



Course Information					
Code:	HUN41001	Course:	WORLD HISTORY		
Coordination Area / Program:	FAC. DERECHO - RELACIONES INTERNACIONALES				Mode: Presencial
Credits: 03	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 96
	H.Teoria	48	0	48	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
Period: 2025-01	Start date and end of period: del 17/03/2025 al 06/07/2025				
Career: ADMINISTRACIÓN - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ADMINISTRACIÓN Y EMPRENDIMIENTO - ADMINISTRACIÓN Y FINANZAS CORPORATIVAS - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - ARTE Y DISEÑO EMPRESARIAL - CIENCIA DE DATOS - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - GESTIÓN E INNOVACIÓN EN GASTRONOMÍA - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE INFORMACIÓN - INGENIERÍA DE SOFTWARE - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INGENIERÍA MECATRÓNICA - INTERNATIONAL BUSINESS - MARKETING - MÚSICA - PSICOLOGÍA - RELACIONES INTERNACIONALES					

Course Pre-requisites		
Code	Course - Credits	Career
DGA-WESTCIVIL01	WESTERN CIVILIZATION I	GEST. AMBIENTAL EMP. - MUSICA - ADMINISTRACION - COMUNICACIONES - ECO. NEG. INT. - ARTE CULINARIO - ING. INDUSTRIAS ALIM. - ECONOMIA - ING. INDUSTRIAL Y C. - ARQUITECTURA - ARTE Y DIS. EMP. - DERECHO - RELAC. INTERNACIONALES - ING. LOG & TRANSPORTE - ING. INFORMATICA - MARKETING - ECO. Y FINANZAS - ADM. HOTELERA - GASTR. GEST. REST. - INTERN. BUSINESS - ADM. TURISMO - ING. AGROINDUSTRIAL - PSICOLOGIA - ING. CIVIL - ADM. Y EMPRENDIMIENTO - ING. EMPRESARIAL - ING. AMBIENTAL
FC-FBA REANAC	REALIDAD NACIONAL Y GLOBALIZACIÓN	ADMINISTRACION - ECO. NEG. INT. - ECONOMIA - ADM. Y EMPRENDIMIENTO

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
MENESES TABOADA, JUANITA ROSARIO	JMENESES@USIL.EDU.PE	15:00 - 17:00	Campus FBT, Pab. B, 1er piso

Instructors
You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers .

Course Overview
The objective of World History is to analyze and comprehend the history of humanity from antiquity until the present utilizing a global perspective; that is, taking as a whole the experiences from all the regions of

the world: Africa, America, Asia, Europe, Australia and the Pacific Islands. That way, the interconnection that exists among the different societies and their mutual influences in terms of cultural, economic, political and social development are emphasized.

In taking the course WORLD HISTORY, students should be able:

To communicate in their native language and in a global language (bilingual communication), and in line with SDG 5 - Quality Education. SDG 5 - Gender Equality, and SDG 10 - Reduced Inequalities.

To carry out research and innovate in order to generate more scientific (historical) knowledge, and in line with SDG 5 - Quality Education. SDG 5 - Gender Equality, and SDG 10 - Reduced Inequalities.

To utilize digital technologies in the development of their personal and professional identities, and in line with SDG 5 - Quality Education. SDG 5 - Gender Equality, and SDG 10 - Reduced Inequalities.

At the end of this course the student will be able to:

- To discuss the first civilizations and the rise of empires (prehistory to 500 C.E.)
- To describe early humans and the first civilization and Ancient India
- To explain and discuss China in antiquity and describe the civilizations of East and Southern Asia.
- To discuss the new patterns of civilization (500-1500 C.E.) and explain the Americas
- To explain the early civilization in Africa and describe the expansion of civilization in south and southeast Asia
- To describe the flowering of traditional China and the east Asian rimlands in early Japan, Korea, and Vietnam
- To discuss the Muslim empires, east Asian world and the west on the eve of a new world order
- To evaluate the beginnings of modernization and industrialization and nationalism in the nineteenth century
- To describe the America and society and culture in the west and describe the high tide of imperialism
- To explain the shadow over the Pacific and describe East Asia under challenge
- To describe the beginning of the twentieth-century crisis and discuss the war and revolution
- To summarize the nationalism, revolution and dictatorship in Asia, the Middle East, and Latin America from 1919 to 1939
- To discuss the deepening crisis in World War II and describe the shift toward global civilization in the world since 1945
- Understand more recent events which have affected nations in Africa, Asia and Latin America.

