SYLLABUS: HISTORY 2321-2322
RANGER COLLEGE

COURSE NUMBER/TITLE: History 2321-2322: World Civilizations
CREDIT HOURS: 3 hrs/wk; Lec. 3 hrs/wk; Lab: 0; Lec/lab: 3 (equivalent)
INSTRUCTOR: Ricky L. Sherrod

Course College Level Text & Other Reading:


Primary Sources:
• Students will read and analyze selected primary sources (documents, images, illustrations, charts, graphs, and maps) in:

Secondary Sources written by historians or scholars interpreting the past [CR1c]
In the classroom, there will also be a wide variety of outside reading material available for student use. It ranges from standard world history textbooks adopted by the State of Texas to more specifically targeted works, e.g.:

– Jared Diamond’s *Guns, German and Steel*
– Henry Kissinger’s *A World Restored*
– William & J. R. McNeill’s *The Human Web: A Bird’s Eye View of World History*
– Selected works by Barbara Tuchman
– 2002 & 2007 AP World History Released Exam (College Board)
– 2003-2006 AP World History Essay Questions, Rubrics & Student Samples (AP Central)

• Students will analyze quantitative sources through study and interpretation of graphs, charts and tables found in:
  – 2002 & 2007 Document Based Questions released by the College Board

Course Themes [CR2] and AP World History:

Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also
provide a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “SPICE” acronym.

1. **Social--**Development and transformation of social structures
   - Gender roles and relations
   - Family and kinship
   - Racial and ethnic constructions
   - Social and economic classes

2. **Political--**State-building, expansion, and conflict
   - Political structures and forms of governance
   - Empires
   - Nations and nationalism
   - Revolts and revolutions
   - Regional, trans-regional, and global structures and organizations

3. **Interaction between humans and the environment**
   - Demography and disease
   - Migration
   - Patterns of settlement
   - Technology

4. **Cultural--**Development and interaction of cultures
   - Religions
   - Belief systems, philosophies, and ideologies
   - Science and technology
   - The arts and architecture

5. **Economic--**Creation, expansion, and interaction of economic systems
   - Agricultural and pastoral production
   - Trade and commerce
   - Labor systems
   - Industrialization
   - Capitalism and socialism

**Course Structure—The Overview**

**Unit 1: To 600 BCE: Technological and Environmental Transformations**

*Key Concepts: [CR3]*
- Big Geography and the Peopling of the Earth
- Neolithic Revolution and Early Agricultural Societies
- Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

*Topics for Overview include:*
- Prehistoric Societies
- From Foraging to Agricultural and Pastoral Societies
- Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa, and Oceania

*Special Focus:*
- Issues Regarding the Use of the Concept of Civilization
- Activities & Skill Development
- Students will identify and analyze the causes and consequences of the Neolithic Revolution in the major river valleys as well as in Sub-Saharan Africa and Papua New Guinea [CR5a & CR5d]
• Class Discussion
  – How were gender roles changed by the Neolithic Revolution?

• Collaborative Group Project:
  – Students will analyze how geography affected the development of political, social, economic, and belief systems in the earliest civilizations in:
    - Mesopotamia
    - Egypt
    - South Asia
    - East Asia [CR5c]
    - Mesoamerica [CR5b]
    - Andes

Each group will examine a different civilization then compare findings with a new group where each student examined a different civilization.

  – Parallel Reading—students will read Ch. 1-2 of *The Human Web* and evaluate the authors’ perspective on the existence of a very loose knit global web during this early period [CR7]

**Unit 2: 600 BCE-600 CE: Organization and Reorganization of Human Societies**

*Key Concepts:* [CR3]
- Development and Codification of Religious and Cultural Traditions
- Development of States and Empires
- Emergence of Trans-regional Networks of Communication and Exchange

*Topics for Overview include:*
- Classical Civilizations
- Major Belief Systems: Religion and Philosophy
- Early Trading Networks

*Special Focus:*
- World Religions
  - Animism focusing on Australasia and Sub-Saharan Africa
  - Judaism and Christianity
  - Hinduism and Buddhism
  - Daoism and Confucianism

- Developments in Mesoamerica and Andean South America: Moche and Maya
  - Bantu Migration and its Impact in Sub-Saharan Africa
  - Trans-regional Trade: the Silk Road and the Indian Ocean
  - Developments in China—development of imperial structure and Confucian society

