WORLD HISTORY II
Course Syllabus

Course Code: HST 102
Course Type: 135 hours/4 Months (120 Days)

A. COURSE DESCRIPTION

This course gives an overview of world history, from 1500 to today. We start with a discussion of how social changes, new technologies, and the discovery of the New World caused a shift in the allocation of power and authority. Next, we discuss how religious, intellectual, political, and economic revolutions changed the world. We then move on to look at industrialization and nationalism, and how both made positive and negative impacts on everyday life. We will explore the great wars of the 20th Century, and their lasting impacts on the world. We conclude our discussion by looking at the world over the last few decades, and how our understanding of world history shapes our views today.

B. METHOD OF INSTRUCTION

This course is self-paced, independent study, in an online environment. It takes a lot more discipline than an in-person class. You are responsible for scheduling your study time and sticking to it regularly. This course will take approximately 135 hours to complete. This includes your reading, module activities, and module exams. The text for this course is an embedded eTextbook.

Each of your modules consists of reading materials, learning activities, videos, websites, and a module exam. Your module exams determine your grade in the course. The final module of the course involves a cumulative, timed, proctored exam. Your exams include questions from the reading only, however we encourage you to view all the videos and read the associated articles. These materials are an extension of your reading materials and will be great resources for you in the future.

C. LEARNING OUTCOMES

1. List the technologies, social changes, and discoveries that led to the rise of Imperialism and Nations.
2. Differentiate between the major revolutions of the 16th, 17th, and 18th Centuries.
3. Recognize the major events during the Industrial Revolution and the rise of a new type of Imperialism.
4. Recall the events and outcomes during the wars of the 20th Century.
5. Name the major ways scholars study History, and how History impacts our thinking today.
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<tr>
<th>Module # and Topics</th>
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<th>Module Learning Objectives</th>
<th>Assignments</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Module 1:</td>
<td>• The Black Death</td>
<td>• Recognize the root-causes of the rise of the modern state system</td>
<td>1. Read Chapter 1</td>
<td>1</td>
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<tr>
<td>Gunpowder Empires and Nation-States</td>
<td>• Rise of the Early Modern State System</td>
<td>• Identify different types of political forms</td>
<td>2. Practice the Learning Activities</td>
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<td></td>
<td>• Political Forms Outside the Gunpowder State</td>
<td>• Define how international interactions changed with Imperialism</td>
<td>3. Watch the Videos</td>
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<td></td>
<td>• International Interactions</td>
<td>• List how Europe impacted the economies and societies of countries around the Indian Ocean</td>
<td>4. Review the Webliography (Web Links)</td>
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<td></td>
<td>• European Empire in the Indian Ocean</td>
<td>• Name the key features of modern Eurasia</td>
<td>5. Take the Exam</td>
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<td></td>
<td>• Economics and Populations in Early Modern Eurasia</td>
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<td>• Shifting Social Institutions in Early Modern Eurasia</td>
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<td>Module 2:</td>
<td>• Assessing the Americas in 1492</td>
<td>• Recognize how discovery of the New World impacted people worldwide</td>
<td>1. Read Chapter 2</td>
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<tr>
<td>Old Worlds and New Worlds - 1400 to 1650</td>
<td>• Peoples and Societies of the New World</td>
<td>• Identify key features of pre-Columbian America</td>
<td>2. Practice the Learning Activities</td>
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<td></td>
<td>• Columbus in the Caribbean</td>
<td>• Define how exploration and conquest forever changed the people of the New World</td>
<td>3. Watch the Videos</td>
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<td></td>
<td>• New World Exploration and Conquest</td>
<td>• Recall the Columbian Exchange and its impact on world economies</td>
<td>4. Review the Webliography (Web Links)</td>
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<td></td>
<td>• Columbian Exchange</td>
<td>• Pick key events and activities surrounding the African slave trade</td>
<td>5. Take the Exam</td>
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<td>• Africa and the Atlantic Slave Trade</td>
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<td>• Impacts of Exchange</td>
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<td>Module 3:</td>
<td>• Spiritual Reformers and Radicals</td>
<td>• Recognize the reforms and reformations that changed world religion and how people formed communities</td>
<td>1. Read Chapter 3</td>
<td>2</td>
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<td>Religious and Intellectual Revolutions - 1500 to 1820</td>
<td>• Responses to Spiritual Reformations</td>
<td>• Identify elements of the scientific revolution</td>
<td>2. Practice the Learning Activities</td>
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<td></td>
<td>• Spiritual Settlement and Synthesis</td>
<td>• Define how both science and religion changed worldviews</td>
<td>3. Watch the Videos</td>
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<td></td>
<td>• Scientific Revolution</td>
<td>• List events accredited to the Age of Enlightenment</td>
<td>4. Review the Webliography (Web Links)</td>
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<td></td>
<td>• Shifting Worldviews and Cosmologies</td>
<td>• Recall how science, reason, and the study of the natural world improved society</td>
<td>5. Take the Exam</td>
