

**ESSEX COUNTY COLLEGE**  
**Humanities Division**  
**Hist 102 – World Civilization II**  
**Course Outline**

**Course Number & Name:** Hist 102 World Civilization 2

**Credit Hours:** 3.0    **Contact Hours:** 3.0    **Lecture:** 3.0    **Lab:** N/A    **Other:** N/A

**Prerequisites:** Grades of “C” or better in RDG 096 and ENG 096 or ESL 105 AND ESL 106 or placement;  
**Note:** It is suggested that HST 101 be completed before registering for HST 102

**Co-requisites:** None

**Instructor:** Prof. Jennifer Wager

**Email:** TBA

**Office Hours:** By appointment

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**Course Description:** This course is the second half of a two-semester sequence. It examines aspects of the major social, political, economic, religious, and intellectual developments of World Civilization from the 1500's to the current modern period. Emphasis is placed on the ideas and institutions that have shaped the culture of world civilization.

**Textbook:** *Worlds Together– Worlds Apart* (Concise edition) - Tignor, Adelman, Aron, Brown, Elman, Kotkin, et. al, W. W. Norton & Co. London- New York ISBN: 978-0-393-66856-8.

**General Education Goals:** Hist 102 is affirmed in the following General Education Foundation Category: Historical Perspective. The corresponding General Education Goal is as follows: Students will understand the historical events and movements in world society and assess their subsequent significance.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. Demonstrate knowledge of some of the fundamental concepts and theories of historical events and ideas related to modern human societies.
2. Evaluate global exchanges and perspectives in the context of social, political, religious and intellectual traditions: and

3. Read, analyze, organize and synthesize evidence, historical problems, and interpretations connected to the history of world civilization.

**Measurable Course Performance Objectives (MPOs):** Upon successful completion of this course, students should specifically be able to do the following:

1. Demonstrate knowledge of some of the fundamental concepts and theories of historical events and ideas related to modern societies. In particular, be able to trace the development of the increasingly interconnected nation:

- 1.1 *Identify and describe key terms, names, and places of major eras.*

- Evaluate the validity of various interpretations of historical events and institutions.*

- 1.2 *Clarify and summarize information pertaining to historical events and ideas in a weekly journal.*

2. Evaluate global exchanges and perspectives in the context of social, political, religious, and intellectual traditions:

- 2.1 *identify places and trade routes on historical maps;*

- 2.2 *discuss social structures, religious ideas and institutions, and intellectual traditions*

3. Read, analyze, organize and synthesize evidence, historical problems, and interpretations connected to the history of world civilizations:

- 3.1 *use primary and secondary sources to show how historical problems are confronted;*

- 3.2 *conduct INTERNET research and explore reliable resources on the history of world civilizations.*

**Methods of Instruction:** Instruction will consist of lectures, PowerPoint presentations, overhead visual aids, collaborative group work, use of the INTERNET to access databases and scholarly articles and films.

**Outcomes Assessment:** Quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the papers for the presence of course perspectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/ or curricular revisions.

**Attendance Policy:** Regular and prompt attendance is essential for academic success. Faculty members take attendance at each scheduled class session. Students are expected to attend and be on time for

all classes. Individual faculty members may establish specific attendance policies. Attendance records will be turned in to the appropriate Division/Department Chair and/or Program Director at the end of the term and in the interim upon request. Any students with more than three unexcused absences will automatically fail the course.

**Course Requirements:** All students are required to:

1. Read the textbook and handouts as assigned.
2. Actively participate in class discussions and collaborative groups.
3. Complete all papers, homework assignments, and oral reports on time.
4. Take all scheduled quizzes and exams.

**Methods of Evaluation:** Final course grades will be computed as follows:

<b>Grading Components</b>	<b>% of final course grade</b>
<ul style="list-style-type: none"> <li>● <b>Journal and Class Participation</b> A perusal of journal entries and an analysis of class discussions will provide evidence of student mastery of course objectives.</li> </ul>	<b>25%</b>
<ul style="list-style-type: none"> <li>● <b>Final Paper</b> (date specified by the instructor) Final paper on topics related to course objectives will show evidence of the extent to which students meet course objectives.</li> </ul>	<b>25%</b>
<ul style="list-style-type: none"> <li>● <b>Midterm Exam</b> The same objectives apply as with papers – students are expected to demonstrate critical and independent thought as they examine a topic related to course objectives.</li> </ul>	<b>25%</b>
<ul style="list-style-type: none"> <li>● <b>Quizzes</b> Quizzes will also show evidence of the extent to which students meet course objectives.</li> </ul>	<b>25%</b>