*Activities & Skill Development:*

- Student Group Presentation: compare and contrast [CR12] the Chinese civilizations that developed 600 B. C. E. to 600 C. E. to one of the other civilizations—Korea, Japan, or Vietnam—found geographically on the edge of Asia. Use one or several of the following categories for comparison:
  1) Geographical setting
  2) Political life
  3) Economic life
  4) Social organization
  5) Religious life
  6) Intellectual life and the arts
How are these two civilizations alike and how are they the different? Make extensive use of maps, primary source materials, documentary evidence, statistical tables, works of art, and pictorial and graphic materials.

• Writing a DBQ about Ancient World concepts of “Death & Beyond” based on selections from:

• Writing a Change and Continuity over Time Essay [CR10] Political and Cultural Changes in the Late Classical Period, students choose China, India, or Rome:

  • Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires [CR9]
  
  • Students will map the changes and continuities in long-distance trade networks in the Eastern hemisphere:
    – Eurasian Silk Roads
    – Trans-Saharan caravan routes
    – Indian Ocean sea lanes
    – Mediterranean sea lanes

• Group Presentations
  Each group will research and present a major world religion/belief system during the period 6000 B. C. E. through 600 C. E. examining:
  – origin
  – beliefs and practices
  – diffusion

• After listening to the instructor’s presentation / PowerPoint on archaeological field work done at the ancient site of Umm el-Jimal in today’s nation-state of Jordan (see [http://www.oncoursesystems.com/user/homepage.aspx]), students will assess the impact that archaeology and iconography have had on the study of history [CR7 & CR15]

• Parallel Reading—students will read Ch. 3 of The Human Web and
  – Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture
  – Evaluate the periodization in Ch.3—i.e. the use of 200 CE as a break as opposed to the periodization of the course curriculum [CR11]

Unit 3: 600-1450: Regional and Trans-regional Interactions

Key Concepts:
• Expansion and Intensification of Communication and Exchange Networks
• Continuity and Innovation of State Forms and Their Interactions
• Increased Economic Productive Capacity and Its Consequences

Topics for Overview include:
• Byzantine Empire, Dar-al Islam, & Germanic Europe
• Crusades
• Sui, Tang, Song, and Ming empires
• Delhi Sultanate
• The Americas
• The Turkish Empires
• Italian city-states
• Kingdoms & Empires in Africa
• The Mongol Khanates
• Trading Networks in the Post-Classical World

Special Focus:
• Islam and the establishment of empire
• Polynesian Migrations
• Empires in the Americas: Aztecs and Inca
• Expansion of Trade in the Indian Ocean—the Swahili Coast of East Africa

Activities & Skill Development:
• Writing a Comparison Essay
  • Comparing the level of technological achievement including production of goods 500-1000 [CR4]
    o Student choice: Middle East, South Asia, East Asia, Eastern Europe
• Students will evaluate the causes and consequences of the spread of Islamic empires [CR4]
• Students will compare & contrast the Polynesian and Viking migrations [CR4]
• Writing a Comparison Essay
  • Effects of Mongol conquest and rule, students choose two:
    o Russia
    o China
    o Middle East
• Class Discussion
  • Topic—Were the economic causes of the voyages of the Ming navy in the first half of the 15th century the main reason for their limited use?
  • Topic—Were the tributary and labor obligations in the Aztec and Inca empires more effective than similar obligations in the Eastern Hemisphere? [CR4]
• Writing a Change and Continuity over Time Essay
  • Changes and Continuities in patterns of interactions along the Silk Roads 200 BCE-1450 CE [CR4]
• Parallel Reading—students will read Ch. 4 & 5 of The Human Web and:
  • Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture
  • Evaluate the periodization in the book compared to that of the periodization in the course curriculum.
    o Why 200-1000 CE and 1000-1500 CE instead of 600-1450?
    o In what regions does each work best? Why?
    o In what areas does each present a problem? Why? [CR11]

Unit 4: 1450-1750: Global Interactions

Key Concepts:
• Globalizing Networks of Communication and Exchange
• New Forms of Social Organization and Modes of Production
• State Consolidation and Imperial Expansion