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<td></td>
<td>• Age of Enlightenment</td>
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<td></td>
<td>• Reason, Nature, and Improving Society</td>
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| Module 4: Political and Economic Revolutions-1650 to 1820 | • Liberalism and the Emergence of the Bourgeoisie  
• Mercantilism Versus Free Trade  
• Challenges to the State in Asia and North Africa  
• Rise of Nationalism in the Americas  
• European Nationalism and the Seven Years War  
• American War of Independence  
• French Revolution and Political Change in Europe  
• The Haitian Revolution  
• Revolutions in the Spanish-Speaking Atlantic and Brazil  
• Political Transformations in the Asian and Indian Ocean | • Recognize liberalism and the bourgeoisie  
• Identify elements of mercantilism and free trade  
• Define the rise of nationalism in the Americas and Europe  
• List events during the American, French, Haitian and other revolutions  
• Recall the political changes in Asia and Indian ocean countries | 1. Read Chapter 4  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 2 |
| Module 5: Industrial Age - 1790 to 1890    | • First Industrial Revolution  
• Growth of Formal British Empire  
• Informal British Empire in Latin America, Asia, Coastal Africa  
• Arteries of Britain’s Commerce  
• Reactive Modernization  
• Second Industrial Revolution  
• Everyday Life for the Working Classes During the Industrial Revolution  
• Migration of Peoples During the Industrial Revolution  
• Bourgeois Values and Modernity | • Recognize events during the first and second industrial revolutions  
• Identify both informal and formal elements of the rise of the British empire  
• Define how industrialization changed the life of the working class  
• List how imperialism and industrialization impacted migration  
• Identify bourgeois values and the concept of modernity | 1. Read Chapter 5  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3 |
| Module 6: New Imperialism-1870 to 1914     | • Ethnic Nationalism  
• Geopolitics, National Politics, and the Imperial Urge  
• Economics of Imperialism and the Recession of 1873  
• Cultures of Imperialism  
• Anti-Imperialists  
• Agents of Colonialism  
• Economics of Colonialism  
• Strategies of Colonial Subjects Before 1914 | • Recognize the rise of ethnic nationalism, national politics and imperial urges  
• Identify the economic impact of imperialism and the recession of 1873  
• Define cultures of imperialism and inti-imperialism  
• List the agents and economies of colonialism  
• Recall the strategies of colonial subjects before the first World War | 1. Read Chapter 6  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3 |
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<td>Module 7:</td>
<td>Descent into the Maelstrom-1914 to 1955</td>
<td>• First World War&lt;br&gt;• Disillusionment and Depressions Between the Wars&lt;br&gt;• Rise of Fascism&lt;br&gt;• Second World War&lt;br&gt;• The Holocaust&lt;br&gt;• End of Empires after the Second World War&lt;br&gt;• Bipolar World after the Second World War</td>
<td>1. Read Chapter 7&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
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<td>• Recognize the events that led up to the First and Second World Wars&lt;br&gt;• Identify the impact of global depression between the wars&lt;br&gt;• Define fascism and how it rose&lt;br&gt;• List the historical significance of the Holocaust&lt;br&gt;• Name how the world changed after World War II</td>
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<td>Module 8:</td>
<td>Search for Freedom and Prosperity-1950 to 1989</td>
<td>• Civil Rights and Human Rights&lt;br&gt;• Emancipatory Nationalism and Revolutionary Socialism&lt;br&gt;• Gender Equality and Freedoms&lt;br&gt;• Changing Demographics: Growth and Migration&lt;br&gt;• Economic Globalization&lt;br&gt;• The Environment and Environmentalism&lt;br&gt;• Secularism and Religious Change&lt;br&gt;• Cold War and Postcolonial Conflicts</td>
<td>1. Read Chapter 8&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
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<td>• Recognize civil rights, human rights, emancipatory nationalism, and revolutionary socialism&lt;br&gt;• Identify the changed world demographics&lt;br&gt;• Define economic globalization&lt;br&gt;• List how environmentalism became a world priority&lt;br&gt;• Name changes to secularism and religions&lt;br&gt;• Recall the conflicts during the cold war and the end of colonialism</td>
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<td>Module 9:</td>
<td>World We Live In- 1989 to Present</td>
<td>• Liberal Values in the Modern Age&lt;br&gt;• Capitalism and Liberalism in East Asia&lt;br&gt;• Latin American Struggles and Liberal Values&lt;br&gt;• Secularism and Religion in the Last 20 Years&lt;br&gt;• Sectarian Conflict and the Global War on Terror&lt;br&gt;• Modern State and Nation&lt;br&gt;• Nation and State in the Last 20 Years&lt;br&gt;• Arab Spring</td>
<td>1. Read Chapter 9&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
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<td>• Recognize liberal values&lt;br&gt;• Identify capitalism and liberalism in Asia and Latin America&lt;br&gt;• Define secularism and religion in the last 20 years&lt;br&gt;• List events surrounding the global war on terror&lt;br&gt;• Define the modern state and nation&lt;br&gt;• List the events that led up to the Arab Spring uprising</td>
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| Module 10: History and the Modern World | • History as a Sign of Modernity  
• Academic and Public Historians  
• History, Heritage, and Collective Memory  
• Historians’ Methods  
• Field of History Today  
• History as a Social Science  
• Social and Cultural History | • Recognize how history is a sign of modernity  
• Differentiate between academic and public history  
• Define how historians practice their discipline  
• Name elements of the field of history today  
• Recall how history is a social science, and how we view social and cultural history | 1. Read Chapter 10  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 5 |

