CENTRAL TEXAS COLLEGE
SYLLABUS FOR HIST 2322
World Civilizations II
Semester Hours Credit: 3

INSTRUCTOR: ____________________________

OFFICE HOURS: ____________________________

I. INTRODUCTION

A. A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction and impact of global exchange.

B. In support of the objectives of the Texas core curriculum, the course provides significant exercise of a student’s critical thinking skills, communication skills, empirical and quantitative skills, and social responsibility. These objectives form a foundation of intellectual and practical skills that are essential for all learning.

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical & Quantitative Skills:** to manipulate and analyze numerical data or observable facts to reach informed conclusions.
- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

C. Prerequisite: None.
II. LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.

2. Analyze and interpret primary and secondary sources.

3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through http://www.ctcd.edu/books.

IV. COURSE REQUIREMENTS

A. Reading Assignments: Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Writing Assignment: Each instructor will assign a writing assignment for students to complete as a part of the requirements for this course. He/she will provide specific instructions regarding content, format, timelines, etc.

C. Class Performance: Each instructor will summarize and discuss CTC’s academic policies. You may refer to the CTC catalog for details. Your instructor will provide his/her policies on absences, make up work, etc.

D. Class Participation: Each instructor will discuss the level and type of class participation expected of students. If class participation is an element in computing a student’s course grade, the instructor will provide the details.

V. EXAMINATIONS

Each instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-up exams will be handled according to the policy of the individual instructor.

Examinations are individual efforts. Any form of academic dishonesty will result in sanctions. Full details on college policies relating to scholastic honesty can be found in the current college catalog.
VI. SEMESTER GRADE COMPUTATION.

A. Grade Formula:

The instructor will outline the specific grade formula for the class. It will show how each course requirement (exams, papers, projects, participation, etc.) factors into the student’s final course grade.

B. Grade Computation:

\[90 - 100 = A\]
\[80 - 89 = B\]
\[70 - 79 = C\]
\[60 - 69 = D\]
\[0 - 59 = F\]

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR.

A. Attendance: Class attendance is an essential element to the learning experience. In addition, CTC policy requires that instructors certify as attending all students in the class the day after the census date. Students who fail to meet this attendance requirement will be marked as “Never Attended” on the Census-Certification and may be dropped from the class.

B. Withdrawal: The instructor cannot administratively withdraw a student from class. All students whose attendance is certified on the Census-Certification Roll will receive a letter grade of A, B, C, D, or F. [Final letter grades will depend on a student’s performance, as stated below.]

Students who wish to withdraw from the class after the certification date should do so before the “last day to withdraw.” This date is listed on the academic calendar in the schedule of classes available on the CTC website. It is the student’s responsibility to know all deadlines and procedures related to withdrawing from the class. When in doubt, contact the Registrar’s Office.

Appeals to withdraw after the “last day to withdraw” should be made to the Records and Registration Office, not to the instructor.

C. Incomplete Grade: An “IP” grade may be assigned by an instructor if a student has made satisfactory progress in a course but encounters extenuating circumstances beyond his/her control. The instructor makes the final decision concerning the granting of the incomplete grade.
D. Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the web site at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

E. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

F. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Unit One: The Origins of Global Interdependence, 1500 - 1800

1. Unit Objectives: Upon successful completion of unit the student will be able to:
   a. Discuss the inauguration of global exchange.
   b. Explain the emergence of modernism.
   c. Describe development of global migrations.

2. Learning Objectives:
   a. Explain the origins and features of trading-post empires.
   b. Compare and contrast Portuguese, English, and Dutch conquests in southeast Asia.
   c. Explain and identify key features of the Columbian exchange.
   d. Explain the origins and development of the Protestant Reformation.
   e. Identify and discuss key features of the Catholic Reformation.
   f. Identify and discuss key features of early modern European capitalist society and proto-industrialization.
   g. Discuss the course and features of social change in early modern Europe.
   h. Explain the causes and course of the scientific revolution and the Enlightenment.
   i. Compare and contrast the Iberian empires in the Americas and the settler colonies in North America.
   j. Explain the formation and features of multicultural societies in the Americas.
   k. Explain the foundations and development of the Atlantic slave trade.
   l. Understand the impact of the Atlantic slave trade on Africa.

