



RANGER COLLEGE

COURSE SYLLABUS

World Civilization I

HIST 2322

3 credit hours

INSTRUCTOR:

Mr. Jonathan Roach

INSTRUCTOR: Jonathan Roach
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OFFICE: Main Campus, BUS BLDG
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HOURS: TBD

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course Description

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.

III. Required Background or Prerequisite

Completion of TSI. U.S. History recommended.

IV. Required Textbook and Course Materials

Textbook: Stearns, Adas, Schwartz, Gilbert *World Civilizations: The Global Experience*, Pearson Education, 2015, 7th edition. ISBN:978-0-205-98630-9.

V. Course Purpose

Courses focuses on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

VI. Learning Outcomes

Create an argument through the use of historical evidence.

Analyze and interpret primary and secondary sources.
Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

VII. Core Objectives

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

VIII. Methods of Instruction

Lectures, presentations, groups projects, and Independent research

IX. Methods of Assessment

Participation(SR, PR, CT) -a notable part of your grade will be based on your participation in discussion and ability to answer questions and ask appropriate questions in group discussions. These discussions will be based largely on your readings (Textbook as well as other primary source readings assigned by your instructor) Other than non-participation, sleeping in class and playing on your phone will also take away points from this element.

Please note that the nature of this class will require discussions and work related to religion, race, economics, culture, gender, and other ideologies. Please respect the ideas of others, and remember to take context (historical, cultural, geographical) into account when making judgements or forming conclusions. Play nice! (PR, SR)

Checkpoints-These are “big picture” reviews designed to help with the tests. They will test geography, terminology, and application. For example, what beliefs or practices within Hinduism and Islam might create conflict as the two groups interacted (CT, SR)?

Tests(CT, COM)—Three Unit Exams comprised of both subjective and objective elements.

Book Review (CT, COM, SR)

- I. You will be required to read one book, write a review and present the material in class. You can choose your book, but it must be approved by the instructor. For example you may choose the topic of **African Colonialism**. You can then choose which book on this topic to read.
 - i. Book Requirements
 1. On topic
 2. Minimum of 200 pages long.
 3. Must be selected and approved by the beginning of the third week of class.
 4. I have several related books on these topics and will gladly lend them out if needed. However, you will suffer a 30% deduction if I do not get the book back.
 - ii. Review Requirements
 1. Should include brief synopsis, observations, and analysis of the book. As part of this you are required to find **two** other scholarly reviews of the chosen book and included their perspectives in your observations and analysis (CT, COM). Your thoughts and analysis are welcomed in this, but key to academic study is supporting ideas with facts and evidence. If you say something is good or bad you need to explain that within the historical and cultural context in question (SR).
 2. Cover page, **3** double spaced pages, and references cited.
 - iii. Presentation Requirements (CT, COM, SR)
 1. 7 min
 2. Visual Aids (PowerPoint, Maps, handouts, etc.)
 3. Include background on book material as well as book's subject matter. You should be able to clearly present and discuss the books central thesis and main arguments regarding the topic (CT, COM).
 4. When explaining the topic, you have probably encountered the ideas of “who, what, when, where, and how.” On this you need to include also “Why”? Look at motives, cause and effect, how decisions were made. We know Europeans colonized parts of the Americas, Africa, Asia, and India....but why (SR, PR)?
- b. Recommended Reading List
 - i. **Here I Stand: The Life of Martin Luther** - This is a book that covers the reformation, an event crucial to the nature of the founding of the United States as well as changing the social landscape of Europe. It is an interesting read, and for the most part is not difficult reading.

- ii. **After the Black Death: A Social History of Early Modern Europe**-an interesting look at revolts, classes, criminality and other social aspects of Europe in this era.
- iii. **The Great Cat Massacre:** An interesting and, at times bizarre look at French Cultural History leading up to the time of the French Revolution. And yes, it is a real cat massacre in which they are referring!
- iv. **Napoleon by Paul Johnson:** An concise biography of the French Emperor who brought the French Revolution to its ultimate end and threatened most of west and central Europe with French conquest.
- v. **Rise to Globalism: American Foreign Policy Since 1938** by Stephen E. Ambrose and Douglas Brinkley-great book over policy decisions that have shaped modern America. Includes policies and event related to Korean Conflict, Vietnam, Overthrow of Nationalist China, Cuban Missile Crisis, and events from the 1990's. Good but very detailed.
- vi. **Like Lions They Fought: A History of the Anglo Zulu War**-Fast paced, interesting read about the war in South Africa between the Zulu Warriors and British Colonial forces.
- vii. **Race to Fashoda: European Colonialism and African Resistance**- Fascinating book about different colonial efforts in Africa, resistance to these efforts by native African groups, and how colonialism contributed to WWI.
- viii. **Guns of August**-Barbara Tuchman's authoritative work on the beginnings of WWI
- ix. **Homage to Catalonia**-George Orwell's biographical account of his time fighting in the Spanish Civil War against the Fascists.
- x. **Rape of Nankin**-Important but Brutal Account of Japan's sack of Nanking, China at the beginning of WWII.
- xi. **Russia in Revolt**-Interesting account of the Russian Revolution in 1917
- xii. **Ten Days that Shook the World**-Widely read story of the first days of the Russian Revolution
- xiii. **Israel in the Middle East**-Thomas Draper's survey of issues related to Middle East strife after the Creation of Israel in 1948.

