



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**WORLD HISTORY II
HIS6421 3 Credit Hours**

Student Level:

This course is open to students on the college level in either Freshman or Sophomore year.

Catalog Description:

HIS6421 - WORLD HISTORY II (H) (3 hrs)

[KRSN HIS1040]

This course is designed to provide the student with an introduction to World History since A.D. 1500 to the present. This course will survey the important political, cultural, economic, and religious/philosophical accomplishments of humans during this period. Knowledge of one's cultural is essential if one is to understand the present and intelligently plan for the future. This course seeks to cultivate an appreciation of history and its importance in helping promote human's positive accomplishments in today's world.

The learning outcomes and competencies detailed in this course meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

Prerequisites:

None

Controlling Purpose:

This course is designed to help the student increase their knowledge about World History since A.D. 1500 to the present. The course surveys the political, cultural, economic, and religious/philosophical elements of the time-frame. The purpose is to connect past occurrences to current issues to aid in future decisions. The course strives to cultivate an appreciation for the importance of history and its current applications for students.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.

- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: EUROPE AND EXPLORATION						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain how the Pacific regions were populated.
						Identify the ocean voyages from A.D. 400 to 1539.
						Examine the history of witch hunts, the Reformation and Counter Reformation.
						Discuss the Scientific Revolution and Enlightenment.
						Define the Bourgeoisie and understand Europe's environmental destruction.
						Describe the political implications of the Hapsburg family, Machiavelli, Henry VIII, Louis XIV, and absolutism.
						Trace the English Civil War from King Charles I to King Charles II.

UNIT 2: RISE OF THE AMERICAN COLONIES (NORTH, CENTRAL AND SOUTH) AND THE SUBSEQUENT SLAVE TRADE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the items of the Colombian Exchange.
						Locate earliest Spanish, Portuguese, French, English and Russian colonies.
						Discuss Bartolome' de las Casas, the mines of Potosi, and the uprising of the Incas led by Tupac Amaru II.
						Define the House of Burgess, indentured servants, and the extent of North American colonial autonomy.
						Examine the Iroquois Confederation and the differences between Puritans and Pilgrims.
						Explore the history of the slave trade and the Middle Passage.
						Understand the importance of Timbuktu and the West Indies to the slave trade.
						Trace the origins of kidnapped Africans and their fate. Define manumission and find escaped slave colonies.

UNIT 3: NORTHERN AND EASTERN EURASIA

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the rise of the Ottoman Empire, Suleiman and the Janissaries
						Compare the rise of Shi'ite Islam in Iran.
						Examine the Mughal Empire in India and rise of Sikh culture in the Punjab area of NW India.
						Locate the start of European colonization in Asia and Africa.
						Discuss Japanese relationships with Korea, China and Europe 1500-1800.0
						Investigate the Ming and Qing Dynasties.
						Examine European missionaries and trade in China.
						Trace expansion of the Russian Empire.
						Identify Russian serfs, Cossacks, Peter the Great and Catherine the Great.

UNIT 4: REVOLUTIONS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Investigate the Little Ice Age of the 1600's.
						Examine the American, Haitian and French Revolutions.
						Identify the 1848 revolutions.
						Discuss the Napoleonic realm.
						List the causes and variables of the Industrial Revolution and new technologies; 1759-1854. Look at the working conditions in factories, and labor from immigration (the Irish potato famine.)
						Explore Scientific methods and positivism.
						Explain the concepts of Adam Smith's Laissez-Faire economics and the current Neo-liberal global policies.

UNIT 5: EMPIRES AND NATION BUILDING

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Examine the Independence movements in Latin America.
						Compare a timeline of the abolition of slavery in North, Central and South America.
						Discuss the Mexican Independence and the Maya Indian Caste War.
						Identify the events and nations which set the borders of Mexico, the United States and Canada.
						Investigate the women's movement in 1848.
						Locate the British Empire in India and Africa, and other colonial possessions of Oceania.
						Understand the ramifications of the Crimean War and the Opium war.

UNIT 6: GREAT POWERS CLASH AND PHILOSOPHIES CHANGE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Compare Marxism, Socialism, and Communism.
						Identify those who were instrumental in the unification of Italy and Germany.
						Examine the changes of colonial power in Africa, Asia, Latin America and Oceania to 1914.
						Trace the events of World War I and the Boxer Rebellion.
						Understand the historical beginnings of unrest in the Middle East.
						Investigate the causes and ramifications of World War II.
						Examine the rise and fall of the Soviet Union, the rise of communist China, the proves of collectivization and the Cold War.

UNIT 7: NEW WORLD; NEW FOCUS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the struggles for independence and human rights in India and Latin America. Compare this to de-colonization of the world, the fall of the Soviet Union and the resulting civil wars.
						Compare the Civil Rights movements between the United States and South Africa.
						Define and examine the causes of genocide and terrorism.
						Examine Trans-National Corporations, the role of the media, cultural imperialism and the rise of global technology and the internet.
						Discuss possible futures of globalization, the environment and political conflicts.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

None

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.