Topics for Overview include:
• Bringing the Eastern and Western Hemispheres Together into One Web
• Ming and Qing Rule in China
• Japanese Shogunates
• The Trading Networks of the Indian Ocean
• Effects of the Continued Spread of Belief Systems
Special Focus:
• Three Islamic Empires: Ottoman, Safavid, Mughal
• Cross-Cultural Interaction: the Columbian Exchange
• The Atlantic Slave Trade
• Changes in Western Europe—roots of the “Rise of the West” [CR5e]

Activities & Skill Development
• Students Group Presentation: “The Slave Trade of the Early-Modern Era” [CR4 & CR13]
The project should address each of the four themes and draw not only from Chapter 21 of your textbook. Include information, images, maps, art work, and evidence that you have collected from outside sources (including primary resources), government documents, and statistical tables (both contemporary and more recent):
  • What conditions and circumstances led to the rise of the Atlantic slave trade?
  • Assess the political, social, and economic impact of the slave trade on Northwest Africa?
  • Describe the life typically led by a slave that was forcibly located on one of the Caribbean islands to work on a West Indies plantation.
  • Evaluate the morality of slavery as an institution, particularly as it was practiced by the Christian-professing members of Western civilization.
  • Student presentations should demonstrate knowledge of detailed and specific relevant historical developments and processes, including names, chronology, facts and events.

• Writing a comparison essay:
  • Processes of empire building, students compare Spanish Empire to either the Ottoman or Russian empires

• Writing a Change and Continuity over Time Essay
  • Changes and Continuities in trade and commerce in the Indian Ocean Basin 600-1750

• Parallel Reading—Students will read Ch. 6 of The Human Web and:
  • Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture
  • Consider the question of periodization: 1750 or 1800?

Unit 5: 1750-1900: Industrialization and Global Integration

Key Concepts:
• Industrialization and Global Capitalism
• Imperialism and Nation-State Formation
• Nationalism, Revolution and Reform
• Global Migration

Topics for Overview include:
• The Age of Revolutions:
  • English Revolutions, Scientific Revolution & Enlightenment,
  • American Revolution, French Revolution and its fallout in Europe, Haitian &
  • Latin American Revolutions

• Global Transformations:
  • Demographic Changes, the End of the Atlantic Slave Trade, Industrial Revolution and
  • Its Impact, Rise of Nationalism, Imperialism and its Impact on the World

Special Focus:
• Decline of Imperial China and the Rise of Imperial Japan
• 19th Century Imperialism: Sub-Saharan Africa, South and Southeast Asia
• Comparing the French and Latin American Revolutions
• Changes in Production in Europe and the Global Impact of those Changes [CR5e]

Activities include:
• Writing a Comparison Essay
  • Comparing the roles of Women from 1750 to 1900—East Asia, Western Europe, South Asia, Middle East [CR4]
• Writing a Change & Continuity over time Essay
  • Students will write a change and continuity over time essay evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere

• Parallel Reading—Students will read Ch. 7 of The Human Web and:
  • Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture
  • Consider the question of periodization: 1900 or 1914?

• Students will analyze a selection of political cartoons about European imperial expansion in Asia, Africa, & Oceania (drawn from a PowerPoint presentation on European Imperialism) and identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period [CR1b] & [CR8]

• Students will analyze tables showing increased urbanization in various parts of the world to consider connections between urbanization and industrialization. [CR1b] & [CR8]

Unit 6: 1900-present: Accelerating Global Change and Realignments

Key Concepts:
• Science and the Environment
• Global Conflicts and Their Consequences
• New Conceptualizations of Global Economy and Culture

Topics for Overview include:
• Crisis and Conflict in the Early 20th Century:
  • Anti-Imperial Movements, World War I, Russian, Chinese and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, World War II
• Internationalization:
  • Decolonization, the Cold War World, International Organizations, the Post-Cold War World, Globalization

Special Focus:
• World War I and World War II: Global Causes and Consequences
• Activity—Skill Development
  • Students will identify and analyze the causes and consequences of the global economic crisis in the 1930s
• Development of Communism in China, Russia, and Cuba
• Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War, and International Organizations

Activities include:
• Writing a Comparison Essay Comparing the political goals and social effects of revolution in: China, Russia, Mexico: Students choose two
• Writing a Change and Continuity over Time Essay: Changes and Continuities in the formation of national identities 1900-present. Students choose from among the following regions:
  • Middle East
  • South Asia
Latin America

- Students discussion about the benefits and negative consequences of the rapid advances in science during the 20th and early 21st centuries
- Students trace the development of one form of popular culture in the 20th century and present a graphic or visual display of their research to the class
- Parallel Reading—Students will read Ch.8 of *The Human Web* and consider the following:
  - Why does this chapter reach back to 1890?

