primary and secondary sources

Competencies
6, 12a, 12b, 12h
6, 12a, 12b, 12h
6, 12a, 12b, 12h
6, 5, 7, 8, 11a-h, 12c, d, e, f, g, h

MODULE 4

Outcomes
1. Examine and discuss the importance of technology in production and trade, how new energy sources and improved transportation changed the face of Europe, how government regulations (or lack thereof) provided capital and cheap labor for industrialization
2. Explain the tenets of Socialism, the growth of European nationalism and its long term effects, and the Romantic Movement
3. Describe the various reform movements
4. Describe revolutions that occurred throughout Europe
5. Produce a complete well-researched draft of the Inventions of the World assignment

Competencies
7
8
8
11a-d, 12a-h

MODULE 5

Outcomes
1. Analyze and discuss the worldwide changes caused by WWI and the effects of imperialism and nationalism
2. Analyze and discuss the worldwide changes caused by WWII
3. Analyze and discuss the worldwide changes caused by the Cold War
4. Explore the student protest movements of the 1960s
5. Write a report on a Virtual Museum Tour

Competencies
9
9
9, 12a-h
9, 11a-d, 12a-h

MODULE 6

Outcomes
1. Analyze and discuss the prevalence of poverty in third world nations
2. Examine and discuss possible solutions to the population explosion
3. Analyze new trends in world politics
4. Examine the effects of globalization
5. Present research results to instructor and peers using current presentation technologies
6. Explore America's informal empire
7. Create a complete, well-researched and proofread final draft of the Inventions of the World assignment and Presentation

Competencies
10
10
10
12a-h
10
11a-d, 12a-h
GRADING AND EVALUATION

METHODS
Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

GRADING POLICIES
Mark the module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Written assignments submitted through the assignment folder may be submitted up to five days late with no penalty, with the exception of the Inventions of the World Final Draft which is due the last day of class. Written assignments will not be accepted late after this five-day grace period. No late work will be accepted for the discussions. Discussions are designed for students to discuss module concepts in the week they are covered; therefore, discussions cannot be submitted after their due date. No work may be accepted after the course has closed, without exception.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Content Discussions (9 @ 15 points each)</td>
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<tr>
<td>Outline Discussion (1 @ 15 points)</td>
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<tr>
<td>WOW! Discussions (3 @ 35 points)</td>
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<tr>
<td>Reflective Discussions (3 @ 10 points)</td>
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<tr>
<td>Peer Feedback Discussion (1 @ 35 points)</td>
<td>375</td>
<td>38%</td>
</tr>
<tr>
<td>Presentation Discussion (1 @ 55 points)</td>
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<td></td>
</tr>
<tr>
<td>Assignments (5 @ 100 points each and 1 @ 125 points)</td>
<td>625</td>
<td>62%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
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</tbody>
</table>

Grading Scale
A = 90 to 100%   B = 80 to 89%   C = 70 to 79%   D = 60 to 69%   F = 59% and below

DISCUSSIONS
There are 18 required discussions. There are discussions in every Module. Participation in these asynchronous chapter-level discussions is a very important part of the class experience and cannot be made up. Plan accordingly as not participating will have a negative effect on your final course grade.

ASSIGNMENTS
Each Module has one assignment designed to help you meet the overall competencies of this course, particularly research and writing for history. Specific instructions and rubrics for these assignments can be found in each Module.
**Course Schedule**

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

**This course is not self-paced and is not open-exit.** All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

### Module 1

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Module Lectures:</td>
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<tr>
<td>Lecture 1: Spanish in the Age of Discovery</td>
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<tr>
<td>Lecture 2: Portuguese in the Age of Discovery</td>
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<tr>
<td>Lecture 3: Russian Expansion, Chinese, explorations, Tokugawa Japan</td>
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<tr>
<td>Module 1 Exploration: The Italian Renaissance</td>
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<tr>
<td>Module 1 Discussions</td>
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<tr>
<td>Research Assignment: Scavenger Hunt Research Assignment</td>
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</tbody>
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*Students must participate in a graded assessment in Module 1 by XXX, or they will be dropped for non participation.*

### Module 2

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Module 2 Lectures:</td>
<td></td>
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<tr>
<td>Lecture 1: Scientific and Agricultural Revolution</td>
<td></td>
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<tr>
<td>Lecture 2: Transatlantic Slave Trade</td>
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<tr>
<td>Lecture 3: Ottoman and Persian Empire</td>
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<tr>
<td>Module 2 Exploration: The Protestant Reformation</td>
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<tr>
<td>Module 2 Discussions</td>
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<tr>
<td>Research Assignment: First person fictional historical narrative</td>
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### Module 3

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Module 3 Lectures:</td>
<td></td>
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<tr>
<td>Lecture 1: American Revolution</td>
<td></td>
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<tr>
<td>Lecture 2: French Revolution</td>
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<tr>
<td>Module 3 Exploration: The Haitian Revolution</td>
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<tr>
<td>Module 3 Discussions</td>
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<tr>
<td>Research Assignment: Primary and Secondary Source Comparison and Analysis</td>
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</tbody>
</table>
**Module 4**

**Reading/Assignments/Exams**

Module 4 Lectures:
- Lecture 1: Industrial Revolution
- Lecture 2: New Imperialism
- Lecture 3: Raising Ideologies and European

Module 4 Exploration: American Imperialism

Module 4 Discussions

Research Assignment: Rough draft of the Inventions of the World assignment

**Due Dates**

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**Module 5**

**Reading/Assignments/Exams**

Module 5 Lectures:
- Lecture 1: WW I
- Lecture 2: WW II
- Lecture 3: The Cold War

Module 5 Exploration: Student Protest Movements of the 1960s

Module 5 Discussions

Research Assignment: Virtual Museum Tour Report

**Due Dates**

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**Module 6**

**Reading/Assignments/Exams**

Module 6 Lectures:
- Lecture 1: Postcolonial Africa
- Lecture 2: Latin America Since 1945
- Lecture 3: Independence and Ascendancy of Asia
- Lecture 4: The Middle East: Religion and Modernity

Module 6 Exploration: The Modern American Empire

Module 6 Discussions

Research Assignment: Final Draft of Inventions of the World assignment

**Due Dates**

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Last modified 8/24/2019 tlt