Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: HIST
Course Title: World History since 1500

Year: 2025
Course and Section #: 151G X03
Credits: 3

Course Description

This course offers a unique approach to understanding world history since the 1500s. It takes a broad sweep of the historical development of diverse civilizations across the globe and assesses how they have shaped the world we live in today. The course's temporal and spatial scopes are extensive, but we will focus on selected cases from Africa, Asia, Australia, Europe, and North and South America. The course will combine chronological and thematic approaches, emphasizing continuity and change and cross-cultural encounters in time and space. By exploring a wide range of themes, including empires, revolutions, industrialization, warfare, religion, nationalism, and decolonization, the course will underscore the commonalities and differences in human experiences worldwide that have enriched its diverse cultural heritage.

Course Attributes

This course has the following attributes:
☒ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☐ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Waliu Ismaila

Student Learning Outcomes

1
Identify the significance of historical events, figures, institutions, and processes in world history from 1500 to the present.
2
Discuss the influence of social, ethnic, and religious groups and ideologies in world history.
3
Examine significant topics and sources in world history in class discussions and academic writing using information from primary and secondary sources.

4
Describe the role of historical context in shaping both past and present events in world history.
5
Evaluate the perspectives and biases of primary and secondary sources gathered using library resources.
6
Analyze global or intercultural issues.
7
Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
8
Evaluate how one's own cultural values compare with those from different backgrounds.

Course Materials and Texts

Textbook (mandatory)

1. Jeremy Adelman, Elizabeth Pollard, Clifford Rosenberg and Robert Tignor, *Worlds Together, Worlds Apart: Volume 2: From 1000 CE to the Present* (Concise 4th edition). New York: W. W. Norton & Company, 2024. **ISBN: 978-1-324-06978-2**

Additional Textbook (Not mandatory)

2. J.R. McNEILL, *The Webs of Humankind: A World History* **(Second Edition/Vol. 2).** New York: W. W. Norton & Company, 2024.

Novels (I will provide soft copy)

3. Chinua Achebe, *Things Fall Apart*. New York: Penguin Books, 1994.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading Policy	**A** – An outstanding work that meets the course requirements
	B – A work significantly above the level necessary to meet course requirements.
	C – Good work that meets the course requirements in every respect.
	D – A relatively weak work worthy of credit even though it fails to meet fully the course requirements.
	P – a satisfactory achievement, which is equivalent to a D or better
	F - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no notification of extreme situation with accompanying documentation.

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-

59 and below   F

Required or Recommended Reading Assignments
1. Jeremy Adelman, Elizabeth Pollard, Clifford Rosenberg and Robert Tignor, *Worlds Together,*
   Worlds Apart: Volume 2: From 1000 CE to the Present (Concise 4th edition). New York: W. W.
Norton & Company, 2024. **ISBN: 978-1-324-06978-2**

General Description of the Subject Matter of Each Lecture or Discussion

Module No.	Topic	Readings
1	Introduction/ The Art of History	**Readings**: "How to Analyze a Primary Source": https://www.carleton.edu/history/resources/history-study-guides/primary/ The Law Code of Gortyn (Crete), c. 450 BCE at: http://sourcebooks.fordham.edu/Halsall/ancient/450-gortyn.asp and the image and preservation of the text: https://www.museums.cam.ac.uk/blog/2018/10/17/taking-down-the-gortyn-law-code//
2	World Before the 1500s: Development of Maritime Trade	Jeremy Adelman, et al. Ch. 10
3	The Black Death	Jeremy Adelman, et al. Ch. 11
4	Western Christendom, State Building, and Economic Recovery	Jeremy Adelman, et al. Ch. 11
5	The Renaissance	Jeremy Adelman, et al. Ch. 11
6	Contact, Commerce, and Colonization, 15th – 17th Century	Jeremy Adelman, et al. Ch. 12
7	The Iberian Empires in the Americas	Jeremy Adelman, et al. Ch. 12
8	The Transformation of Europe	Jeremy Adelman, et al. Ch. 12
9	Increasing Global Economic Integration, 1600-1750	Jeremy Adelman, et al. Ch. 13

10	Asia: 17th-18th Centuries	Jeremy Adelman, et al. Ch. 13
11	The Enlightenment in Europe	Jeremy Adelman, et al. Ch. 14
12	Revolutionary Transformations and New Languages of Freedom	Jeremy Adelman, et al. Ch. 15
13	Change and Trade in Africa	Jeremy Adelman, et al. Ch. 15
14	Persistence and Change in Afro-Eurasia	Jeremy Adelman, et al. Ch. 15
15	World War II, Decolonization, Globalization	Jeremy Adelman, et al. Ch. 20

Required Course Syllabus Statements

Generative AI

AI / ChatGPT: The use of any artificial intelligence service, such as ChatGPT, is strictly prohibited in this course. It is the height of dishonesty and laziness and will not be tolerated in any way, shape, or form. If you consider using this tool to complete assignments here, DO NOT. It will be severely punished. Students caught submitting work generated by an artificial intelligence service will receive an automatic failing grade not just for the assignment but for the entire course, and they will be reported to Student Affairs for Academic Misconduct.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: *Student Code of Conduct*](#).

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as

participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.