3. Unit One Outline:
a. Transoceanic Encounters and Global Connections
b. The Transformation of Europe
c. New Worlds: The Americas and Oceania
d. Africa and the Atlantic World

B. Unit Two: Empire Building and Nationalism, 1500 - 1800

1. Unit Objectives: Upon successful completion of unit the student will be able to:

   a. Describe the development of empires on the Asian continent.
   b. Discuss the emergence of modern revolutions.
   c. Discuss the development of nationalism.

2. Learning Objectives:

   a. Compare and contrast the Ming and Qing dynasties.
   b. Explain the process of Japanese unification and the rise of the Tokugawa shogunate and resulting economic and social changes.
   c. Explain the origins and expansion of the Ottoman empire.
   d. Identify and discuss key features of the Safavid empire.
   e. Explain the origins, course, and legacy of the Mughal empire.
   f. Compare and contrast the American and French revolutionary experiences.
   g. Distinguish key aspects of classical conservatism and liberalism.
   h. Explain the origins of nations and nationalism.
   i. Discuss the foundations and key features of industrialization.

3. Unit Two Outline:

   a. Tradition and Change in East Asia
   b. The Islamic Empires
   c. Revolutions and National States in the Atlantic World
   d. The Making of Industrial Society

C. Unit Three: Age of Revolution, Industry, and Modern War, 1750 - 1918

1. Unit Objectives: Upon successful completion of unit the student will be able to:

   a. Discuss the age of imperialism.
   b. Discuss the development of anti-colonial movements.
   c. Explain the failure of diplomacy and the road to war.

2. Learning Objectives:

   a. Explain the nineteenth-century expansion and development of the United States.
   b. Outline key aspects of nineteenth-century Latin American state formation.
c. Explain the links between Russian industrialization, repression, and the rise of revolutionary movements.

d. Explain the significance of the Opium War and the unequal treaties for imperial China.

e. Understand and identify key features of Japanese political transformation in the late nineteenth century.

f. Identify and explain the motives of modern imperialism and colonialism.

g. Explain the impact of colonial policies on subject societies and peoples and the formation of anticolonial movements.

h. Explain and discuss the key causes behind the drift toward European war in the early twentieth century.

i. Explain the links between the Great War and the Russian revolutions of 1917.

j. Identify and explain the reasons behind U.S. intervention in the Great War and the collapse of the Central Powers.

3. Unit Three Outline:

   a. The Americas in the Age of Independence
   b. Societies at Crossroads
   c. The Building of Global Empires
   d. The Great War: The World in Upheaval

D. Unit Four: Contemporary Global Realignments, 1918 to the Present

1. Unit Objectives: Upon successful completion of unit the student will be able to:

   a. Describe inter-war disillusionment, the rise of radical movements, and World War Two.
   b. Explain the main features of the Cold War.
   c. Discuss the development of globalization.

2. Learning Objectives:

   a. Explain and discuss the main currents of postwar pessimistic culture.
   b. Explain the origins, course, and global consequences of the Great Depression.
   c. Identify key features of fascist Italy’s political and social structure.
   d. Explain the rise of National Socialism in Germany.
   e. Explain Japan's imperial strategy in east Asia during the twentieth century.
   f. Identify connections between the twentieth-century colonial economy and the emergence of African nationalism.
   g. Understand and identify key causes of World War II and the motivations of aggressive powers such as Japan, Italy, and Germany.
   h. Identify key aspects of wartime strategies of collaboration and resistance.
   i. Explain the origins and course of the Holocaust.
   j. Discuss the origins of the cold war.
k. Outline the course of Vietnam's successful nationalist struggle for independence.
l. Explain the origins of Israel and the Israeli-Palestinian conflict.
m. Compare and contrast nationalist movements in the Arab world and north Africa.
n. Discuss the course of freedom and conflict in sub-Saharan Africa.
o. Explain the anti-communist revolutions in eastern and central Europe and the Soviet Union.
p. Understand and discuss the manifestations of economic globalization and postwar economic growth across the globe.

3. Unit Four Outline:

   a. An Age of Anxiety
   b. Nationalism and Political Identities in Asia, Africa, and Latin America
   c. New Conflagrations: World War II and the Cold War
   d. The End of Empire
   e. A World without Borders