



Figure 1: Owens Logo.

HIS 152 World Civilization II
Course Syllabus
SEMESTER
School of Liberal Arts

Course Name:	HIS 151 World Civilization II
Course & Section Number:	HIS 152-XXX
Meeting Day(s) & Time(s):	
Credits:	3
Contact Hours:	3
Text:	<i>The Heritage of World Civilizations, Volume 2</i>
Instructor's Name:*	
Office Hours and Location:	
OCC Phone:	
OCC Email:***	
Additional Contact Information:	

*Please call me NAME.

***Please use only Owens email for course communications.

Catalog Description:

Traces and evaluates key developments in non-Western and Western civilizations from the Renaissance to the present. Special emphasis is placed on the religious conflict; militarism; intellectual, cultural and political revolutions; formation of modern nation-states, and post-colonialism. This is an Arts and Humanities elective and is available as a web course.

Prerequisite: None

Course Materials:

If a print book, e-book, or access code is required for class, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called “Find Books” on the course schedule for each course section. See the example below.

60483	ACC239-226	Quickbooks				3	\$95	25	6
Full Term		August 28 - December 14, 2023		Web Based Course		[Course Info] [Find Books] [Webcourse Info]			
	-	Aug. 28 - Dec. 14, 2023		J. Rosenthal		Class	Online (traditional)		
Class requires computer and Internet access									
Course Attributes: General Elective									
Last day to add: Sep. 01, 2023 -- Last day to drop: Dec. 14, 2023									
Refund deadlines: Sep. 01, 2023 (full refund) -- Sep. 08, 2023 (60%) -- Sep. 15, 2023 (50%)									
Lab Fee Breakdown: Course Materials \$35, E-Learning \$60									

Craig, Albert M., et al. *The Heritage of World Civilizations*. 10th ed., vol. 2, Pearson, 2016.



Martin Luther Ninety-Five Theses (primary source) <https://www.luther.de/en/95thesen.html>

“The Royal Court at Versailles” (article)

<https://en.chateauversailles.fr/discover/resources/versailles-and-royal-court#the-royal-court-at-versailles>

James I Speech to Parliament (primary source)

<https://history.hanover.edu/courses/excerpts/eurjam1.html>

English Bill of Rights (primary source) https://avalon.law.yale.edu/17th_century/england.asp

Rene Descartes *Meditations on First Philosophy* (primary source)

<https://www.earlymoderntexts.com/assets/pdfs/descartes1641.pdf>

“Diego Rivera Murals at SEP in Mexico City” (article) <https://charcotrip.com/en/diego-rivera-murals-mexico-city/>

Porfirio Diaz (article) <https://themexicanrevolution1910.weebly.com/porfirio-diaz.html>

Otto von Bismarck (article) <https://www.heritage-history.com/index.php?c=resources&s=char-dir&f=bismarck>

Alexander II Emancipation Manifesto (primary source)
<https://alphahistory.com/russianrevolution/alexander-ii-emancipation-manifesto-1861/>

“Einstein’s Theory of Relativity” (article)
https://www.ducksters.com/science/physics/theory_of_relativity.php

“The Meiji Restoration and Modernization” (article)
https://afe.easia.columbia.edu/special/japan_1750_meiji.htm
Mohandas K. Gandhi “Gokhale: My Political Guru” (primary source)
https://www.mkgandhi.org/ebks/Gokhale_MyPoliticalGuru.pdf

Muhammad Ali Jinnah “Speech of 6 December 1945” (primary source)
<https://www.nationalarchives.gov.uk/education/resources/indian-independence/jinnah-calls-pakistan/>

Jawaharlal Nehru Letter to Martin Luther King, Jr. (primary source)
<https://kinginstitute.stanford.edu/king-papers/documents/jawaharlal-nehru>

Nanjing Massacre (article) <https://sfi.usc.edu/collections/nanjing-massacre>

“Yellow River Flood, 1938-1947” (article) <https://disasterhistory.org/yellow-river-flood-1938-47>

“The Gang of Four Trial” (article)
<https://law2.umkc.edu/faculty/projects/ftrials/gangoffour/Gangof4.html>

“Saboteur” (short story) <https://english101490.wordpress.com/wp-content/uploads/2017/04/saboteur-ha-jin.pdf>

What You Will Learn in the Course

Course Objectives:

This course will provide students the opportunity to:

1. Examine the central political, economic, social, and cultural developments beyond the traditionally limited focus of Europe and North America through lectures, critical readings, and discussions.

2. Through appropriate media, expose students to primary texts as well as historical and cultural artifacts, which may include examples of architecture, works of art, and music.
3. Through tests or quizzes, determine students' abilities to understand the cause-and-effect relationships associated with specific events or historical periods.
4. Through tests or quizzes or a project paper, determine students' ability to understand and articulate divergent historical interpretations.
5. In an assigned written project which employs an appropriate citation system, require students to analyze and interpret primary sources to examine a historical case which is open to divergent interpretations. Students will analyze first person accounts and visual evidence.
6. Via state-of-the-art technology, prepare students to access electronic materials to support the course's student learning outcomes.