**Grading System:**

<b>A</b>	<b>90% - 100%</b>	<b>Superior</b>
<b>B+</b>	<b>87% - 89%</b>	<b>Very Good</b>
<b>B</b>	<b>80% - 86%</b>	<b>Good</b>
<b>C+</b>	<b>77% - 79%</b>	<b>Above Average</b>
<b>C</b>	<b>70% - 76%</b>	<b>Satisfactory</b>
<b>D</b>	<b>60% - 69%</b>	<b>Passing</b>
<b>F</b>	<b>59% - 0</b>	<b>Failing</b>

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** This is a tentative course schedule, the instructor reserve the right to make changes on it to make it better for the student`s development. Notice will be given should any changes take place. Primary Source documents relevant to the readings will be provided to the student to analyze and discuss during class.

## Class Meeting

(90 minutes)

Topics to be Covered/ Class Activities

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### WEEK ONE

Days 1 – 2

#### ***Orientation & Course Introduction/Review of Class Syllabus***

Class 1: Orientation and introduction to course, ice breaker

Class 2: Introduction to world maps. Look at various maps over time.

Map making in small groups

*Homework: Read Chapter 11 and respond to study questions in the journal*

3 – 5

#### ***Chapter 11 - Crises and Recovery in Afro-Eurasia, 1300-1500***

Primary source analysis: Ming Dynasty documents, African kingdoms maps,

Islamic Golden Age scientific discoveries

Films: excerpts from Zheng He, African & Islamic Golden Age kingdoms,

Ibn Battuta journeys

*Homework: Read Chapter 12 and respond to study questions in journal*

### WEEK TWO

6

#### ***Chapter 12 - Contact, Commerce, and Colonization, 1450-1600***

Primary source analysis: Colonization diaries, Mayan Codices

#### **QUIZ on reading and terms**

*Homework: Read Chapters 13 & 14 and respond to study questions in journal*

7 – 8

#### ***Chapter 13 & 14 - Worlds Entangled, 1600- 1750/Cultures of Splendor and Power, 1500-1780***

Primary Source: OLAUDAH EQUIANO narrative, Mughal Empire,

Qing Dynasty documents, Queen Nzinga’s letters

Activity: Global trade routes examined

*Homework: Read Chapter 15 and respond to study questions in journal*

9 – 10

**Chapter 15 - Reordering the World, 1750-1850**

Primary source documents: Frederick Douglass speech, Toussaint L’Ouverture’s Speeches and Letters, science and technology developments in Asia

**QUIZ on reading and terms**

*Homework: Read Chapter 16 and respond to study questions in journal*

WEEK THREE

11 –12

**Chapter 16 - Alternative Visions of the Nineteenth Century**

Primary Source: The Communist Manifesto and class analysis as seen from around the world

13

**Review - MIDTERM EXAM**

14 – 15

**Chapter 17- Nations and Empires, 1850 - 1914**

Primary Source document analysis: WWI documents & founding of Republic of China, British Raj/”Hindu Renaissance,” anti-slavery and independence movements in Latin America

*Homework: Read Chapter 18 and respond to study questions in journal*

WEEK FOUR

16 – 17

**Chapter 18 - An Unsettled World, 1890-1914**

Primary Source: Qiu Jin essay/poem and Alexandra Kollontai, The Social Basis of the Woman Question (1909)

Activity: Develop global manifesto for 21st century women in groups

**QUIZ on reading and terms**

*Homework: Read Chapter 19 and respond to study questions in journal*

18 – 19

**Chapter 19 - Of Masses and Visions of the Modern, 1910 -1939**

Class 18: Primary Source document: V.I. Lenin excerpt & October by S. Eisenstein

*Homework: Read Chapter 20 and respond to study questions in journal*

## WEEK FIVE

20 – 21

**Chapter 20 - The Three- World Order, 1940- 1975****QUIZ on reading and terms**

Primary Source analysis: excerpts from Mao Zedong and founding of the People's Republic of China and Kwame Nkrumah's Neo-Colonialism, the Last Stage of imperialism, clips from US nuclear war

*Homework: Read Chapter 21 and respond to study questions in journal*

22 – 23

**Chapter 21 - Globalization, 1970 - 2000**

Neoliberalism/Imperialism 2.0 unleashed

Activity: Analysis of trade routes and key documents revisited

*Homework: Reading and respond to study questions in journal*

24

**Epilogue - 2001 - Present**

Primary Source: Arundhati Roy's "Capitalism: A Ghost Story"

25

**FINAL PAPER DUE/Class wrap up**