General Course Result	Unit Result
The objective of World History is to analyze and comprehend the history of humanity from antiquity until the present utilizing a global perspective; that is, taking as a whole the experiences from all the regions of the world: Africa, America, Asia, Europe, Australia and the Pacific Islands. That way, the interconnection that exists among the different	1. Specific Outcome: Expected Outcome: To describe the objective of the course, basic concepts that will guide the students, the evaluation process, and the main contents of the course during the semester. To carry out research and (re)produce scientific knowledge about human origins and the first world civilizations by using a global language

<p>societies and their mutual influences in terms of cultural, economic, political and social development are emphasized.</p>	<p>and digital technologies complying with the SDG 4 of Quality Education.</p>
	<p>2. Specific Outcome: Expected Outcome: To carry out research and (re)produce scientific knowledge about ancient Chinese civilization, the Shang, the Zhou, early beliefs, Confucianism, Legalism, and Daoism, ancient Greek and Roman civilizations, early African civilizations, and the Americas by using a global language and digital technologies complying with the SDG 4 of Quality Education and the SDG 10 of Reduced Inequalities</p>
	<p>3. Expected Outcome: To carry out research and (re)produce scientific knowledge about Rome and the Birth of Christianity, the Qin and Han Dynasties, and American civilizations by using a global language and digital technologies and in line with the SDG 4 of Quality Education and the SDG 5 of Gender Equality</p>
	<p>4. Research the rise of Islam in comparison with Judaism and Christianity, Mohammed the prophet, African culture and beliefs before and after the advent of Islam, and the role of women and slavery in African society. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.</p>
	<p>5. To carry out research and (re)produce scientific knowledge about the importance of the Silk Road, the rise and expansion of Buddhism to Asia, the arrival of Islam in Asia, the Sui, Tang, and Song Dynasties in China, and the Mongol invasion, the Yung and the Ming, The Voyages of Zhenghe, the rise and decline of Buddhism and Daoism, and Neo-Confucianism by using a global language and digital technologies and in line with the SDG 4 of Quality Education Education and SDG 16 of Peace, Justice, and Strong Institutions.</p>
	<p>6. To carry out research and (re)produce scientific knowledge about the geography of Japan, prehistoric Japan, sources of traditional Japanese culture, the Chinese Model, Korea and Vietnam, The contribution of the Romans, the Germanic tribes, and the Church to medieval Europe, the importance of class in medieval society, the Crusades and their consequences, and a comparison between Europe, China and the Middle East by using a global language and digital technologies in line with the SDG 4 of Quality Education and SDG 10 of Reduced Inequalities. Students may watch a video or do an activity about one of those civilizations.</p>
	<p>7. To carry out research and (re)produce scientific knowledge about the Eastern Roman Empire and how it became the Byzantine Empire, the fall of Constantinople in the hands of the Ottoman Turks, the Black Death, the Renaissance, the Age of Exploration and the Portuguese search for spices, the Spanish Conquest of the New World and the Slave Trade by using a global language and digital technologies complying with the SDG 4 Quality Education and SDG 10 Reduced Inequalities.</p>
	<p>8. To carry out research and (re)produce scientific knowledge about the Reformation of the 16th Century, the European Crisis (1560-1650), the practice of Absolutism in Central and Eastern</p>

