

interacted with other groups of human beings. From the study of recent civilization students will learn how human beings have developed ideas of governments, empires, economy, commerce and laws. As a result of this knowledge of past successes and failures of other human beings, they will demonstrate through written assignments that they are preparing themselves to engage effectively as responsible citizens in communities both on the local and global level.

- o Personal Responsibility - Instructors will teach students how human beings, both as individuals and as aggregates, have developed concepts of human rights, how philosophers and religious and national leaders have developed ethical concepts, and how sometimes during the course of history certain individuals and groups have trampled on human rights and ethical values. Students will demonstrate their understanding of each individual's role in maintaining ethical standards and explore their own beliefs and values when compared to other people in the past.
14. Email the syllabus for this course to [brewersj@sfasu.edu](mailto:brewersj@sfasu.edu). Please include the course prefix, course number and the word "Syllabus" in the file's title (e.g. PSC 141 Syllabus).
- o The syllabus must meet the SFASU Course Syllabus Guidelines as published by the Provost/VPAA. A link to these guidelines can be found at <http://www.sfasu.edu/acadaffairs>.
  - o Student learning outcomes should be clearly specified in the syllabus. These are course objectives—describing what students who complete the course will know or be able to do. Required core objectives (see above and Appendix 2) should be represented in the student learning outcomes.
  - o A course calendar should be included in the syllabus. The calendar should list the topics that the course will cover and indicate the approximate amount of time to be devoted to each, either by percent of course time or number of weeks. The outline should indicate which topics will be required in all sections of the course and which may vary. If time in the course is to be specifically devoted to the required core objectives (see above and Appendix 2), that should be indicated in the course calendar.

Contact person for questions about this submission:

- a. Mark Barringer
- b. 468-2442
- c. [mbarringer@sfasu.edu](mailto:mbarringer@sfasu.edu)

A separate description of the institution-level assessment procedures to be used for the core curriculum will be distributed by the Core Curriculum Assessment Committee. Course acceptance by the Core Curriculum Advisory Committee does not guarantee acceptance by the Core Curriculum Assessment Committee. Approval by both committees is required for a course to be included in the core.

Department chairperson signature:



Date: 12-16-15

College dean signature:



Date: 12/17/15

**Submit one printed copy of this form with signatures and one printed copy of the syllabus to the Provost/VPAA's Office (Austin Building, Room 309). Initial submissions are due no later than February 15, 2013.**

1. College: **LAA**
2. Department: **History**
3. Course status: **new; requires new course approval**
4. Course prefix and number: **HIS 162**
5. Course title: **World History since 1500**
6. Course catalog description: **A survey of major developments in world history from 1500. Centers on themes and topics such as cross-cultural interactions, migratory movements, ideologies/religions, foreign relations/conflict, and social/political/economic changes and development, colonization, and independence.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **150**
9. Course prerequisites and/or required qualifications for enrolling in the class: **none**
10. Course is **not/will not** be available online.
11. Foundational Component Area: **Language, Philosophy, and Culture**
12. Explain why this course fits into this foundation component area: **This course meets the Coordinating Board's description of language, philosophy, and culture courses because it focuses on the ways that ideas, values, beliefs, and other aspects of culture express and affect human experience. This course is a survey of the modern world from c. 1450 to the present. The course will focus on the development of what has been called the 'modern world system.' The modern world-system developed with the advent of capitalism and brought in its wake significant changes for different regions of the world. The manner in which different regions were integrated into this new world-system had far reaching consequences for their internal development and for their relations with the rest of the world. Our aim will be to examine the process by which the modern world-system integrated different regions during the historical stages of its development. The course will therefore examine the age of exploration, imperialism and colonialism, age of revolutions and the rise of nationalism along with a discussion on the rise of socialism, fascism, decolonization and the cold war era.**
13. Core Objectives
  - Critical Thinking - Students will be instructed in elements of critical thinking such as innovation, inquiry, analysis, evaluation, and synthesis of information. This instruction will take place by means of lectures and assigned readings. Each student's mastery of critical thinking will be demonstrated by means of an essay in which students will be asked to analyze an historical event from the period. Each student will be asked to interpret sources, evaluate the sources in historical context, and construct an essay that synthesizes their knowledge.
  - Communication Skills - Students will be instructed in elements of communication including effective development, interpretation, and expression of ideas in writing. The instruction will take place by means of assigned readings and lectures. Each student's mastery of written communication will be demonstrated by means of an essay in which students will be asked to analyze an historical event from the period. Each student will be asked to interpret sources, develop a thesis based upon source analysis, and express their ideas effectively in an essay that synthesizes their knowledge.
  - Social Responsibility - Instructors will teach students how men and women over time have

**SAMPLE SYLLABUS**  
**HIS 162: WORLD HISTORY SINCE 1500**

Instructor: \_\_\_\_\_  
Class Time: \_\_\_\_\_  
Room: \_\_\_\_\_  
Office: \_\_\_\_\_  
Office Hours: \_\_\_\_\_  
Class Hours: \_\_\_\_\_  
Home Phone: \_\_\_\_\_  
Office Phone: \_\_\_\_\_  
e-mail: \_\_\_\_\_

**COURSE DESCRIPTION:**

This course surveys major developments in world history from around 1500 to the present. It will center on a few themes and topics since 1500 in order to familiarize students with world civilizations, such as cross-cultural interactions, migratory movements, ideologies/religions, foreign relations/conflict, social/political/economic changes and development, colonization and independence.

