

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	World Civilization II
<b>Course Prefix, Num. and Title</b>	HIST 2322: World Civilization II
<b>Division</b>	Social and Behavioral Sciences
<b>Department</b>	History and Geography
<b>Course Type</b>	Academic WCJC Core Course
<b>Course Catalog Description</b>	A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15 <sup>th</sup> 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>Pre-Requisites</b>	TSI ELAR (Reading and Writing) requirements met
<b>Co-Requisites</b>	None

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	0
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	0
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	0
<b>Other Hours Breakdown</b>	0

### Approval Signatures

Title	Signature	Date
<b>Department Head:</b>		
<b>Division Chair:</b>	<i>Amanda Shelton</i>	9-19-2025
<b>VPI:</b>		

## Additional Course Information

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

The instructor will organize the course material in such a way that the main topics of modern Western Civilization will be surveyed in a balanced manner. It is within the prerogative of the instructor to assign the exact amount of time (days, weeks, etc.) to be spent on each of the primary periods and topics involved. Some of the basic topics to be included will be:

1. The Age of Exploration and Discovery (1480s-1600s) in which the Old World and New World collide and bring together widely different peoples, cultures, plants, and animals into a blending of worlds.
2. The political development of nation-states and the subsequent consolidation of wealth and power which allowed for the development of and capital for exploration.
3. Examine and analyze maritime exploration across the globe and the impact of contact on individuals and societies.
4. The creation of transoceanic empires and trade networks which brought together varied peoples and cultures while spreading commodity, goods, and resources across the major cultural regions of the world - Africa, the Americas, Asia, Europe, and Oceania.
5. The Industrial Revolution and the processes of industrialization including inventions, labor, markets, and/or distribution across the major cultural regions of the world.
6. The roots of Imperialism, including the division of Asia and the "Scramble for Africa," and the impact of this process on the cultures and societies involved.
7. The modernization of nations, clash of economic giants, spread of capitalism and imperial rivalry on all continents, and finally the drift towards an almost inevitable violence on a global scale.
8. Global conflicts such as World War I, World War II, and the Cold War with a focus on the creation and impact of the communist world, the rise of fascism and Nazi Germany, the Holocaust, the arms race, and/or "resolutions" designed to address the issues.
9. The increasing globalization of the world and the emergence of a truly global marketplace. The development and impact of the division of wealth and resources across the globe and the attempts to address these disparities.
10. The twenty-first century world and questions such as environmental challenges, the dangers of nuclear proliferation, decline of traditional institutions, continued violence and terrorism, and the philosophical clash between traditional ethics and radical new advances in emerging technology.

It is within the prerogative of the instructor to cover additional topics.

## **Course Learning Outcomes:**

### **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.

### **Methods of Assessment:**

- 1.) Written projects as assigned by instructor. These assignments may include essays on exams, book reviews, reviews of primary documents or scholarly articles, research papers, journal projects, or other written assignments that emphasize analysis. Oral presentations at the discretion of the instructor.
- 2.) Measured by Post-Test and written projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis of sources.
- 3.) Measured by Post-Test, objective and/or essay exams, quizzes, critical thinking exercises, and/or projects which may include research papers, book reviews, essays, and/or oral presentations.

## **Required text(s), optional text(s) and/or materials to be supplied by the student:**

*World History, Volume 2: from 1400* by Kordas, A., Lynch, R.L., Nelson, B., et al., Published by OpenStax at Rice University. This textbook is provided in Brightspace with hyperlink(s) and/or PDFs, or can be purchased in a print edition.

Primary documents may be distributed to students, made available online, or placed on reserve in the library.

## **Suggested Course Maximum:**

35

## **List any specific or physical requirements beyond a typical classroom required to teach the course.**

None

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A; 80% to 89% = B; 70% to 79% = C; 60% to 69% = D; Below 59% = F

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor's syllabus.

Writing Project(s) – 25-50% (may include research papers, exam essays, book/film reviews, and/or response papers)

Exams – 25-75% (may include quizzes, unit exams, exam essays, and/or oral presentation)

Participation – 0-50% (may include daily assignments, projects, attendance, and/or class participation)

Final Exam – 10-25 %

Professors will use a combination of the above totaling 100% and enumerate the exact breakdown on the student syllabus.

Instructors may use the narrative/lecture method of instruction to impart factual information and to suggest to students the different interpretations of world history. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about historical events. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

Minimum requirements include the following:

- 1.) Attend class in accordance with college policy and as stipulated by the instructor.
- 2.) Complete appropriate reading assignments made by the instructor
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4.) Complete oral presentations (if assigned by instructor)
- 5.) Complete appropriate tests (quizzes, major examinations, and a final examination)

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank will be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented in class and are expected to develop listening and note-taking skills. The weight, style, and nature of the specific assessment tools is left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. There will be at least one outside assignment involving a research paper, book report, computer assignment, or such academic activity as the instructor deems important to augment the testing process and to improve reading and writing skills. Balance in testing to accommodate for varied learning styles is the desired goal.

### **Curriculum Checklist:**

☐ **Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☒ **Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms

☒ Critical Thinking

☒ Communication

☐ Empirical & Quantitative Skills

☐ Teamwork

☒ Social Responsibility

☒ Personal Responsibility

☐ **WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** HIST 2322

### Core Objective:

**Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Create an argument through the use of historical evidence.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, or historical research from 1500 to the modern era.	Assessed by a written assignment that requires students to make supported assertions about topics such as the impact of maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration.
State Mandated	Analyze and interpret primary and secondary sources.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, or historical research from 1500 to the modern era.	Assessed by a written assignment which uses primary and/or secondary sources to analyze topics such as the impact of maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration.
State Mandated	Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, or historical research from 1500 to the modern era.	Assessed by a written assignment that explores topics such as the impact of maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration.

## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** HIST 2322

### Core Objective:

**Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Create an argument through the use of historical evidence.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, or historical research from 1500 to the modern era.	Assessed by a written assignment that requires students to make supported assertions about topics such as the impact of maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration.
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## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** HIST 2322

### Core Objective:

**Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze and interpret primary and secondary sources.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, or historical research from 1500 to the modern era.	Assessed by a written assignment which uses primary and/or secondary sources to analyze topics such as the impact of maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration.
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## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** HIST 2322

### Core Objective:

**Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze and interpret primary and secondary sources.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, or historical research from 1500 to the modern era.	Assessed by a written assignment which uses primary and/or secondary sources to analyze topics such as the impact of maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration.
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