	<p>Europe, England and the limited Monarchy, the resurgence of Islam with the Ottoman turks, the Safavids, and the Mughals by using a global language and digital technologies complying with the SDG 4 Quality Education.</p>
	<p>9. To carry out research and (re)produce scientific knowledge about the Ming and Qing dynasties in China, the Tokugawa Japan, the scientific revolution in Europe, Colonial Empires in the Western Hemisphere and the American Revolution, the New Political Order and changes occurring in Europe, the French Revolution and the rise and fall of the Napoleon Era by using a global language and digital technologies and complying with the SDG 4 Quality Education, SDG 5 Gender Equality, and SDG 10 Reduced Inequalities</p>
	<p>10. To carry out research and (re)produce scientific knowledge about the Industrial Revolution in England (Marxism) and the rest of Europe, the growth of Nationalism in Europe, the unification of Italy and Germany, the European State, Latin America in the Nineteenth and early Twentieth Centuries, the United States and Canada, the emergence of Mass Society, and modern intellectual and cultural developments (Darwin and Social Darwinism), the scientific, historical concept of Race by using a global language and digital technologies and complying with the SDG 4 Quality Education, SDG 9, Industry, Innovation, and Infrastructure, and SDG 10 Reduced Inequalities</p>
	<p>11. To carry out research and (re)produce scientific knowledge about European imperialism of the Nineteenth Century, the spread of colonial rule in India, Africa, and Asia, the emergence of anti-colonialism, the decline of the Manchus and the Opium Wars and culture change, the rise of modern Japan, ending isolationism, Japanese culture in transition, and the Meiji Restoration by using a global language and digital technologies and complying with the SDG 4 Quality Education, and SDG 10 Reduced Inequalities.</p>
	<p>12. To carry out research and (re)produce scientific knowledge about Nationalism, Militarism, and the road to the Great War, the Russian Revolution, the Great Depression, Nationalism in India, the Middle East, Asia and Africa, Revolution in China, Japan between the wars – The Zaibatsu economy and Shidehara diplomacy, and Nationalism and dictatorship in Latin America by using a global language and digital technologies and complying with the SDG 4 Quality Education, and SDG 10 Reduced Inequalities.</p>
	<p>13. To carry out research and (re)produce scientific knowledge about the retreat from democracy and dictatorial regimes in Europe: The rise of Fascism and National Socialism, the path to war in Europe, World War II: Europe and Japan, the aftermath of the war, the Chinese Civil War and Revolution, and the Cold War by using a global language and digital technologies and complying with the SDG 4 Quality Education, and SDG 10 Reduced Inequalities.</p>
	<p>14. To carry out research and (re)produce scientific knowledge about post-war Soviet Union, the Gorbachev era and the fall of the Soviet Empire, China under Communism and the changing culture of China – economics and social problems, America,</p>

	the United States and the Western Hemisphere: A whole new ball game, Globalization and its discontents in Europe, Asia, the Middle East, Africa, and the Americas by using a global language and digital technologies and complying with the SDG 4 Quality Education, and SDG 10 Reduced Inequalities.
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Development of activities		
Unit Result 1: <i>Specific Outcome: Expected Outcome: To describe the objective of the course, basic concepts that will guide the students, the evaluation process, and the main contents of the course during the semester. To carry out research and (re)produce scientific knowledge about human origins and the first world civilizations by using a global language and digital technologies complying with the SDG 4 of Quality Education.</i>		
Session 1: <i>Hominization process, paleolithic and neolithic ages, and first world civilizations</i>		Semana 1 a 1
Learning Activities	Contents	Evidence
To describe the course content, course guiding concepts and principles and their applications, lecture about the hominization process and the first civilizations in the world from Mesopotamia to Harappan society. Students watch the video Human Origins 101 National Geographic and do an activity about the hominization process. Students do an activity about unconventional views regarding the rise of early civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.	Hominization process, paleolithic and neolithic ages, and first world civilizations.	Deliverable: PPT creation and class presentations about human origins or first world civilizations
Unit Result 2: <i>Specific Outcome: Expected Outcome: To carry out research and (re)produce scientific knowledge about ancient Chinese civilization, the Shang, the Zhou, early beliefs, Confucianism, Legalism, and Daoism, ancient Greek and Roman civilizations, early African civilizations, and the Americas by using a global language and digital technologies complying with the SDG 4 of Quality Education and the SDG 10 of Reduced Inequalities</i>		
Session 2: <i>The origin of early Chinese civilization and other civilizations of the ancient world</i>		Semana 2 a 2
Learning Activities	Contents	Evidence
To describe early Chinese dynasties and early civilizations in ancient Greece, Rome, the African continent, and the Americas. Students watch a video and do an activity about one of those early civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.	The origin of early Chinese civilization and other civilizations of the ancient world.	Deliverable: PPT creation and/or class presentations about the birth of Democracy in Greece
Unit Result 3: <i>Expected Outcome: To carry out research and (re)produce scientific knowledge about Rome and the Birth of Christianity, the Qin and Han Dynasties, and American civilizations by using a global language and digital technologies and in line with the SDG 4 of Quality Education and the SDG 5 of Gender Equality</i>		
Session 3: <i>The Roman Empire, Christianity, the Qin and Han dynasties, and early civilizations in America</i>		Semana 3 a 3
Learning Activities	Contents	Evidence
Analyze early Roman Civilization, the Republic, the Empire, the birth of Christianity, and the fall of the	The Roman Empire, Christianity, the Qin and Han dynasties, and early civilizations in America.	Deliverable: PPT creation and/or class presentations about Chichen itza or early Mesoamerican

