



HIST 1710 World Civilizations After 1500

CENTRAL COMMUNITY COLLEGE

INSTRUCTOR

COURSE INFORMATION

This course is a survey of the world's cultures from the era of European expansion to the present day.

Contact Hours: Class- 45 Practical Lab- 0 Clinical- 0 Internship- 0

Homework Expectations:

For each hour of classroom time, typically you can expect two hours of homework per week.

Credits: 3

Total Hours: 45

CLASS INFORMATION

TEXTBOOKS

This course utilizes free, online resources. No textbook is required.

Textbook information may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name > Scroll to the bottom of the **Section Details** popup window > Click the link to **Bookstore Information**

GRADING INFORMATION

90-100	A
87-89	B+
80-86	B
77-79	C+
70-76	C

67-69	D+
60-66	D
≤59	F

How you will be graded in this course--

This course consists of "Modules" that target certain competencies. As you proceed through each Module, you will complete a variety of learning activities designed to help you learn the material. Completing these learning activities will ultimately enable you to successfully complete the performance assessment for the target competency. Your assignments will include opportunities for feedback from me, as well as graded assessments. See the Student Grade Sheet in the course for how each assignment will be used to calculate your final grade. Generally, each of the following accounts for 1/4th of your overall grade:

- quizzes
- skills exercises
- discussions
- exams

For information on how you will be graded on individual types of assignments, please see the Instructions and/or grading rubric associated with the assignment.

As your instructor, I make every effort to answer your emails and calls within hours, if not minutes. At the very least, emails and phone calls will be returned within two days (except on weekends and holidays). I will also make every effort to grade written assignments within seven days after the due date, excluding weekends and holidays.

Late Policy: I know that sometimes life gets in the way of completing course work on time. Work submitted late is accepted but will be penalized 1% per day so please try to get it in as soon as possible.

If you are experiencing a family or personal emergency, please contact me and I will work with you.

The most important thing is for students to stay in contact with me so that I can help if an emergency arises.

ONLINE - INSTRUCTOR ROLE AND RESPONSIBILITIES

As your instructor, I am responsible for providing an environment in which an opportunity for learning exists. I will work with you and assist you in your quest for understanding. I cannot make you learn anything. As a resource person and facilitator, I will organize the course, schedule learning activities, and evaluate the short-run "products" of your learning process. Recognizing that even asynchronous online communication is time sensitive, I will monitor threaded discussions and respond to queries within 48 hours of the time they were posted. Since the Writing and Thinking Skills and Individual Reflections are significant pieces of writing, it may take a little longer to assess them. I will be giving your work, as well as that of your fellow learners, careful consideration.

ONLINE - LEARNER ROLE AND RESPONSIBILITIES

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

CCC ONLINE ATTENDANCE

Central Community College faculty record attendance in courses- including online courses. Class attendance and participation contribute significantly to student academic success. Commonly, students who attend class get more out of their college investment through increased learning, stronger relationships with instructors and classmates, earning higher grades, achieving increased passing rates in courses, which leads to completion of academic, and ultimately, career goals. Attendance in an online course may include timely participation in discussions, submitting assignments, activities, projects, etc. (i.e. completing assignments by their deadline). Students should regularly participate in weekly course activities as led by your instructor to ensure meeting attendance requirements. Failure to consistently attend class(es) - even online class(es) - may jeopardize your financial aid.

COURSE COMPETENCIES

1. Examine the transformation of Early Modern Era agrarian and feudalistic societies.

Criteria

Performance will meet expectations when the student:

- evaluates the emergence and impact of the age of exploration.
- interprets the effects of the Renaissance and Reformation on the social, political and economic landscapes of Europe.

Learning Objectives

- explore European economic changes.
- explain how the Renaissance and Reformation altered the culture of Europe.
- explore the changes that gave rise to new forms of government in Europe.
- investigate the western changes that laid the foundations for the modern world.

2. Summarize European forces that reshaped parts of Africa and areas within the Atlantic basin.

Criteria

Performance will meet expectations when the student:

- evaluates the ways in which European expansion affected Africa.
- analyzes the various Islamic societies including the strengths and challenges of the Ottomans, Safavids, and Morocco.
- interprets the impact of the Columbian voyages on regions in the Atlantic basin.

