**Master Syllabus**

**Course:**

**History 104: World Civilizations II**

**Cluster Requirement 4C**

*World Civilizations II* is the second half of our department’s introductory survey. It introduces students to the history of the world’s major civilizations from the end of the Middle Ages through the modern times. Given the history of this period, one of the main themes of the course is the drawing together of these civilizations into a world system. The course provides context for student learning in other courses and helps students understand the roots of the issues and the problems of the contemporary world. The coursework involves reading both primary and secondary sources, sources whose multiple and competing voices must be sifted and evaluated; students are required to demonstrate their work orally (discussion) and in writing (essays). In our opinion *World Civilizations II* clearly accomplishes the goals of University Studies Cluster 4C.

**Course Description**

*World Civilizations II* aims to provide a critical understanding of our human past and to present a balanced picture of the richness and diversity in human societies.

The course will broadly survey the most recent phases of global history: we will consider the human enterprise from the middle ages until the modern age. The course will provide a comparative examination of distinctive civilizations and cultures from around the world and investigate the interactions among them, focusing on political, economic, social and intellectual systems -- including religion, science and technology.

The course will focus on several major themes including:1) European exploration; 2) Slavery; 3) the Enlightenment; 4) the American Revolution; 5) the Industrial Revolution; 6) Nationalism and Imperialism; and 7) the World Wars.

Students will explore global history through the traditional means of specialized readings and lectures but, through a consideration of historical documentation, students will also become familiar with the arts of an historian and the methods by which the past becomes known.

**Course Specific Learning Outcomes**

*By the end of the semester students will:*

Gain a solid command of the narrative of world history from the mid-14th century to the modern times.

Introduce students to the historical method and encourage development of their historical perspective through the comparative study of past human societies and cultures.

Comprehend the difference between primary and secondary sources as well as the variety among historical perspectives.

Develop historical habits of mind by practicing chronological thinking skills, writing, and “reading” artifacts critically.

Develop analytical and writing skills in the preparation of papers based on assigned sources.

**University Studies Learning Outcomes**

*After completing this course, students will be able to:*

**4C.1** Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

**4C.2** Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

**4C.3** Evaluate arguments made in support of different perspectives on global society.

**Examples of Texts**

Duiker, William and Jackson Spielvogel. *World History, Volume II Since 1400.*

Esler, Anthony. *The Human Venture. A Global History Since 1500.*

Tignor, Robert. *Worlds Together. Worlds Apart. A History of the Modern World From the Mongol Empire to the Present*.

Stearns, Peter, Michael Adas, Stuart Schwartz and Marc Gilbert. *World Civilizations; The*

*Global Experience (Volume II; 1450-Present)*.

Andrea, Alfred and James Overfield. *The Human Record: Sources of Global History – Volume 2 (Since 1500).*

Reilly, Kevin. *Worlds of History: A Comparative Reader (Since 1400)*.

**Example of Course Outline**

The Old World in the Fifteenth Century

The New World in the Fifteenth Century

Exploration and the Creation of a World System

Slavery and Slave Societies

The Gunpowder Empires

China from Ming to Ching

An Ages of Intellectual Revolution

An Age of Political Revolution

Industrial Revolution

Nationalism and Imperialism

The World Wars

Please note that this is a general list – instructors will modify it to reflect the organization and the themes of their sections.

**Common Assignment**

**Outcomes**

**4C.1, 4C.2, 4C.3**

All instructors of World Civilizations II will require their students to produce a review of an assigned reading. Titles may vary from section to section but all will allow students to grapple with various historical approaches to a topic. The aim will be to give students the opportunity to deepen their comprehension of a particular topic and to understand and to evaluate differing historical approaches and interpretations. These reviews will be graded according to a common rubric.

**Sample Question**

Read Joan Kelley’s article “Did Women Have a Renaissance” and follow with David Herlihy’s response.

Write a brief essay (minimum 3 pages) in which each paragraph answers one of the following questions:

* How have historians traditionally viewed the Renaissance?
* What is the place of women in this traditional vision?
* What is Joan Kelley’s argument? How does David Herlihy respond?
* What kinds of evidence to the two historians bring to bear on the question?
* Given the information at your disposal – the lectures, the textbook readings, the primary sources – which argument do you find more convincing?

**Rubric**

**Evidence**

Depth of research or reading; analysis of secondary sources; analysis of primary sources.

1 2 3 4 5

Unsatisfactory Average Excellent

**Writing**

Accuracy (spelling and grammar); elegance; persuasiveness.

1 2 3 4 5

Unsatisfactory Average Excellent

**Argument**

Effectiveness of argument.

1 2 3 4 5

Unsatisfactory Average Excellent

**Citation**

Citation of sources, adherence to proper style in notes and in bibliography.

1 2 3 4 5

Unsatisfactory Average Excellent