Roman Empire; the contemporary first Chinese empire -- the Qin, and the Han dynasty, and early civilizations in the Americas. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.		Civilization and the role of women in those societies.
Unit Result 4: <i>Research the rise of Islam in comparison with Judaism and Christianity, Mohammed the prophet, African culture and beliefs before and after the advent of Islam, and the role of women and slavery in African society. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.</i>		
Session 4: <i>The rise of Islam in the world.</i>		Semana 4 a 4
Learning Activities	Contents	Evidence
Research the rise of Islam in comparison with Judaism and Christianity, Mohammed the prophet, African culture and beliefs before and after the advent of Islam, and the role of women and slavery in African society. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.	The rise of Islam in the world.	Deliverable: PPT creation and/or class presentations about the role of women in Islam. Deliverable: QUIZ 1 - submission of the first deliverable of the Blogging World History Project, for which the instructions and rubric are on Canvas
Unit Result 5: <i>To carry out research and (re)produce scientific knowledge about the importance of the Silk Road, the rise and expansion of Buddhism to Asia, the arrival of Islam in Asia, the Sui, Tang, and Song Dynasties in China, and the Mongol invasion, the Yung and the Ming, The Voyages of Zhenghe, the rise and decline of Buddhism and Daoism, and Neo-Confucianism by using a global language and digital technologies and in line with the SDG 4 of Quality Education Education and SDG 16 of Peace, Justice, and Strong Institutions.</i>		
Session 5: <i>The Silk Road, China, and India</i>		Semana 5 a 5
Learning Activities	Contents	Evidence
Describe the Silk Road and India after the Mauryas, the influence of Islam in India and China, The Sui, Tang, and Song Dynasties, the Mongol Empire, from the Yuan to the Ming, the rise and decline of Buddhism and Daoism, Neo-Confucianism. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.	The Silk Road and India	Deliverable: PPT creation and/or class presentations about the ancient Silk Road and its modern version, the BRI, or a PPT about Islam in Today's China and the violation of Human Rights.
Unit Result 6: <i>To carry out research and (re)produce scientific knowledge about the geography of Japan, prehistoric Japan, sources of traditional Japanese culture, the Chinese Model, Korea and Vietnam, The contribution of the Romans, the Germanic tribes, and the Church to medieval Europe, the importance of class in medieval society, the Crusades and their consequences, and a comparison between Europe, China and the Middle East by using a global language and digital technologies in line with the SDG 4 of Quality Education and SDG 10 of Reduced Inequalities. Students may watch a video or do an activity about one of those civilizations.</i>		
Session 6: <i>Japanese, Koren, and Vietnamese Civilizations and Medieval Europe</i>		Semana 6 a 6