Learning Objectives

- explain the conditions in Africa prior to the first European incursions.
- discuss global influences on the kingdoms and peoples of sub-Saharan Africa.
- describe the trans-Atlantic slave trade and the consequences for all societies involved.
- compare the rise and decline of the new Islamic empires in the Middle East, North Africa, and Central Asia.
- assess the impact of Russian expansion on various Islamic Central Asian peoples.
- identify the key issues and concepts related to the discovery of the New World by the Europeans.
- determine the economic and cultural legacies of the European domination in newly discovered lands.
- describe the Atlantic slave trade and the impact of slavery on Europe and the American colonies.

3. Compare the impact of European expansion on the cultures of India, China, Korea and Japan.

Criteria

Performance will meet expectations when the student:

- evaluates the gradual erosion of Mughal power.
- interprets the impact of Portuguese and Dutch expansion in Asia.
- analyzes the interplay between China, Japan and Korea with European pressure to open new markets.

Learning Objectives

- examine the intensification of contacts between nations in early modern history.
- trace the rise and respective economic positions of Muslim Mughals and Manchu Qings.
- explore the historical and cultural continuities and changes in Korea and Japan.

4. Examine economies, social structures and governments after the revolutions between 1750 and 1914.

Criteria

Performance will meet expectations when the student:

- evaluates the impact of the American and French Revolutions.
- interprets the effects of the Industrial Revolution.
- analyzes the rise of nationalism and the new nations formed during the Modern Era.

Learning Objectives

- examine the causes and effects of the American and French Revolutions.
- trace the spread of revolutionary ideas in the European colonies of the New World.
- examine the causes and effects of the Industrial Revolution.
- explain the rise of nation-states and the contending ideologies.
- explain how the industrialized West extended its power over non-industrialized regions and the consequences.
- examine the changes in European societies following the political and industrial revolutions.
- describe the rise of the United States first as a regional and then as a world power with a distinct culture.
- outline the process of industrialization in the United States and the exercise of its power abroad.
- discuss the formation of the Canadian nation and the colonization of the Pacific Basin.

5. Compare the impact of European imperialism on Sub-Saharan Africa, the Middle East and Asia.

Criteria

Performance will meet expectations when the student:

- evaluates the impact of European imperialism on Sub-Saharan Africa.
- interprets the effect of European imperialism on the Middle East.
- analyzes Western challenges to Muslim societies as well as China, Korea, Japan and Russia.

Learning Objectives

- explain how Western nations gained control of, settled in, and changed the sub-Saharan nations of Africa.
- explain how Western nations affected Islamic societies in direct and indirect ways.
- illustrate how Muslim thinkers and societies responded to European imperialism.
- examine the challenges facing the Qing dynasty in China and the course of its decline.
- outline Mughal decline, the formation of British India and the transformations that occurred.
- observe the rise of the Republican government in China.
- explore the challenges facing Korea and Japan and their responses to a changing world.
- classify the reforms of Czarist Russia and its expansion in the East.

6. Identify the aftermath of the violence, economic depression, and world-wide upheaval between 1914 and 1945 and the subsequent impact of nationalism.

Criteria

Performance will meet expectations when the student:

- evaluates the ideological, political and economic changes wrought by war between 1914 and 1945.
- interprets the rise of nationalism in China, India, the Middle East and Latin America.

Learning Objectives

- relate the causes and effects of the two World Wars.
- identify the success of the October Revolution and the rise of the Soviet Union.
- explain the economic depression of the 1920s-1930s and the rise of dictatorships in Europe.
- identify the political map of the world which emerged after World War II.
- explore the nature of Western imperialism and the responses engendered by it.
- trace the rise of Nationalism and Communism in China.
- express the struggle for Indian independence from Britain.
- identify anti-imperialist movements in Southeast Asia and Africa.
- observe nationalism in the Middle East and the responses engendered by it.
- reflect expressions of Nationalism in Latin America.

