

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>History</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>HIST 2322</u>
<b>COURSE TITLE</b>	<u>World History 1500 to Present (C)</u>
<b>COURSE CREDIT HOURS</b>	<u>3                      3                      :</u> <u>0</u>
	Credits                      Lec                      Lab

### I. Catalog Description

Surveys the social, political, economic, cultural, religious, and intellectual history of the world from the 16th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction, and impact of global exchange. **Prerequisite: INRW 0311 or ESOL 0340 or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

### II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Unit One: The Dawn of Globalization (1492-1700)
  1. Discuss the effects of European conquest and colonization, such as the Columbian Exchange, during the Age of Discovery in Africa, Asia, and the Americas.
  2. Describe slavery in Africa and discuss European establishment of the Trans-Atlantic Slave Trade.
  
- B. Unit Two: Currents of Change (1520-1850)
  1. Explain the development and impact of the Reformation and Counter-Reformation in Europe.
  2. Discuss the impact of the Scientific Revolution and the Enlightenment on the world.
  3. Describe the processes of empire building in Africa, Asia, Europe, and the Americas; explain the differences between the imperial systems of overseas empire building and land-based empire building; and compare the various colonial administrations.
  4. Identify the major political revolutions in Europe and the Americas and discuss their central issues and outcomes.
  5. Discuss the rise of nationalism and the consequences.
  6. Explain how the Industrial Revolution and the development of modern capitalism led to unrest and attempts at reform such as Socialism and Marxism.

- C. Unit Three: Neo-Imperialism and the Emerging Modern World (1820-1918)
1. Describe the contribution of European contact to the decline of Asian empires such as the Mughals, China, and the Ottomans.
  2. Analyze the impact of formal and informal imperialism by Western nations on Africa, Asia, the Americas, and the Pacific and discuss the factors that enabled neo-imperialism.
  3. Explain the rapid modernization of Meiji Restoration Japan and its path to aggressive imperialism.
  4. Discuss the First World War and include the events that led to the war and its aftermath.
- D. Unit Four: An Age of Anxiety (1919-1990)
1. Describe the socioeconomic conditions that led to the Great Depression and the rise of totalitarianism.
  2. Discuss the Second World War, including its causes and outcomes, and its importance in shaping the rest of the 20<sup>th</sup> century.
  3. Discuss decolonization and the major independence movements in Asia, Africa, and the Middle East from World War I to the present.
  4. Describe the origins of the Cold War and the ideologies involved in the conflict.
  5. Discuss the process of global containment and the impact of nuclear proliferation on geopolitics.
- E. Unit Five: Globalization and Its Discontents (1991-present)
1. Discuss the Age of Information and Globalization and the dissemination of culture through global interaction via the Internet, international business, and tourism.
  2. Discuss the rise of radicalism in the 21<sup>st</sup> century, such as terrorism, religious fanaticism, and neo-fascism, and its impact on modern politics.

### EPCC Core Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate effective written, oral, and/or visual **communication skills**.
2. Engage in creative and/or **critical thinking**, innovation, and inquiry and demonstrate analysis, evaluation, and synthesis of information.
3. Demonstrate the ability to connect choices, actions, and consequences to ethical decision making in order to improve **personal responsibility skills**.
4. Demonstrate intercultural competence and **social responsibility skills** in the area of civic responsibility and/or the ability to engage effectively in local, regional, national, and global communities.

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

### IV. Evaluation

#### A. PREASSESSMENT

Due to the nature of history there is no challenge exam for this course. A reading test can be given

to determine preparedness of students. Individual instructors may use a unit pre-assessment at their own discretion. Note will be made of this in the Instructor's syllabi.

**B. POSTASSESSMENT**

The instructors will maintain records of each student's progress. Number and type of exams will be determined by each instructor. Information on this will be in the Instructor's syllabi.

**C. REMEDIATION**

Instructors will determine remediation and make-up policies. Note will be made of these policies in the Instructor's syllabi.

**D. GRADING**

Grades will be determined by individual instructors based on student performance. Information regarding grading policy will be included in the Instructor's syllabi.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

**VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.