Course Description

A survey of global societies including Europe, Asia, Africa, and the Americas from the Renaissance through the first half of the 20th Century and the beginning of the Cold War (1500-1945). Particular focus will be given to issues of imperialism, nationalism, and industrialism.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Summarize the sequential order of historical events in the development of world history.
2. Discuss how the development of world history has created the conditions of the modern world.
3. Analyze the goals and theory of historical study.
4. Develop a critical analysis from the point of view of a historian regarding the modern world with appropriate supporting evidence.
5. Identify central themes, arguments, and evidence of historical accounts.
6. Identify significant geographic locations of history across the world.
7. Evaluate contested historical arguments of the modern world.
8. Examine historical change over time across the world.
9. Examine the relationship between specific historical evidence and broad historical themes.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook.
4. **Learning Activity (Non-Graded):** A non-graded Learning Activity is provided in Unit I to aid students in their course of study.
5. **Discussion Boards:** Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.
6. **Unit Quiz:** This course contains one Unit Quiz to be completed at the end of Unit IV. A quiz is used to give students quick feedback on their understanding of the unit material and is composed of matching questions.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each Unit Assignment. Specific information about accessing these rubrics is provided below.

8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

## Unit Assignments

### Unit I Essay

**The Study of History**

After reading the required sections and chapter in the textbook, respond to the following questions. Be sure to evaluate and cite specific evidence, or the lack thereof. The Waldorf Online Library is an excellent resource for additional information. For articles related to this assignment, try using these key terms in the Academic Search Complete database: primary source, historical study, and fifteenth century.

- How is history studied, and what constitutes a primary source?
- What are the other building blocks of historical study?
- In what different ways did the peoples of the fifteenth century interact with one another?

Your essay should be at least two pages in length and follow APA guidelines (title and reference pages are required). The title and reference page do not count towards the minimum page length. Properly cite the textbook and other references used in your essay.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

### Unit II Essay

**Critical Analysis of European Expansion**

Asians, Africans, and Native Americans experienced early modern European expansion in different ways. Based on Chapters 13 and 14, how would you describe and explain those differences? In what respects were they active agents in the historical process rather than simply victims of European actions?

Your essay should be at least two pages in length and follow APA guidelines (title and reference pages are required). The title and reference page do not count towards the minimum page length. Properly cite the textbook and other references used in your essay.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

### Unit III Essay

**Cultural Changes**

What were the primary cultural changes during the time period discussed in this unit? To what extent did they derive from cross-cultural interaction? To what extent did they grow from within particular societies? Give specific examples of at least one cross-cultural connection and one change generated internally.

Your essay should be at least two pages in length and follow APA guidelines (title and reference pages are required). The title and reference page do not count towards the minimum page length. Properly cite the textbook and other references used in your essay.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV Essay

Compare and Contrast

Compare and contrast two of the four so-called Atlantic Revolutions (American, French, Haitian, and Spanish American). What were the causes and the strategies employed? What were the immediate results and the long-term results? Did the two revolutions fulfill or betray the goals of those who made them?

Your essay should be at least two pages in length and follow APA guidelines (title and reference pages are required). The title and reference page do not count towards the minimum page length. Properly cite the textbook and other references used in your essay.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Essay

Industrial Revolution

The Industrial Revolution is most often a story presented as a European development, and rightly so. It was in Europe—first in Britain, then elsewhere—that machine industry began. But if the Industrial Revolution were strictly a European phenomenon, why did it not take place earlier? What changes allowed or encouraged the rise of industry at that time, and not another? In other words, in what respects did the roots of the Industrial Revolution lie within Europe? In what ways did this transformation have global roots?

Your essay should be at least two pages in length and follow APA guidelines (title and reference pages are required). The title and reference page do not count towards the minimum page length. Properly cite the textbook and other references used in your essay.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Essay

Letter to the Editor

Colonial powers justified the taking of colonies in Asia and Africa in several ways—political, economic, nationalistic, social, cultural, and even for reasons of morality. Choose a native culture which came to be part of a European empire in this period, and from the native point of view, write a letter to the editor expressing your thoughts about how and why your people became part of that empire. Comment on the rationale for the empire given to you by your imperial masters, and state your objectives as to what, if anything, you would like to see changed. Support your position with specific historical evidence.