**Primary Source Analysis & Evaluation [CR1b]**

**Essay Writing**
Throughout the course students will be required to write essays in class demonstrating their mastery of content as well as their ability to develop coherent written arguments that have a thesis supported by relevant historical evidence. Throughout the school year, the focus will be on the development of essay writing skills via time spent on essay writing workshops utilizing the following format in essay development:

**Introductory Paragraph**—3 to 4 sentences, ending with thesis statement

*Thesis Statement—what does it need to include?*
- time period
- region(s)
- the answer to the prompt

**Organization of Body Paragraphs**—
- **Topic Sentence**—this can be general since the thesis contains specificity
- **General Assertion**—identifies one aspect of thesis (i.e. a change, a difference, etc.)
- **Support / evidence / examples**—Be specific
- **Analysis**—explain cause and / or effect
- **General Assertion**—identifies one aspect of thesis (i.e. a change, a difference, etc.)
- **Support / evidence / examples**—Be specific
- **Analysis**—explain cause and / or effect
- **Repeat format as necessary
- **Concluding Sentence**

**Concluding Paragraph**
- 3-4 sentences
- Start by restating (a rephrased) thesis in its entirety

**Primary Source Readings throughout the School Year**
The course includes diverse primary sources [CR1b] cited below, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.

Students will develop and enhance their skills at interpreting, summarizing, and analyzing primary source material including documents, maps, charts & graphs, and visuals through weekly examination of a selection of primary source readings [C8]. The ability to comprehend and analyze primary sources will evaluated through objective quizzes on the readings; class discussion of questions about each reading; and / or short written responses by the student that summarize and should highlight the main gist of the source in the students own words. An analysis of the source will be contained in a separate paragraph and should include consideration of:

- **Historical Context**—where the source fits in the framework of history.
- **AP themes that the source addresses**
  - Students will be required to identify where and explain how the source addresses that theme
  - Students will identify as many themes as they can find but then evaluate those themes and only include what they consider to be the two most prominent themes.
Some students must consider point of view of the author, the type of document and/or tone of the source purpose and/or intended audience.

The end goal of weekly examination of primary sources is for students to understand how to analyze the overall point of view of a source and be able to discuss how that point of view may affect the source by the end of first semester.

**Some of the sources used for these exercises include:** [CR1b & CR 14]

- The Judgments of Hammurabi (Human Record, vol. 12-16 or http://homepages.stuy.edu/~bgarci/hlg/hammurabi%20code.htm)
- Mandate from Heaven—selection from Shu Jing (Human Record, vol. 1, 26-27 or http://ucc6.its.brooklyn.cuny.edu/~phalsall/texts/shu-jing.html)
- Funeral Oration for Pericles (by Thucydides— http://www.wsu.edu/~dee/GREECE/PERICLES.HTM)
- Augustus Caesar’s Speech before Battle of Actium (http://www.hillsdale.edu/personal/stewart/war/Classical/Rome/31-Actium-Augustus.htm)
- Selections from The Qur’an (Human Record, vol. 1, 232-236 or http://www.hti.umich.edu/k/koran/)
- Ibn Babawayh al-Saduq, Creed Concerning the Imams (Human Record, vol. 1. 247-249)
- Selections from Corpus Juris (http://webu2.upmf-grenoble.fr/Haiti/Cours/Akont/corpjurciv.htm)
- Pope Innocent III’s Solitae (a rejoinder to the Byzantine Emperor)— (Human Record, vol. 1, 358-362)
- Zhau Rugua, A Description of Foreign Peoples (Chinese view of the world) (Human Record, vol. 1, 416-419 and http://www.1421.tv/pages/evidence/content.asp?EvidenceID=462)
- Selections from Decrees of the Council of Trent (Human Record, vol. 2, 10-14 or http://history.hanover.edu/texts/trent.html)
- Selections from Peter the Great’s edicts and decrees (Human Record, vol. 2, 175-178)
- Ogier Ghiselin de Busbecq letter with impressions of Suleyman I (Human Record, vol. 2, 89-93 or http://penelope.uchicago.edu/~grout/encyclopaedia_romana/acquine/busbecq.html)
- Bartolomé de Las Casas, In Defense of the Indians (Human Record, vol. 2, 23-26 or http://www.chss.montclair.edu/~landwebi/105/1casas.htm)
- Ma Huan, The Overall Survey of the Ocean’s Shores (Human Record, vol. 1, 450-454)
- Emperor Qianlong’s letter to King George III (Human Record, vol. 2, 245-247 or http://web.jjay.cuny.edu/~jobrien/reference/ob41.html)
On occasion throughout the school year, students will practice their skills at interpreting and analyzing primary sources by using them to synthesize information in DBQ essays. After introducing the concept of the DBQ to the students via classroom discussion and practice writing of thesis statements and individual body paragraphs, students will write 4-6 DBQ essays (including the DBQ’s from College Board 2002 & 2007 released exams) that include written and visual sources as well as map, charts, and graphs. [CR6] & [CR14]