7. Examine decolonization in terms of its impact on the new global system and the emergence of East Asia's growing world-wide influence.

Criteria

Performance will meet expectations when the student:

- evaluates the impact of a new global system and its unequal distribution of wealth.
- interprets the rise of Eastern Asian economies and their interdependence with the wider world economy.

Learning Objectives

- describe the process of decolonization of the societies of Asia and Africa.
- explain the rise of the two superpowers at the end of World War II and the ensuing Cold War.
- trace the emergence of a global economy and the rise of multinational corporations and supranational organizations.
- give examples of the technological revolutions of the second half of the twentieth century and their effects on linking distant societies.
- explain the triumph of Communism in China under Mao's leadership.
- trace the course of modernization of China following Mao's death.
- explain the occupation of Japan and its emergence as a major economic power in the world.
- examine the rise of several strong economies in Asia better known as the Little Dragons.

8. Explain postwar world political and economic realities.

Criteria

Performance will meet expectations when the student:

- evaluates the rise of Social Democracy, Communism and despotism.
- interprets the economic effects of postwar politics.

Learning Objectives

- explain the economic and cultural recovery of postwar Europe.
- trace the rise of Social Democracy as a major political philosophy in Western Europe and the postwar intellectual developments.
- outline Stalinism in the USSR and Eastern Europe and the process of de-Stalinization.
- explore the nature of Communist regimes in Eastern Europe and the collapse of Communism.
- outline the factors affecting U.S. foreign policy during the Cold War.
- explain the economic prosperity of North American societies and the patterns of politics and wealth distribution.
- discuss Latin American despotism and the struggle to shape a modern society.
- explore the adoption of new economic policies by Latin American leaders and the rise of populist leaders in the 1990s.

9. Compare the shared experiences of the Middle East and Sub-Saharan Africa since 1945.

Criteria

Performance will meet expectations when the student:

- evaluates the rise of nationalism, Islam as a political force, and Indian partition.
- interprets the emergence of new nations in South and Southeast Asia.

Learning Objectives

- explain the rise of nationalism in the Middle East.
- trace the rise of political Islam and the tension between modernity and tradition.
- explore the emergence of African nation-states following decolonization.
- classify the political and economic developments in African nations since independence.
- describe the process of partition of British India into India, Pakistan, Bangladesh, and Sri Lanka.
- discuss the political developments in South Asian nations since independence.
- describe the anticolonial wars in Indochina and formation of new countries.
- trace the emergence of independent nations of Indonesia, the Philippines, and Malaysia.
- explain the economic and political reforms in Thailand, Burma and Singapore.

CCC-AMERICANS WITH DISABILITIES ACT

If you have a disability or want to know if you qualify for accommodations as defined by the Americans with Disabilities Act, you are invited to contact the campus Director of [Disability Support Services](#). You are not required to disclose or reveal information about your disability to anyone at any time, however, in order to receive accommodations in college, you must make those needs known and request services from the Disability Support Services office on one of the three CCC campuses. Inquiries concerning the application of the laws and regulations cited above may be directed to the Human Resources Office, Central Community College, P.O. Box 4903, Grand Island, NE 68802-4903; (308) 398-7325, or to the Director, Office of Civil Rights, U.S. Department of Education, Washington, DC 20201.

CCC-ARCHIVING OF STUDENT WORK

To protect the original work of students from plagiarism and to uphold the high academic standards and integrity of CCC, any written assignment in this course may be submitted to an internet based plagiarism detection service such as [Turnitin.com](#) by the student or the instructor. All submitted written assignments will be archived and may be referenced for the purpose of detecting plagiarism.

CCC-ATTENDANCE--ONLINE, FACE-TO-FACE, HYBRID

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CCC-COURSE MEETING TIME AND LOCATION

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[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name

CCC-EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Central Community College does not discriminate on the basis of race, religion, national origin, gender, age, disability, marital status, or military veteran status as is defined by law in employment, admission, scholarship and financial aid programs or operation of its educational programs and activities as prescribed by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246 as amended, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, the Age Discrimination Acts of 1974 and 1975, and other federal and state laws and regulations.

