

Course Information



World History Since 1500

HIST 1510-001

Fall 2025

Course Section Information

Days: Tuesdays & Thursdays

Time: 11:30-12:50 pm

Campus: Taylorsville campus

Classroom: AAB 322

Course Description

Survey of the history of the world since 1500. It provides an examination of the major social, political and economic themes, issues and influences in the development of modern world civilizations. Emphasis is global and comparative.

Semester: All

Course Prerequisites/Co-requisites

This is a 3 credit course with no pre-requisites.

Textbooks, Readings, and Course Materials

Title: Worlds Together, Worlds Apart: From 1000 CE to Present, volume two

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Demonstrate understanding of the approaches and methods historians use to create knowledge about the past and how those methods compare and contrast to other disciplinary approaches and methods.
- Make connections between what is learned in this class and other bodies of knowledge and be able to explain how this course fits into a General Education.
- Analyze, interrogate, contextualize, interpret a variety of historical documents to learn the threshold concepts in History (History exposes a variety of perspectives; Documents are pieces of evidence, not just pieces of information; History uncovers knowledge through interconnections; The “otherness” of different eras; History is a product of the time in which it is written and is often co-opted for political, economic, cultural, religious, social, personal ends; Historical knowledge is provisional and ongoing; etc.)
- Reason sequentially, find causal relationships, identify the dynamic between change and continuity, and the historical meaning and significance in the events and human experiences they study in the course.
- Construct a well-crafted, analytical argument based on historical evidence and present it in a clear and effective manner.
- Speak and write cogently, knowledgably, and respectfully about modern World history and societies.
- Demonstrate knowledge of the geography of modern World nations in being able to describe the regions empires, kingdoms or city-states within each region.
- Identify and organize the key social, political, economic, cultural, religious events, themes, issues, and processes within modern World nations and demonstrate an understanding of the ways they are imbricated.

- Compare and contrast the development of diverse modern World civilizations, find the connections between and among them that developed over time.
- Identify the points of integration (how processes of world history have drawn people of the world together) and difference (how patterns of world history reveal the diversity of the human experiences).
- Analyze the complex interplay between religion, space, language, and relation to power and how these forces facilitated the development of identity in modern World civilizations.
- Demonstrate an understanding of class, gender, and ethnic diversity within the various modern World nations, and be able to discuss those differences in the various nations, as well as to identify the various ethnic groups within each nation and the difficulties each encounters.
- Explain and analyze the key origins, basic beliefs, and diffusions of the modern World's major religious traditions.
- Describe the meaning of significant modern World cultures texts and assess how these sources both reflected and shaped beliefs and practices over time.
- Apply knowledge of the history of modern World nations to contemporary issues and problems and be able to engage a diversity of perspectives about the past and the present in a civil and constructive manner.
- Examine the dynamics of power in and between modern World nations or regions including the role of nationalism, national myths, imperialism, economy, culture, religion and politics.
- Collect and sift appropriate source material in the library or online and demonstrate that the ethics and practice of history mean recognizing and building on the work of others and providing appropriate and thorough attribution.
- Post to an ePortfolio a signature assignment and reflection, the latter of which will provide evidence of understanding how the assignment or course fits into a General Education program.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Norton Illumine Ebook: Chapter 11: Crises and Recovery in Eurasia, 1300-1500	Assignment	10
	Norton Illumine Ebook: Chapter 12: Contact, Commerce, and Colonization, 1450-1600	Assignment	10
	Norton Illumine Ebook: Chapter 13: Worlds Entangled, 1600-1750	Assignment	10
	Norton Illumine Ebook: Chapter 14: Cultures of Splendor and Power, 1500-1780	Assignment	10
	Norton Illumine Ebook: Chapter 15: Reordering the World, 1750-1850	Assignment	10
	Norton Illumine Ebook: Chapter 16: Alternative Visions of the Nineteenth Century	Assignment	10
	Norton Illumine Ebook: Chapter 17: Nations and Empires, 1850-1914	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
	Norton Illumine Ebook: Chapter 18: An Unsettled World, 1890-1914	Assignment	10
	Roll Call Attendance	Assignment	100
	Week 10 Assignment	Assignment	
	Week 2 Assignment	Assignment	0
	Week 3 Assignment	Assignment	0
	Week 4 Assignment	Assignment	
	Week 5 Assignment	Assignment	
	Week 6 Assignment	Assignment	
	Week 7 Assignment	Assignment	
	Week 8 Assignment	Assignment	
	Week 9 Assignment	Assignment	
8/26/25	Syllabus Scavenger Hunt	Assignment	1
8/28/25	Group Activity--Aug 28	Assignment	1
8/31/25	Plagiarism Quiz	Quiz	4
9/2/25	Group Activity--Sep 2	Assignment	1
9/4/25	Think-Pair-Share--Sep 4	Assignment	1
9/7/25	Week 1 Reflection	Assignment	10
9/15/25	Fishbowl 1	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/21/25	Document Analysis 1	Assignment	25
9/28/25	Identify local site	Assignment	5
10/8/25	Fishbowl 2	Assignment	10
10/12/25	Document Analysis 2	Assignment	25
10/12/25	List of sources (Primary & Secondary).	Assignment	10
10/26/25	GE Signature assignment 1--Making Historical Connections	Assignment	10
10/29/25	Fishbowl 3	Assignment	10
11/2/25	Document Analysis 3	Assignment	25
11/2/25	Local history project	Assignment	25
11/9/25	GE Signature assignment 2--List of sources (Primary & Secondary).	Assignment	10
11/23/25	GE Signature assignment 3--Annotated bibliography	Assignment	20
11/24/25	Fishbowl 4	Assignment	10
12/14/25	Reflection (end of semester).	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
12/17/25	GE Signature Assignment 4-- Making Historical Connection Final paper (Annotated Bibliography & comparative analysis).	Assignment	40

Coursework & Assignment Descriptions

Note to the instructor: Consider adopting this template (or a similar format) for transparent assignment descriptions in the "Assignment Descriptions" section following.

[Name of Assignment or Assignment Category]

Points:

Due Date: [Post the date or week of the semester or refer students to the "Assignment Schedule" section of this syllabus.]

Description: [Brief description of the purpose of the assignment, any skills students will develop, and how the assignment leads students to accomplishing the course's learning outcomes.]

[Describe to students the steps or process involved for them to satisfactorily complete the assignment.]

Grading Criteria: [Briefly list the criteria that students will be graded on and the value each criterion contributes to the total grade of the assignment.]

Grading Scale

GRADING SCALE

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (59 and below)

Engagement Plan

- I will respond to email within 48 hours. I will offer feedback on major assignments within [insert your timeline]. The best way to contact me is through [the Canvas Inbox], as I will prioritize this method over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

General Education Information

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This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of

organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

[Learning Support and Tutoring Services](#)

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

[Advising and Counseling Support Services](#)

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

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[Student Academic Calendar](#)

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