**Fall Semester Course Reading & Lecture Calendar:**

**Week 1:** What is history? Why study it? Read Preface (pp. xix-xxiv), Prologue (xxix-xxxii), Part 1 (pp. 2-5), and Chapter 1 “From Human Prehistory to the Early Civilization” (pp. 6-33 covering to 600 B.C.E.)

- Lecture / PowerPoint—Just What do You Mean “Civilization”? (including “Historical Timelines”)

**Week 2:** Part 2—“The Classical Period” (pp. 30-33), Chapter 2—“Classical Civilization: China” (pp. 34-48) and Chapter 3—“Classical Civilization: India” (pp. 48-65). (Asia covering the period 1600 B.C.E. to 535 B.C.E.)

- Lecture / PowerPoint—The Same . . . But Different: Early Chinese & Indian Civilizations

- The Great Wall video program

**Week 3:** Chapter 4—“Civilization in the Mediterranean: Greece and Rome” (pp. 66-85). (Europe covering the period 2000 B.C.E. to 476 B.C.E.)

- The Conquerors: Alexander the Great video program

- Lecture / PowerPoint—Post Mortem I: Rise of the Roman Empire

**Week 4:** Chapter 5—“The Classical Period: Directions, Diversities, and Declines by 500 C.E.” (pp. 86-107 covering the period 1000 B.C.E. to 700 C.E.) Cross-cultural connections

- Lecture / PowerPoint—Post Mortem II: Inevitability of Decline?

- 2002 Released Exam material given

**Week 5:** Chapter 6—“Part 3—The Post Classical Era” (108-115 and Chapter 6 “The First Global Civilization: The Rise and Spread of Islam” (pp. 116-143). Middle East covering the period 600 C.E. to 750 C.E.

- Lecture / PowerPoint—Mohammed the Man & Islam the Faith

- Muhammad: Legacy of a Prophet video program

**Week 6:** Chapter 7—“Abbasid Decline and the Spread of Islamic Civilization to South and Southeast Asia” (pp. 144-169). (Middle East & Asia covering the period 700 C.E. to 1258 C.E.)
• Lecture / PowerPoint—Islam: Second Largest Faith in the World
• Muhammad: Legacy of a Prophet video program ctd.

Week 7: Chapter 8—“African Civilizations and the Spread of Islam” (pp. 170-191). C4 (Africa covering the period 100 C. E. to 1500 C. E.)
• Lecture / PowerPoint—Shedding Light on a Dark Continent: Centers of African Civilizations

Week 8: Chapter 9—“Civilization in Eastern Europe: Byzantium and Orthodox Europe” (pp. 192-211). Europe & Middle East covering the period 100 C. E. to 1500 C. E.
• Lecture / PowerPoint—Lease on Life: Why Rome Fell and Byzantium Survived
• Byzantium: The Lost Empire video program

Week 9: Chapter 10—“The New Civilization Emerges in Western Europe” (212-237). Europe covering the period 500 C. E. to 1500 C. E.
• Lecture / PowerPoint—Christendom & the Kingdom of Heaven on Earth: Church vs. State in the Medieval World
• Christianity: The 2nd Millennium video program