Learning Activities	Contents	Evidence
- Describe the development of Japanese society in comparison with Chinese society, Korea and Vietnam, the creation of Europe as we know it today and its medieval origins and times, socially and politically speaking. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.	Japanese Civilization and Medieval Europe.	Deliverable: PPT creation and/or class presentations about the birth of the University system in Europe or Japanese Zen Buddhism. Deliverable: QUIZ 2 - submission of the second deliverable of the Blogging World History Project, for which the instructions and rubric are on Canvas
Unit Result 7: <i>To carry out research and (re)produce scientific knowledge about the Eastern Roman Empire and how it became the Byzantine Empire, the fall of Constantinople in the hands of the Ottoman Turks, the Black Death, the Renaissance, the Age of Exploration and the Portuguese search for spices, the Spanish Conquest of the New World and the Slave Trade by using a global language and digital technologies complying with the SDG 4 Quality Education and SDG 10 Reduced Inequalities.</i>		
Session 7: <i>The Byzantine Empire, the Renaissance, and the Age of Exploration and its influences in Africa, Asia, and America.</i>		Semana 7 a 7
Learning Activities	Contents	Evidence
Describe the Byzantine Empire, rise and fall, the Ottoman Turks, the Black Death, the Renaissance, the Portuguese and the Spaniards in the Age of Exploration, the expansion of Islam and the search for spices, and the consequences of the European expansion in Africa, Asia, and the Americas. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.	Characteristics of the Byzantine Empire, the Renaissance, and the Age of Exploration and its influences in Africa, Asia, and America.	Deliverable: PPT creation and/or class presentations about our critical analysis of Christopher Columbus, the human being.
Unit Result 8: <i>To carry out research and (re)produce scientific knowledge about the Reformation of the 16th Century, the European Crisis (1560-1650), the practice of Absolutism in Central and Eastern Europe, England and the limited Monarchy, the resurgence of Islam with the Ottoman Turks, the Safavids, and the Mughals by using a global language and digital technologies complying with the SDG 4 Quality Education.</i>		
Session 8: <i>The Transformation of Europe, Absolutism, the Reformation, The Ottoman Turks, The Safavids, and the Mughals and their Empires</i>		Semana 8 a 8
Learning Activities	Contents	Evidence
Analyze the Reformation of the 16th Century, the European Crisis (1560-1650), the practice of Absolutism in Central and Eastern Europe, England and the limited Monarchy, the resurgence of Islam with the Ottoman Turks, the Safavids, and the Mughals of India. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week	The transformation of Europe	Deliverable: PPT creation and/or class presentations about our critical analysis of Skin Color and the Janissaries of the Ottoman Empire.
Unit Result 9: <i>To carry out research and (re)produce scientific knowledge about the Ming and Qing dynasties in China, the Tokugawa Japan, the scientific revolution in Europe, Colonial Empires in the Western Hemisphere and the American Revolution, the New Political Order and changes occurring in</i>		

<i>Europe, the French Revolution and the rise and fall of the Napoleon Era by using a global language and digital technologies and complying with the SDG 4 Quality Education, SDG 5 Gender Equality, and SDG 10 Reduced Inequalities</i>		
Session 9: The Yuan, Ming y Qing dynasties, Japan during the Tokugawa Era, and the Age of Revolutions in America, France, and Hispanic America		Semana 9 a 9
Learning Activities	Contents	Evidence
Study the Ming and Qing dynasties in China, the Tokugawa Japan, the scientific revolution in Europe, Colonial Empires in the Western Hemisphere and the American Revolution, the New Political Order and changes occurring in Europe, the French Revolution and the rise and fall of the Napoleon Era. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.	The Yuan, Ming y Qing dynasties, Japan during the Tokugawa Era, and the Age of Revolutions in America, France, and Hispanic America	Deliverable: PPT creation and/or class presentations about The French Revolution, Women, and Haiti.
Unit Result 10: To carry out research and (re)produce scientific knowledge about the Industrial Revolution in England (Marxism) and the rest of Europe, the growth of Nationalism in Europe, the unification of Italy and Germany, the European State, Latin America in the Nineteenth and early Twentieth Centuries, the United States and Canada, the emergence of Mass Society, and modern intellectual and cultural developments (Darwin and Social Darwinism), the scientific, historical concept of Race by using a global language and digital technologies and complying with the SDG 4 Quality Education, SDG 9, Industry, Innovation, and Infrastructure, and SDG 10 Reduced Inequalities		
Session 10: The Industrial Revolution and its impact in the world, the Scientific and Historical-Social Construction of the Concept of Race.		Semana 10 a 10
Learning Activities	Contents	Evidence
Describe the Industrial Revolution in England (Marxism) and the rest of Europe, the growth of Nationalism in Europe, the unification of Italy and Germany, the European State, Latin America in the Nineteenth and early Twentieth Centuries, the United States and Canada, the emergence of Mass Society, and modern intellectual and cultural developments (Darwin and Social Darwinism), and the social construction of Race. Students may watch a video or do an activity about one of those civilizations.	The Industrial Revolution and its impact in the world, the Scientific and Historical-Social Construction of the Concept of Race.	Deliverable: PPT creation and/or class presentations about the impact of the Industrial Revolution in the Health and Education of people or about the biology of Skin Color. Deliverable: QUIZ 3 - submission of the third deliverable of the Blogging World History Project, for which the instructions and rubric are on Canvas.
Unit Result 11: To carry out research and (re)produce scientific knowledge about European imperialism of the Nineteenth Century, the spread of colonial rule in India, Africa, and Asia, the emergence of anti-colonialism, the decline of the Manchus and the Opium Wars and culture change, the rise of modern Japan, ending isolationism, Japanese culture in transition, and the Meiji Restoration by using a global language and digital technologies and complying with the SDG 4 Quality Education, and SDG 10 Reduced Inequalities.		
Session 11: The European Imperial system and Colonialism		Semana 11 a 11
Learning Activities	Contents	Evidence
Describe European imperialism of the Nineteenth Century, the spread of colonial rule in India, Africa, and Asia, the emergence of anti-colonialism, the decline of the Manchus and the Opium Wars and	The European Imperial system and Colonialism.	Deliverable: PPT creation and/or class presentations about British Imperialism and Tasmania.