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<th>Module 11: Steps to Course Completion</th>
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<th>Module Learning Objectives</th>
<th>Assignments</th>
<th>Learning Outcomes</th>
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|                                       | • Final Exam  
• Course Survey  
• Certificate of Completion | N/A | 1. Take the Cumulative Practice Exam – Optional  
2. Review the Proctored Exam Information  
3. Create an Account with Proctor U  
4. Schedule an Exam Time  
5. Take the Proctored Final Exam  
6. Take the Cumulative Final Exam  
7. Submit the Course Survey  
8. Print Your Certificate of Completion | 1, 2, 3, 4, 5 |

E. TEXTBOOK(S) AND REQUIRED MATERIALS

- Textbook (required): *World History: The Human Experience from 1500* by Trevor R. Getz and Jonathan E. Brooke  
  (All required materials are included in your tuition, there are no additional fees.)

F. GRADING RUBRIC

We use a percentage system for grading quizzes.

- A = 90-100%  
- B = 80-89%  
- C = 70-79%
Module Exams & Final Exam Policy

Our module exams are not timed and you are allowed 3 attempts to achieve your highest score. The final module of this course consists of a one hour, 50 question, cumulative, proctored exam through ProctorU. You must achieve a score of 50% on the final exam to pass. Unlike the other module exams, the final cannot be taken more than once. If you do not achieve a 50% on the final exam, please contact us. A minimum 70% cumulative score in the course is required to pass the course. This means you can fail a quiz, but still pass the course if you achieve a 70% cumulative score. All exams and quizzes are weighted equally.

G: PROCTORED FINAL EXAM

The final module of this course consists of a one hour, 50 question, cumulative proctored exam proctored by ProctorU. You will need to have access to a webcam, microphone and a computer in order to take the proctored final exam. You are allowed to bring written and printed notes to the exam, however you cannot access the textbook. You will need to create an account at https://go.proctoru.com prior to scheduling your final exam. From there, you can select your exam and create an appointment. Possible dates for the exam will appear in a calendar. All exams need to be scheduled 72 hours in advance in order to not incur any additional cost. The normal fee for proctoring is covered in your tuition. If you need to take an exam sooner than 72 hours there will be an additional fee.

Note: If you already have a ProctorU account through another institution, you will need to update your existing profile account settings. Log in to your existing account, click on your name in the top right of the screen, select "Account Settings," and then under the "Enrollments" section, press the "Add Enrollment" button to find and select “Ed4Credit.”