Week 10: Chapter 11—“The Americas on the Eve of Invasion” (pp. 238-261) America covering the period 900 C. E. to 1520 C. E.
• Mexican Indian Civilizations: Olmecs to Aztecs
• Lecture / PowerPoint—Guns, Germs, & Steel, or, Why the Europeans Won

Week 11: Chapter 12—“Reunification and Renaissance in Chinese Civilization: The Era of the Tang and Song Dynasties” and Chapter 13—“The Spread of Chinese Civilization: Korea, Japan, and Vietnam” (pp. 288-313). Asia covering the period 200 C. E. to 1368 C. E.
• Lecture / PowerPoint—Imperialism Asian Style: The Continental Reach of China & Japan
• Confucius: Words of Wisdom video program

Week 12: Chapter 14—“The Last Great Nomadic Challenges: From Chinggis Khan to Timur” (pp. 314-337). Asia & Europe covering the period 900 C. E. to mid-14th century
• Genghis Khan: Terror and Conquest video program
• Lecture / PowerPoint—Getting the Mongols off Horseback, or, What Happened After the Conquest

Week 13: Chapter 15—“The West and the Changing World Balance” (338-353). Europe covering the period 1250 C. E. to 1469 C. E.
• Lecture / PowerPoint—A New World View: Ideas Driving Renaissance & Reformation
• Lecture / PowerPoint—“Here I Stand:” The Shattering of Christian Unity
• The Renaissance and The Reformation video programs

Week 14: “Part 4—The World Shrinks, 1450-1750” (pp. 354-361) and Chapter 16—“The Transformation of the West, 1450-1750” (pp. 362-381). Europe covering the period 900 C. E. to mid-14th century
• Lecture / PowerPoint—“Standing on Ye Shoulders of Giants:” Impacts of the Scientific Revolution
• The Scientific Revolution—a two part video series

Week 15: Chapter 17—“The West and the World” (pp. 382-404). Cross-cultural connections covering the period 1250 C. E. to 1469 C. E.
• Lecture / PowerPoint—Coming Off the Defensive: From “God Wills It!” to Montezuma Gives It
• Age of Exploration: How Did it Change the World video program
• 2002 Released Exam material given—essay response

Week 16: Chapter 18—“The Rise of Russia” (pp. 404-419). Asia & Europe covering the period 1462 C. E. to 1785
• Lecture / PowerPoint—The Schizophrenic Bear: Russia’s Ambivalence toward the West
• The Conquerors: Peter the Great video program

Week 17: Chapter 19—“Early Latin America” (pp. 420-447). America covering the period 1400 C. E. to 1764 C. E.
• Lecture / PowerPoint—Rodrigo Should Have Listened Better in Geography Class: Division of the World between Portugal & Spain
• The Aztec Empire video program

Week 18: Tie loose ends & begin Fall Final Semester Exams
Week 19: Complete Final Exams—Wednesday, December 18th
Spring Semester Course Reading & Lecture Calendar:

Week 1: Chapter 20—“The Muslim Empires” (pp. 448-475) Middle East covering the period 1250 C. E. to 1739 C. E.
- The Conquerors: Suleyman the Magnificent video program
- Lecture / PowerPoint—From Tours to Vienna: Why Westerners Remain Christian
Week 2: Chapter 21—“Africa and the Africans in the Age of the Atlantic Slave Trade” (476-501). Africa covering the period 1400 C. E. to 1834 C. E.
- Lecture / PowerPoint—Slaves, Sugar, & Rum, and that Miserable Middle Passage
Week 3: Chapter 22—“Asian Transitions in an Age of Global Exchange” (502-529) Asia covering the period 1350 C. E. to 1757 C. E.
- Lecture / PowerPoint—We Should Have Listened to Zhenghe: How the Ming Dynasty Might have Ruled the World
Week 4: “Part 5: Industrialization and Western Global Hegemony, 1750-1914” (pp. 530-535) and Chapter 23 “The Industrialization of the West” (pp. 536-565) Europe covering the period 1700 C. E. to 1917 C. E.
- Lecture / PowerPoint—Prometheus Ain’t Got Nothin’ on Us: The Road to Industrial Development
- The Conquerors: Napoleon video program
- 2007 Released Exam material given
Week 5: Chapter 24—“Industrialization and Imperialism: The Making of the European Global Order” (pp. 566-593). Europe, Asia, Africa, Middle East, Americas covering the period 1600 C. E. to 1835 C. E.
- Lecture / PowerPoint—Elephant Parts: The Many Faces of Imperial Expansion
Week 6: Chapter 25—“The Consolidation of Latin America” (pp. 594-619). America covering the period 1800 C. E. to 1903 C. E.
- Lecture / PowerPoint—Elephant Parts: The Many Faces of Imperial Expansion ctd.
Week 7: Chapter 26—Civilizations in Crisis: The Ottoman Empire, the Islamic Heartlands, and Qing China” (620-645). Middle East & Asia covering the period 1650 C. E. to 1908 C. E.
- Lecture / PowerPoint—Forgive Me for “I Have Sind:” India, Pakistan, and the British
Week 8: Chapter 27—“Russia and Japan: Industrialization Outside the West” (pp. 646-667). Europe, Middle East, & Asia covering the period 1700 C. E. to 1872 C. E.
- Lecture / PowerPoint—Just How Did You Do that Again?: How Japan Outmaneuvered the West
Week 9: “Part 6: The 20th Century in World History” (668-675) and Chapter 28—“International Contacts and Conflicts, 1914-1999” (pp. 676-705 covering the period 1914 C. E. to 1989 C. E.).
- Lecture / PowerPoint—The Proud Tower Falls: Western Civilization’s Brush with Self-Destruction
- World War I: The Death of Glory video program
Week 10: Chapter 29—“The West in the 20th Century” (pp. 706-727). Europe covering the period 1918 C. E. to 1992 C. E.
- World War I: The Death of Glory video program
- Lecture / PowerPoint—A World Restored or Armistice Between Rounds: The Challenge of Crafting a Durable Peace
- Lecture / PowerPoint—“Saisonstaaten:” The Failure of Democracy in Central & Eastern Europe
- Released Exam material given—DBQ from the 2002 released exam
Week 11: Chapter 30—“Russia and Eastern Europe” (728-751). Europe covering the period 1917 C. E. to 2000
- Lecture / PowerPoint—“Mr. Gorbachev, Tear Down This Wall:” From Bolshevik Revolution to Collapse of the USSR
Week 12: Chapter 31—“Japan and the Pacific Rim” (752-771). Asia covering the period 1920 C. E. to 1994 C. E.
- Lecture / PowerPoint—From Hiroshima to Hyundai Corporation: Rise of the Pacific Rim
Week 13: Chapter 32—“Latin America: Revolution and Reaction in the 20th Century (772-799). America covering the period 1910 C. E. to 1989 C. E.
• Lecture / PowerPoint—“I Took the Canal:” Making a Pathway between the Seas vs. Good Neighbor Politics
Week 14: Chapter 33—“Decolonization and Decline of the European World Order” (pp. 800-829). Europe, Middle East, Asia, America, & Africa covering the period 1880 C. E. to 1939 C. E.
• Lecture / PowerPoint—Peace in Palestine: The Impossible Dream?
• 2002 Released Exam material given—essay response
Week 15: Chapter 34—“Africa and Asia in the Era of Independence” (pp. 830-857). (Africa & Asia covering the period 1920 C. E. to 1994
• Lecture / PowerPoint—Gandhi: Power of Passive Resistance
• India: Emerging Power video program
Week 16: Chapter 35—“War and Revolution in China and Vietnam” (pp. 858-887). Asia covering the period 1750 C. E. to 1976 C. E.
• Lecture / PowerPoint—Cold War Warriors: Assigning Blame
• The Cold Warriors video program
Week 17: Chapter 36—“A 21st Century World: Trends and Prospects” (886-901) Cross-cultural connections covering the 21st century
• Bill Gates video program on impact on Internet
• Lecture / PowerPoint—The Global Village: High Hopes or Hopelessness?
Week 18: Tie loose ends & begin Spring Final Semester Exams
Week 19: Complete Final Exams—Thursday, May 14th

---

World Civilizations Final Exam
Fall Semester
Wednesday, December 8th, 2015