Student Learning Outcomes:

Students will:

Outcome	Where Assessed
1. Apply critical thinking as to analyze primary and secondary sources (i.e., historical analysis of text).	Course Project Discussion Boards 1-8
2. Explain the cause, effect and relevance of specific historical events and/or periods within the broader historical context.	Course Project Tests 1-4
3. Understands and articulate diverse historical interpretations.	Course Project
4. Clearly demonstrate the ability to understand and apply basic historical concepts, methodologies, and approaches.	Course Project Test 1-4 Discussion Boards 1-8
5. Articulate historical arguments in a variety of forms of communication.	Course Project Discussion Boards 1-8
6. Construct a project which examines a historical problem which is open to divergent historical interpretations. This project will draw the bulk of its support from <i>primary</i> sources, and the resulting paper or papers will exceed 1500 words and employ either <i>Chicago Manual of Style</i> , APA, or MLA citation practices.	Course Project

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Where Assessed
Communicate effectively.	Course Project
Act with professional responsibility.	Course Project Discussion Boards 1-8
Demonstrate sensitivity to others' beliefs and values.	Course Project
Think analytically, critically, and creatively.	Course Project

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit [Disability Resource Center \(DRC\)](#), or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: [Learning Commons - Tutoring](#).

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at [Counseling Services](#).

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: [Center for Campus & Community Connections](#) or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit [Library](#).

*****Students can find more information on campus resources, student support, student life, and security at this [link](#).*****

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: [3358:11-2-63 Accommodation for a Student Absence for the Observance of Religious Beliefs and Practices Policy](#)

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course requires you to complete various assignments that assess your understanding and application of the course content. You are expected to do your own work and cite any sources you use properly. You are not allowed to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to complete any part of your assignments. Any attempt to use these tools will be considered academic misconduct and will be dealt with according to the Owens Community College academic integrity policy. Students are expected to complete all work independently and without the assistance of AI-generated content. If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor *before* submitting your work.

Student Responsibilities and Instructor Expectations

Instructor Responsibilities:

Instructional Methods

Weeks will feature central questions or themes. The resolution to these questions or problems will come from a synthesis of information and strategies gained by a combination of preparatory reading, instructor's brief videos, and discussion board topics.

Technical Support

If you experience a problem accessing materials, you may contact me; however, my technical expertise is limited. If you have trouble viewing video clips or video meetings in Blackboard, it's often a matter of the web browser. Google Chrome is ideal. Firefox offers some glitches. Others present varying degrees of difficulty. If a Discussion Board or Test is missing, it might be a matter that the deadline for submission has passed; that's why it might be a good idea for you to fill your personal calendar with reminders.

Otherwise, technical problems with this course may be resolved via contact with the Owens Help Desk at 1-800-GO-OWENS ext. 7120 or 567-661-7120. At times, a service request may bring help more quickly. Here is the link: <https://owens-confluence.atlassian.net/servicedesk/customer/user/login?destination=portals>.

Course Web Site

All class discussions, assignments, handouts, tests, and paper submissions will take place from the Blackboard course site. Full access to the site opens on the first day of the semester.

Attendance

Course attendance will be determined by the instructor based on the time of completion of graded activities.

Student Responsibilities:

Discussion Board Posts

As part of an effort to build an engaged and cohesive class community, Discussion Board posts will be written during the semester. This activity will address a critical issue or issues from either the previous or present week of the course's content. Each will be worth five points with a maximum of forty total points allotted for Discussion Board posts. (The highest eight will count for credit.) Because of their mission to aid in progress at specific points in the semester's material, posts may not be made up past their deadline. AI may not be used in their composition.

Tests

Tests reflect progress at specific times in the semester and are open during limited time windows. Make-up Tests are not automatically scheduled. Tests may be made up only with the permission of the instructor. No Tests may be made up after one week except as a component of an instructor-approved incomplete. Make-up Tests may not necessarily be identical to the ones during the scheduled window to protect the integrity of the originals. Neither the web nor AI may be used in answering Test questions.

Course Project

The Course Project Materials tab located in the class's Blackboard site contains the resources for the Course Project. For Projects to meet the course's Learning Outcomes and be graded for credit, they must be based on one of the options presented. Late Projects will earn one letter grade less per day that they are late. AI may not be used in the composition of the Course Project. These criteria determine the grade which a project earns:

- development/clarity/accuracy of thesis
- depth of support incorporating appropriately documented, attributed quoted material, paraphrases, and concrete detail from the primary source materials in the Course Project Option selected
- competence of argument, synthesis, and conclusion
- quality/clarity of writing including transitions, sentence structure, style, word choice, and grammar
- consistent inclusion of an appropriate citation system
- Avoidance of AI

Projects will be graded on a holistic basis.

Communication

The best way to communicate with me regarding individual problems or questions is an email to me at my previously listed email account (EMAIL). Please use your Ozone email address, as Outlook tends to block other points of origin as suspicious. Please be certain to include a subject line which includes your course and section number. That will speed my ability to help you.