Your essay should be at least two pages in length and follow APA guidelines (title and reference pages are required). The title and reference page do not count towards the minimum page length. Properly cite the textbook and other references used in your essay.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Essay

Motives for Imperialism

Select one of the five motives for Imperialism below that you believe is more important than the others. Support your choice with specific examples, and explain why the motive you chose is more important than the others.

Five Motives for Imperialism

Various motives prompt empires to seek to expand their rule over other countries or territories. These include economic, exploratory, ethnocentric, political, and religious motives.
**Economic:** Imperial governments, and/or private companies under those governments, sought ways to maximize profits. Economic expansion demanded cheap labor, access to or control of markets to sell or buy products, and natural resources such as precious metals and land; governments have met these demands by hook (tribute) or by crook (plunder). After the advent of the Industrial Revolution, dependent colonies often provided to European factories and markets the raw materials they needed to manufacture products. Imperial merchants often established trading posts and warehouses, created transportation infrastructure, and sought control over strategic choke points, such as the Suez Canal in Egypt (which allows boats to cut thousands of miles of travel time between Asia and Europe). Imperial powers often competed with each other for the best potential resources, markets, and trade.

**Exploratory:** Imperial nations or their citizens wanted to explore territory that was, to them, unknown. Sometimes they did this for the purpose of medical or scientific research. At other times, they did it for the sense of adventure. Invariably, imperial explorers sought to discover, map, and claim territory before their imperial competition did, partly for national and personal glory and partly to serve the imperialist goal of expansion.

**Ethnocentric:** Imperial nations sometimes believed that their cultural values or beliefs were superior to other nations or groups. Imperial conquest, they believed, would bring successful culture to inferior people. In the late nineteenth century, for example, European powers clung to the racist belief that inferior races should be conquered in order to “civilize” them. The Europeans acted on their ethnocentrism, the belief that one race or nation is superior to others.

**Political:** Patriotism and growing imperial power spurred countries to compete with others for supremacy. It was a matter of national pride, prestige, and security. Empires sought strategic territory to ensure access for their navies and armies around the world. The empire must be defended and, better yet, expanded. Political motives were often triggered as responses to perceived threats to the security or prestige of the imperial power or its citizens abroad.

**Religious:** During imperial expansion, religious people sometimes set out to convert new members of their religion and, thus, their empire. Christian missionaries from Europe, for example, established churches in conquered territories during the nineteenth century. In doing so, they also spread Western cultural values. Typically, missionaries spread the imperial nation’s language through educational and religious interactions, although some missionaries helped to preserve indigenous languages. British missionaries led the charge to stop the slave trade in the nineteenth century, while others, such as French missionaries in Vietnam during the same time period, clamored for their country to take over a nation.

Your paper should be at least two pages in length and follow APA guidelines (title and reference pages are required). The title and reference page do not count towards the minimum page length. Be sure to properly cite the textbook and other references used.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Essay**

**Change, Comparison, and Connection**

Review the Second Thoughts section in the textbook (pages 1016-1017) and answer the Big Picture Question 4.

4. Looking Back: In what ways were the major phenomena of the first half of the twentieth century—world wars, the Great Depression, fascism, the Holocaust, the emergence of the United States as a global power—rooted in earlier times?

Your essay should be at least two pages in length and follow APA guidelines (title and reference pages are required). The title and reference page do not count towards the minimum page length. Properly cite the textbook and other references used in your essay.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

APA Guidelines

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-
public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

- Discussion Boards (8 @ 4%) = 32%
- Unit IV Quiz = 4%
- Essays (8 @ 8%) = 64%
- **Total** = 100%

**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
# HIS 1610, Modern World

## Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I: The Worlds of the Fifteenth Century

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Front matter: Working with Primary Sources
- Prologue: The Three Cs of World History: Change, Comparison, and Connection
- **Chapter 12: The Worlds of the Fifteenth Century**

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

### Unit II: Political and Economic Transformations 1450–1750

**Review:**
- Unit Study Guide

**Read:**
- **Chapter 13:** Political Transformations: Empires and Encounters, 1450–1750
- **Chapter 14:** Economic Transformations: Commerce and Consequence, 1450–1750

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

### Unit III: Cultural Transformations 1450–1750

**Review:**
- Unit Study Guide

**Read:**
- **Chapter 15:** Cultural Transformations: Religion and Science, 1450–1750

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)
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## HIS 1610, Modern World

### Course Schedule

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