<p>culture change, the rise of modern Japan, ending isolationism, Japanese culture in transition, and the Meiji Restoration. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week</p>		
<p>Unit Result 12: <i>To carry out research and (re)produce scientific knowledge about Nationalism, Militarism, and the road to the Great War, the Russian Revolution, the Great Depression, Nationalism in India, the Middle East, Asia and Africa, Revolution in China, Japan between the wars – The Zaibatsu economy and Shidehara diplomacy, and Nationalism and dictatorship in Latin America by using a global language and digital technologies and complying with the SDG 4 Quality Education, and SDG 10 Reduced Inequalities.</i></p>		
<p>Session 12: <i>The Twentieth Century in the World.</i></p>		<p>Semana 12 a 12</p>
Learning Activities	Contents	Evidence
<p>Study Nationalism, Militarism, and the road to the Great War, the Russian Revolution, the Great Depression, Nationalism in India, the Middle East, Asia and Africa, Revolution in China, Japan between the wars – The Zaibatsu economy and Shidehara diplomacy, and Nationalism and dictatorship in Latin America. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week</p>	<p>The Twentieth Century in the World.</p>	<p>Deliverable: PPT creation and/or class presentations about important historical characters before they became famous or infamous, rather. Deliverable: QUIZ 4 - submission of the fourth deliverable of the Blogging World History Project, for which the instructions and rubric are on Canvas.</p>
<p>Unit Result 13: <i>To carry out research and (re)produce scientific knowledge about the retreat from democracy and dictatorial regimes in Europe: The rise of Fascism and National Socialism, the path to war in Europe, World War II: Europe and Japan, the aftermath of the war, the Chinese Civil War and Revolution, and the Cold War by using a global language and digital technologies and complying with the SDG 4 Quality Education, and SDG 10 Reduced Inequalities.</i></p>		
<p>Session 13: <i>World War II and the New World Order</i></p>		<p>Semana 13 a 13</p>
Learning Activities	Contents	Evidence
<p>Identify the retreat from democracy and dictatorial regimes in Europe: The rise of Fascism and National Socialism, the path to war in Europe, World War II: Europe and Japan, the aftermath of the war, the Chinese Civil War and Revolution, and the Cold War. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.</p>	<p>World War II and the New World Order.</p>	<p>Deliverable: PPT creation and/or class presentations about Peru and World War II</p>
<p>Unit Result 14: <i>To carry out research and (re)produce scientific knowledge about post-war Soviet Union, the Gorbachev era and the fall of the Soviet Empire, China under Communism and the changing culture of China – economics and social problems, America, the United States and the Western Hemisphere: A whole new ball game, Globalization and its discontents in Europe, Asia, the Middle East, Africa, and the Americas by using a global language and digital technologies and complying with the SDG 4 Quality Education, and SDG 10 Reduced Inequalities.</i></p>		
<p>Session 14: <i>The Global Village and its influences in the World</i></p>		<p>Semana 14 a 15</p>

Learning Activities	Contents	Evidence
Describe post-war Soviet Union, the Gorbachev era and the fall of the Soviet Empire, China under Communism and the changing culture of China – economics and social problems, America, the United States and the Western Hemisphere: A whole new ball game, Globalization and its discontents in Europe, Asia, the Middle East, Africa, and the Americas. Students may watch a video or do an activity about one of those civilizations. Students participate in a discussion board or activity that ends up in a group classroom presentation related to the content of the week.	The Global Village and its influences in the World. Final Oral Presentations	Deliverable: FINAL PROJECT - submission of the final deliverable of the Blogging World History Project, for which the instructions and rubric are on Canvas. Deliverable: Final Oral Presentation that will be evaluated utilizing a rubric during the presentation sessions.
Session 15: <i>The Global Village and its influences in the World</i>		Semana 16 a 16
Learning Activities	Contents	Evidence
Presentar the Blogging World History Project, as a group effort in class, delivering the content worked throughout the semester, based on the World History topic selected at the beginning of the term.	Final Oral Presentations Final exam	Deliverable: Final Oral Presentation that will be evaluated utilizing a rubric during the presentation sessions.