Reading Responses (COM, SR, CT)-Each Unit will have supplemental readings after which a short summary and evaluation is required. Response should be between 75-100 words long for each reading (COM, CT). In these responses move past regurgitation of facts. Try analysis and application. For example, if a people embrace and apply a certain religious or philosophical idea what would or could that mean for their pre-existing systems (PR, SR)

c. **Weight of Grades**

- i. Test 1 15%
- ii. Test 2 15%
- iii. Test 3 15%
- iv. Book Review 20%
- v. Checkpoints 10%
- vi. Reading responses 15%

vii. Participation 10%

Grading scale: A = 90-100% B = 80-89 C = 70-79 D = 60-69 F = Below 60

X. Course/Classroom Policies

Attendance/Tardiness

Class attendance is a requirement, if you anticipate more than three unexcused absences during the course you should wait for a later date to take this course.

Regular and punctual attendance in all class is considered essential to the success of this course. If the student has three absences in a course in which he/she is currently enrolled; the instructor may drop the student with a grade of "F".

Absences are counted from the first day of class Jan 13, 2014 as listed in the College Calendar, regardless of the date of the student's registration. All work and/or assignments missed must be completed within one week of the absence.

Class Participation: Class participation will include daily work and other assignments as required.

Missed Major Exams/Assignment Makeup

Make-up work must be turned in within one week of returning to class. The student may take make-up exams only by appointment. A grade of zero will be given for any missed exam that is not excused.

It is the sole responsibility of the student to acquire the lecture notes and any other class material covered during their absence.

For all late work a penalty of 10% will be applied for each day it is late.

Make-up exams and quizzes will only be administered outside of class and by appointment only.

Academic Dishonesty

Any student caught cheating on an exam, report, or project, whether in the classroom or elsewhere, will earn a grade of "F", in the course. It is strongly recommended that the student caught cheating immediately drop the class in order to avoid a grade of "F".

Student Behavior

When any activity of an individual in the class impedes the learning process of any other individual in the class, the individual causing the disruption is subject to immediate dismissal from class and may be dismissed from the course. **Note: cell phone interruptions will not be tolerated!**

XI. Course Outline/Schedule

<p>Unit #1 Chapter 21-27 Early Modern Period 1450-1750</p> <p><u>Supplemental</u> <u>Readings for this</u> <u>Unit (May be</u> <u>subject to change):</u></p> <p>Machiavelli/More <i>The Prince</i> <i>Utopia</i> <u>Response Due:</u> <u>Week 3</u></p> <p>Martin Luther <i>Address to the</i> <i>German Nobility</i> <u>Response Due:</u> <u>Week 4</u></p>	Readings		Class time	
	Week 1	Ch. 21 (skim)	Week 1	Empires, Exploration, Trade, Reformation
	Week 2	Ch. 22	Week 2	Scientific Revolution, Enlightenment,
	Week 3	Ch23& 24	Week 3	Latin America, African Slave Trade.
	Week 4	Chapter 25	Week 4	Russia: An Overview
	Week 5	Unit Overview	Week 5	Checkpoint Assignment and Exam #1

<p>Unit #2 Chapter 28-32 Industrial Age 1750-1900 <u>Supplemental Readings</u></p> <p><i>Declaration of the Rights of Man; Abolishing the Feudal System</i> <u>Response Due Week 8</u></p> <p><i>Correspondence Between China and England</i> <u>Response Due Week 9</u></p>	Week 6	Chapter 26&27	Week 6	Asia and Middle East in Transition
	Week 7	Chapter 28	Week 7	Revolutions: American, French and Industrial
	Week 8	Chapter 29	Week 8	Imperialism in Africa and India
	Week 9	Chapter 30	Week 9	Latin America in Transition: Latin Revolutions
	Week 10	Unit #2 Overview	Week 10	Checkpoint and Exam #2
<p>Unit #3 Chapter 33-41 1900-present <u>Supplemental Readings</u></p> <p><i>All Quiet on the Western Front</i> <u>Response Due Week 13</u></p> <p><i>Lenin's Writings</i> <u>Response Due Week 14</u></p>	Week 11	Chapter 31	Week 11	Declining Eastern Empires
	Week 12	Chapter 32-33	Week 12	Imperialism, Industrialization and connecting WWI
	Week 13	Chapter 34	Week 13	Rise of New Political Forces: Fascism and Communism
	Week 14	Chapter 35	Week 14	WWII
	Week 15	Chapter 36 Last Matters	Week 15	Cold War

XII. Non-Discrimination Statement

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

XIII. ADA Statement

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.