Central Community College offers career and technical education programs for all students regardless of race, color, national origin, age, religion, marital status, including those with limited English proficiency, sex or disability. For a complete list of programs, go to www.cccneb.edu/programs. Educational programs are offered at but not limited to the following locations: Columbus Campus, Grand Island Campus, Hastings Campus, Holdrege Center, Kearney Center, Lexington Center and Ord Learning Center.

CCC-EXPECTATIONS FOR ACADEMIC INTEGRITY

Central Community College believes successful students are independent critical thinkers who possess the work ethic and skills necessary to make a positive difference in their professions and communities. In order to maximize student and community success, CCC is devoted to maintaining an honest academic environment and upholding integrity as a core value. All individuals across all course modalities are expected to practice academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. In the case of alleged violations of academic integrity, Central Community College strives for fair resolution.

Instances of Academic Dishonesty:

Behaviors that violate the fundamental values of academic integrity at Central Community College may include but are not limited to the following:

- Plagiarism - direct copying or paraphrasing without citation someone else's work (i.e. writing, images, video or audio)

- Cheating - engaging in any behavior intended to achieve an unfair advantage for self or another in any academic exercise (i.e. unauthorized collaboration or unauthorized use of resources or data in a study)
- Fabricating Information - inventing or falsifying information (i.e. making up resources and/or citations, falsifying academic records)
- Facilitating Academic Dishonesty - soliciting, furnishing, or offering to furnish unauthorized exams, quizzes, or academic materials; participating in academic sabotage

Read the [Expectations for Academic Integrity](#) in its entirety.

CCC-GENERAL INFORMATION

All college policies and procedures identified in the student handbook will be adhered to for the course. College policies and procedures include, but are not limited to, conditions for dropping or withdrawing from a class, student academic honesty, etc. A copy of the student handbook is available upon request from the Student Services office on each campus or you may utilize this link to the [Student Handbook](#).

CCC-TECHNOLOGY USAGE GUIDELINES

In order to support the activities for this course, Central Community College provides access to computers for students. The College established Technology Use Policy and Procedure documentation. This document can be found on the College web site. You may click this link to download a PDF document outlining the College's [Technology Use Guidelines](#).

CCC-TITLE IX POLICY

Members of the Central Community College community, guests and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Any member of the community, guest or visitor who believes that the policy on Equal Opportunity, Harassment and Nondiscrimination has been violated should contact the Title IX/Equity/AA Coordinator, Dr. Christopher Waddle, 308-398-7325 or TitleIXCoordinator@cccneb.edu. Students should understand that in cases of gender and sex based discrimination, no College employee, including members of the faculty, can guarantee confidentiality. For more information about CCC's policy please reference CCC's [Title IX Handbook](#). For counseling services which may remain confidential, CCC counselors are available for free to all currently enrolled students. To schedule an appointment or to receive additional information contact 402-562-1244 or email counselingservices@cccneb.edu.

Pregnancy Rights and Responsibilities

Title IX makes it illegal to discriminate on the basis of pregnancy and related conditions. All pregnancy concerns and pregnancy related absences are coordinated by the Disability Services office. You may not anticipate any academic needs associated with your pregnancy, however, your needs may change as your pregnancy progresses. Disclosure of your condition early in the pregnancy will help in making the planning process more proactive. To disclose your pregnancy to ensure proper accommodations and support, please contact the [Disability Services Director](#) on your campus. For additional information related to pregnancy rights and responsibilities, please visit

<https://www.cccneb.edu/pregnantandparenting> or contact your campus Disability Services Office or CCC's Title IX Coordinator at titleixcoordinator@cccneb.edu

COVID-19 REQUIREMENTS AND EXPECTATIONS

Students diagnosed with COVID-19 are expected to confidentially report this information to any Associate Dean of Student Success or by calling our Grand Island Office at 308-398-7426. Further, Central Community College instructors will support flexible attendance for students exhibiting symptoms or illness.

Specific instructional programs may require industry-specific personal protective equipment (PPE) that must be maintained.

Central Community College reserves the right to require face coverings and to change mode of delivery, instructor, or class schedule due to pandemic response at the college, at a location, or in the community.