Once you are logged in to take the exam, you will be introduced to your proctor who will walk you through the proctoring process. You will need to hold up your government issued photo ID to help the proctor authenticate your identity. Then, the proctor will have you pan the webcam 360 degrees around the room so they can see the surroundings. This step is followed to ensure there are no unauthorized materials in the workspace. During the exam, the proctor is using screen-sharing and audible programs to monitor your surroundings to ensure academic integrity.

To learn more about the proctoring process, go to: https://www.proctoru.com/portal/ed4credit.
H: SYSTEM REQUIREMENTS

Internet Connection

- Broadband or High-Speed - DSL, Cable, and Wireless Connections

*Dial-Up internet connections will result in a diminished online experience. Classroom pages may load slowly and viewing large audio and video files may not be possible.

Hardware Requirements

- Processor - 2GHz Processor or Higher
- Memory - 1 GB RAM Minimum Recommended

*Our courses are accessible through multiple mobile learning platforms.

PC Software Requirements

- Operating Systems - Windows 7 or higher
- Microsoft Office 2007 or higher. Also, you could use a general Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
  - Cookies MUST be enabled
  - Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- QuickTime, Windows Media Player &/or Real Player

MAC Software Requirements

- Operating Systems - Mac OS x 10 or higher with Windows
- Mac office programs or a Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
  - Cookies MUST be enabled
  - Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- Apple QuickTime Media Player

I: TECHNICAL SUPPORT

Technical Support is available to assist with computing or classroom technical issues. Technical Support is available at the classroom login page, as a link in each course. Technical Support utilizes a ticketing system assigning a unique ticket number to track the progress and responses online. For your reference we provide complete archives and history of all your support requests. A valid email address is required to submit a ticket.
J: INFORMATION, POLICIES AND GUIDELINES

College Credit Recommendation

Ed4Credit courses have gone through an intensive quality review process by ACE CREDIT prior to being available to students. ACE CREDIT has evaluated and recommended all Ed4Credit courses for credit. This course has been recommended for three (3) college credits. Once you have completed an Ed4Credit course, you are eligible to receive an ACE Transcript for credit transfer purposes. Founded in 1918, ACE is the major coordinating body for all the nation’s higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations nationwide. For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT Transcript Service website at www.acenet.edu/credit/transcripts.

Accommodations of Disability Policy

It is the policy of our company to provide an appropriate environment to optimize learning of educational materials. Anyone that needs additional assistance for a disability can contact our company to make additional accommodations, when available.

Non-Discrimination Policy

It is the policy of our company to not discriminate against any student on the basis of gender, ethnic background, religion, sexual orientation, national origin, age, handicap or disability.

Online Etiquette & Courtesy

Online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. It is important not to take disagreement personally. Responses to different ideas and observations need to be objective. Being objective means maintaining boundaries and not making personal attacks on the ability of others or making statements that have the potential to be taken personally. An important part of online learning is discussion. Differences in thinking are good because our knowledge is broadened. Because we have differences, we will have conflict. The important thing is to handle conflict in a way that does not create defensiveness which blocks learning. Here are online references that discuss online netiquette http://www.albion.com/netiquette/corerules.html.

Academic Integrity

Students are expected to exhibit academic integrity through their educational experiences and to avoid all forms of academic dishonesty. Academic dishonesty, which includes but is not limited to plagiarism, collusion, abuse of resource materials, cheating on an examination, or other academic work to be submitted, is subject to disciplinary action.
Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

Students found responsible for an act or acts of academic dishonesty will be subject to academic and disciplinary sanctions. Academic sanctions may include withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Disciplinary sanctions may include suspension for a specified period of time, permanent separation from the program, and/or filing of criminal charges.

No certificate of completion will be given if the course is completed by anyone other than you. When you enroll in the course you are stating under penalty of perjury that you, and not another person, studied the material in its entirety and completed all requirements. By registering for this course, you understand that it may be a crime to make false statements or to falsify documents submitted.

**Best Practices for Online**

We provide instruction in an online learning environment. An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

- Stay engaged and on-task in your course.
- Utilize good time management skills.
- Read your messages in the message system.
- Communicate with a respectful, professional tone in discussion threads (collaborative learning).
- Uphold the standards of Academic Integrity set forth by this company.
- Avoid typing in all caps. Typing in all caps in the online environment is viewed as SHOUTING and should not be used. If you wish to place emphasis on an important passage, use bold.
- Recognize that you are participating in an online dialogue. Use correct spelling and grammar in all forms of your writing.
- Utilize Netiquette standards in all forms of communication.