Methodology
The course will be developed based on the following methodologies: The course will be developed based on the following methodologies: The course will be developed based on the following methodologies: Flipped Classroom, The course is given in person and applies different methodologies that include work in pairs and groups, writing and reading tasks, group dynamics such as weekly or biweekly presentations that involve content creation (i.e. Power Point among others), and classroom discussions; all of which will take place in a friendly and respectful environment where students and the teacher will interact with the objective of achieving the expected results of the course. The following are some of the main strategies used in class: 1. Literature review 2. Quizzes as participation assignments 3. Critical analysis of reading tasks. 4. Group work and debates. 5. Preparation of (group) presentations in Power Point and oral reports. 6. Weekly or Biweekly Discussion Board Assignments

Assessment System				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.				
The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.				
Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	70%			
Particip y Asistencia en Clase	28,57%	Active and permanent participation in classes during the course is considered	Semana 15	No
Promedio de Prácticas	42,86%			
Práctica 1		The Quiz with the lowest grade will be eliminatedde las Prácticas se redondea a dos decimales.	Semana 4	No
Práctica 2		The Quiz with the lowest grade will be eliminated.	Semana 6	No

Práctica 3		The Quiz with the lowest grade will be eliminated.	Semana 10	No
Práctica 4		The Quiz with the lowest grade will be eliminated	Semana 12	No
Trabajo Final	28,57%	The grade of the Final Project will not be eliminated.	Semana 15	No
Evaluación Final	30%	Examen final	Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%
<p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p>	

Basic Required Reading
<p>[1] Brazier, Chris (2006). <i>The [No Non-Sense] Guide to World History / Chris Brazier</i>. New Internationalist Publications Ltd..</p>

References Supplementary
<p>[1] Wilgus, A. Curtis (Alva Curtis), 1897-1981 (1963). <i>Latin American History / [by</i> [2] Gilbert, Erik (2012). <i>Africa in World History: from prehistory to the present / Erik Gilbert, Jonathan T. Reynolds. (Tercera). Pearson.</i> [3] Duiker, W. J., & Spielvogel, J.J. (2011). <i>The Essential World History. Wadsworth - Cengage Learning.</i></p>

Prepared by:	Approved by:	Validated by:
MENESES TABOADA, JUANITA ROSARIO / HEREDIA NEYRA, JUAN JOSE /	MENESES TABOADA, JUANITA ROSARIO	Office of Curriculum Development
Date: 07/02/2025	Date: 27/02/2025	Date:

Evaluation Matrix	
Course:	Period:
WORLD HISTORY	2025-01
Career:	Academic Coordinator:
ADMINISTRACIÓN - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ADMINISTRACIÓN Y EMPRENDIMIENTO - ADMINISTRACIÓN Y FINANZAS CORPORATIVAS - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - ARTE Y DISEÑO EMPRESARIAL - CIENCIA DE DATOS - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - GESTIÓN E INNOVACIÓN EN	MENESES TABOADA, JUANITA ROSARIO

GASTRONOMÍA - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE INFORMACIÓN - INGENIERÍA DE SOFTWARE - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INGENIERÍA MECATRÓNICA - INTERNATIONAL BUSINESS - MARKETING - MÚSICA - PSICOLOGÍA - RELACIONES INTERNACIONALES						
A	B	C	D	E	F	G
Type Evaluation	Expected results of the Course	Component and Detail	Expected results	Technique	Evidence	Instrument
Particip y Asistencia en Clase	Participation and Attendance	<p>Students should be present in class at all time, no work permits do simultaneously attend class and do remote or in-person work-related tasks. Class time is class time. Class participation is based on the tasks carried out individually or in groups during the weekly sessions (discussion boards, homework, PAs (Participation Assignments, which would include 20 minute quizzes about an assigned reading or lecture content, etc), and other assignments to be submitted during the session or the next session. NO MAKE UP assignments will be given, unless written evidence is presented previously to roger.villamar@usil.pe.</p>	<p>Students communicate in their native language and in a global language (bilingual communication). Students carry out research and innovate in order to generate more scientific (historical) knowledge. Students utilize digital technologies in the development of their personal and professional identities</p>	Observación sistemática	Prueba mixta resuelta	Escala de calificación
Práctica 1	To critically analyze the different historical processes of our species emphasizing human cultural diversity, the interconnections among different societies, and the mutual cultural, political, and economic activities that	<p>QUIZ 1 is actually the first deliverable of the Blogging World History Project that has written instructions on Canvas and an evaluation rubric</p>	<p>Students communicate in their native language and in a global language (bilingual communication). Students carry out research and innovate in order to generate more scientific (historical) knowledge. Students utilize</p>	Aplicación de Pruebas	Prueba mixta resuelta	Escala de calificación