This course is a survey of the modern world from c. 1450 to the present. The course will focus on the development of what has been called the 'modern world system.' The modern world-system developed with the advent of capitalism and brought in its wake significant changes for different regions of the world. The manner in which different regions were integrated into this new world-system had far reaching consequences for their internal development and for their relations with the rest of the world. Our aim will be to examine the process by which the modern world-system integrated different regions during the historical stages of its development.

**READINGS**

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The following list is representative of the textbooks that will be used in this course.

- Peter Sterns, Michael Adas, Stuart Schwartz and Marc Gilbert, *World Civilizations: The Global Experience*. Vol. 1.
- Robert Tignor, Jeremy Adelman, Stephen Aron, et. al., *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present*.
- Robert W. Strayer, *Ways of the World: A brief Global History with Sources*.
- Peter von Sivers, Charles A. Desnoyers and George B. Stow, *Patterns of World History*.
- Timothy Brook, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*.
- Donald Wright. *The World and a Very Small Place in Africa: A History of Globalization in Niimi, the Gambia*.

Other representative readings may be used at the discretion of instructors.

Course Requirements:

Students in this course will be expected to complete a variety of readings and one or more exams to demonstrate their understanding of course content. The designated core competencies detailed

below will be addressed in an essay assignment that allows students to demonstrate their ability to think critically, communicate effectively in writing, and understand social and personal responsibility. This essay will ask students to analyze an historical event from the period. Each student will be provided five sources to interpret and evaluate, place in historical context, and utilize to construct an essay.

Each of these assignments will promote student competence in the following objectives:

1. **Critical Thinking.** The assignment will promote critical thinking skills by asking students to inquire, analyze, and evaluate specific sources relative to the development of world civilizations from the era of European overseas exploration in the fifteenth century to the present. Students will be required to synthesize their knowledge in the assigned essay.
2. **Communication Skills.** The assignment will promote communication skills by asking students to develop and express their ideas in written form about the development of global societies from the era of European overseas exploration in the fifteenth century to the present.
3. **Personal Responsibility.** The assignment will specifically ask students to articulate their understanding of how the impact of individual choices and decisions have affected ethical decision-making in global societies from the era of European overseas exploration in the fifteenth century to the present.
4. **Social Responsibility.** The assignment will specifically ask students to demonstrate their understanding of how different cultures interacted and citizens have participated in various communities from the era of European overseas exploration in the fifteenth century to the present.

\* Note: Individual faculty members determine the number of exams and structure of exams used in specific sections of the course.

Course Calender:

SAMPLE SCHEDULE

<b>WEEK 1</b>	The Origins of the Modern World-System Western Europe and the Commercial Revolution
<b>WEEK 2</b>	The Interdependence of 'Core' and 'Periphery' The First 'Third World': The Case of Eastern Europe
<b>WEEK 3</b>	The Integration of the Americas Africa and the Atlantic Economy
<b>WEEK 4</b>	Asian Trading Networks
<b>WEEK 5</b>	The Industrial Revolution The Age of Ideas
<b>WEEK 6</b>	Waning Colonialism and the Dismantling of Mercantilism The Imperialism of Free Trade: 'Formal' and 'Informal' Empires
<b>WEEK 7</b>	The Second Industrial Revolution The New Imperialism
<b>WEEK 8</b>	The Japanese Exception
<b>WEEK 9</b>	The Limits of Third World Resistance
<b>WEEK 10</b>	The World At War and the Russian Revolution

<b>WEEK 11</b>	Crises in the “core” Nations & Continuing Crises in the World-System
<b>WEEK 12</b>	The Third Industrial Revolution and the Cold War
<b>WEEK 13</b>	The Cold War and Decolonization & Modes of Decolonization
<b>WEEK 14</b>	Bourgeois and Socialist Nationalisms
<b>WEEK 15</b>	Settler Nationalisms and Civil Rights New World Order?

Grades and Assignments:

Participation:	10%
Exams	60%
Essay (Writing Assignment)	30%

Grading Scale

90-100	= A
80-89	= B
70-79	= C
60-69	= D
0-59	= F

\* Note: Individual faculty determine the types, number, content, and specific weights of course assignments used in specific sections of the course. Above is an example of how a faculty member might allocate course grades.

Attendance Policy:

Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Regardless of attendance, the student is responsible for course content and assignments.

\* Note: Individual faculty members determine the attendance policy for their sections of this course. The above section is for illustration purposes only.

**Program Learning Outcomes:**

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Engage in historical inquiry, research, and analysis.
2. Interpret the past in context.
3. Understand the complex nature of the historical record.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.

This section of this course will focus on PLOs 2, 3, 4 and 5.

**Student Learning Outcomes:**

An application for the inclusion of HIS 162 as part of the university's Core Curriculum has been submitted, and as such the course strives toward both the general goals of the core and the specific objectives for classes designed for inclusion in the Language, Philosophy, and Culture Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area of the Core focus on the ideas, values, beliefs, and other aspects of culture that express and affect human experience.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

In addition to learning the above, as well as achieving competence in the assignment-specific objectives detailed earlier, students in HIS 162 will, through a variety of exercises and assignments, demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written communication.
- Gain intercultural competence, a knowledge of civic responsibility, and an awareness of past human engagements in regional, national, and global communities.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to the making of ethical decisions.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades (*Semester Grades Policy, A-54*)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.