How Grades are Determined and Major Assignments:

Grading Procedure:

<i>Evaluation Measure</i>	<i>Outcome Assessed</i>	<i>Value</i>
Test #1	2,4	65 points
Test #2	2,4	65 points
Test #3	2,4	65 points
Test #4	2,4	65 points
Discussion Boards (highest 8 @ 5 points each)	1,4,5	40 points
Course Project	1,2,3,4,5,6	100 points
Total		400 points

Grading Scale (based on total point accumulation):

A=360-400

B=320-359

C=280-319

D=240-279

F=0-239

No extra credit is available in this course.

What Will Our Classroom Environment Be Like?

General Atmosphere:

At its best, college brings an opportunity to learn and grow together in a place that escapes stress and conflicts. The following ways have worked very well over the years:

- arrive to class on time
- stay for the entire class
- avoid running conversations unrelated to the class material
- avoid disrespectful, disruptive, abusive, or threatening discourse or actions
- place phones where they won't distract anyone in the class

Respectful Class Communication:

Email will likely be our most frequent means of communication outside of class. If we all think about the type of email we would like to receive before we hit “send,” all should be well.

We will respect each other in all our class transactions.

Tentative Class Assignments:

Day/Date	SLO	Topic	Assignment
DATE		Introduction Europe 1500-1650: Expansion, Reformation, and Religious Wars	Chapter 16 (419-450)
DATE		Europe 1500-1650: Expansion, Reformation, and Religious Wars	Chapter 16 (419-450)
DATE		Europe 1500-1650: Expansion, Reformation, and Religious Wars	Chapter 16 (419-450)
DATE	1,4,5	Europe 1500-1650: Expansion, Reformation, and Religious Wars Conquest and Exploration: The Development of the Transatlantic Economy	Chapter 16 (419-450) Chapter 17 (452-480) Discussion Board
DATE		Conquest and Exploitation: The Development of the Transatlantic Economy	Chapter 17 (452-480)

DATE	2,4	Conquest and Exploitation: The Development of the Transatlantic Economy East Asia in the Late Traditional Era	Chapter 17 (452-480) Chapter 18 (481-496) TEST #1
DATE		East Asia in the Late Traditional Era	Chapter 18 (481-496)
DATE	1,4,5	State Building and Society in Early Modern Europe	Chapter 19 (523-557) Discussion Board
DATE		State Building and Society in Early Modern Europe	Chapter 19 (523-557)
DATE	1,4,5	The Last Great Islamic Empires 1500-1800	Chapter 20 (558-579) Discussion Board
DATE		The Age of European Enlightenment	Chapter 21 (580-607)
DATE	2,4	The Age of European Enlightenment	Chapter 21 (580-607) TEST #2
DATE	2,4	Revolutions in the Transatlantic World	Chapter 22 (608-637)
DATE		Revolutions in the Transatlantic World	Chapter 22 (608-637) Discussion Board
DATE		Revolutions in the Transatlantic World	Chapter 22 (608-637)
DATE	1,2,3,4,5,6	Political Consolidations in Nineteenth-Century Europe and North America	Chapter 23 (638-669) COURSE PROJECT
DATE		Political Consolidations in Nineteenth-Century Europe and North America	Chapter 23 (638-669)

DATE	1,4,5	Northern Transatlantic Economy and Society, 1815-1914	Chapter 24 (670-702) Discussion Board
DATE		Northern Transatlantic Economy and Society, 1815-1914 Latin America: From Independence to the 1940s	Chapter 24 (670-702) Chapter 25 (704-726)
DATE	2,4	Latin America: From Independence to the 1940s	Chapter 25 (704-726) TEST #3
DATE		India, the Islamic Heartlands, and Africa 1800-1945	Chapter 26 (727-755)
DATE	1,4,5	India, the Islamic Heartlands, and Africa, 1800-1945	Chapter 26 (727-755) Discussion Board
DATE		Imperialism and World War I	Chapter 28 (794-822)
DATE	1,4,5	Imperialism and World War I	Chapter 28 (794-822) Discussion Board
DATE		Modern East Asia	Chapter 27 (759-793)
DATE	1,4,5	Modern East Asia World War II	Chapter 27 (759-793) Chapter 30 (861-868) Discussion Board
DATE		Modern East Asia World War II East Asia: The Recent Decades	Chapter 27 (759-793) Chapter 30 (861-868) Chapter 32 (915-942)
DATE	1,4,5	East Asia: The Recent Decades	Chapter 32 (915-942) Discussion Board

DATE		Postcolonialism and Beyond: Latin America, Africa, Asia, and the Middle East	Chapter 33 (943-963)
DATE	2,4		TEST #4

Note: Pages here are keyed to Craig's *The Heritage of World Civilizations* print edition. More targeted section numbers can be inferred from the topic areas listed in the individual chapter sheets in the Learning Modules in Blackboard.

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.