	have influenced human beings since the dawn of humanity until the present.		digital technologies in the development of their personal and professional identities			
Práctica 2	To critically analyze the different historical processes of our species emphasizing human cultural diversity, the interconnections among different societies, and the mutual cultural, political, and economic activities that have influenced human beings since the dawn of humanity until the present.	QUIZ 2 is actually the second deliverable of the Blogging World History Project that has written instructions on Canvas and an evaluation rubric	Students communicate in their native language and in a global language (bilingual communication). Students carry out research and innovate in order to generate more scientific (historical) knowledge. Students utilize digital technologies in the development of their personal and professional identities.	Aplicación de Pruebas	Prueba mixta resuelta	Escala de calificación
Práctica 3	To critically analyze the different historical processes of our species emphasizing human cultural diversity, the interconnections among different societies, and the mutual cultural, political, and economic activities that have influenced human beings since the dawn of humanity until the present.	QUIZ 3 is actually the third deliverable of the Blogging World History Project that has written instructions on Canvas and an evaluation rubric.	Students communicate in the native language and in a global language (bilingual communication). Students carry out research and innovate in order to generate more scientific (historical) knowledge. Students utilize digital technologies in the development of their personal and professional identities.	Aplicación de Pruebas	Prueba mixta resuelta	Escala de calificación
Práctica 4	To critically analyze the different historical processes of our species emphasizing human cultural diversity, the interconnections among different	QUIZ 4 is actually the fourth deliverable of the Blogging World History Project that has written instructions on Canvas and an evaluation rubric.	Students communicate in their native language and in a global language (bilingual communication). Students carry out research and innovate in	Aplicación de Pruebas	Prueba mixta resuelta	Escala de calificación

	societies, and the mutual cultural, political, and economic activities that have influenced human beings since the dawn of humanity until the present.		order to generate more scientific (historical) knowledge. Students utilize digital technologies in the development of their personal and professional identities.			
Trabajo Final	To critically analyze the different historical processes of our species emphasizing human cultural diversity, the interconnections among different societies, and the mutual cultural, political, and economic activities that have influenced human beings since the dawn of humanity until the present.	Final Project is actually the final deliverable of the Blogging World History Project that has written instructions and an evaluation rubric. IMPORTANT NOTE: The FINAL EXAM for this course will not be a written exam. It will actually be the group final oral presentation of their Blogging World History Projects of the semester.	Students communicate in their native language and in a global language (bilingual communication). Students carry out research and innovate in order to generate more scientific (historical) knowledge. Students utilize digital technologies in the development of their personal and professional identities.	Observación sistemática	Monografía	Escala de calificación
Evaluación Final	To critically analyze the different historical processes of our species emphasizing human cultural diversity, the interconnections among different societies, and the mutual cultural, political, and economic activities that have influenced human beings since the dawn of humanity until the present.	The FINAL EXAM in this course will be taking place on Week 15 of the term (by the time groups have finalized with the FINAL PROJECT submissions), and will consist of the group final (oral) presentation, in which students will articulate as a group to present their BLOGGING WORLD HISTORY PROJECT to the entire class by browsing through the blog and explaining what it is about, summarizing main posts and relating them to the main goals of their blog. The professor will explain this in class and there will be instructions and a rubric for the	Students communicate in their native language and in a global language (bilingual communication). Students carry out research and innovate in order to generate more scientific (historical) knowledge. Students utilize digital technologies in the development of their personal and professional identities.	Aplicación de Pruebas	Prueba mixta resuelta	Escala de calificación

		evaluation of the final presentation in class.				
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