



SAN IGNACIO
UNIVERSITY
MIAMI, USA

Date		Credits	3 Credits
Course Title	World History	Course Number	WH 20400
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45 Hours 16 weeks		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107th Avenue Suite 301
Doral, FL 33178

Name and Contact Information of Instructor

Book required

(The Institution recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Voyages in World History, 2nd Edition, Hansen/Curtis,
ISBN10: 1-133-60781-0, ISBN13: 978-1-133-60781-6,
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Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description

The purpose of this course is to help students to understand an overview of world history in a chronological way. Among the topics studied we have: The first civilizations, Patterns of civilization, the new world, Industrialization, Nationalism, World wars, and Global Civilization.

Learning Objectives

At the end of this course the student will be able to:

- To discuss the first civilizations and the rise of empires (prehistory to 500 C.E.)
- To describe early humans and the first civilization and Ancient India
- To explain and discuss china in antiquity and describe the civilization of the Greeks
- To identify and discuss the first world civilizations: Rome, China, and the emergence of the silk road
- To discuss the new patterns of civilization (500-1500 C.E.) and explain the Americas
- To evaluate the ferment in the middle east and discuss the rise of Islam
- To explain the early civilization in Africa and describe the expansion of civilization in south and southeast Asia
- To describe the flowering of traditional china and the east Asian rimlands in early Japan, Korea, and Vietnam
- To discuss the making of Europe and the byzantine empire and crisis and recovery in the west
- To describe new encounters and the creation of a world marked and discuss Europe transformed by reform and stat building
- To discuss the Muslim empires, east Asian world and the west on the eve of a new world order

- To evaluate the beginnings of modernization and industrialization and nationalism in the nineteenth century
- To describe the America and society and culture in the west and describe the high tide of imperialism
- To explain the shadow over the Pacific and describe east Asia under challenge
- To describe the beginning of the twentieth-century crisis and discuss the war and revolution
- To summarize the nationalism, revolution and dictatorship in Asia, the middle east, and Latin America from 1919 to 1939
- To discuss the deepening crisis in world war II and describe the shift toward global civilization in the world since 1945

Topical Outline and Schedule

DATE	WEEK 1
SPECIFIC OBJECTIVES	<p><i>Ch. 1 The Peopling of the World, to 4000 B.C.E.</i></p> <p><i>Ch. 2 The First Complex Societies in the Eastern Mediterranean, ca. 4000-550 B.C.E.</i></p> <ul style="list-style-type: none"> • Understand how the process of human evolution worked and have a basic understanding of the different stages of that evolution. • Be familiar with some of the basic debates among scientists about the evolution of the human. • Understand the relationship between the evolution of the human form and geography. • Understand the connections between geography and the development of human cultures and societies. • Understand the concept of migration, both of peoples and of ideas. • Describe the general appearance, organization, and social divisions of the major Mesopotamian cities and of pharaonic Egypt. • Describe the importance of the development of bronze tools and the wheel. • Understand how and why writing was developed in Sumer and Egypt. • Discuss how written laws were developed and the general characteristics of Hammurabi's law code. • Understand the geography of the Nile Valley and how important the annual summer flood of the Nile.
TOPIC (S)	Syllabus Discuss Library Orientation Course, Instructor to verify completion

LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discussion of Syllabus • Review Key Terms • Group discussion
HOMEWORK & ASSIGNED READINGS	<p>Complete the Library Orientation Course. Instructor to verify completion.</p> <p>Homework: Read Chapter 1 and 2 pp. 4-54 First Humans in Africa Family & Society Arts & Ideas The Great Flood The Significance of the Nile River and the Pharaoh Opposing Viewpoints Chapter Review</p>
DATE WEEK 2	
SPECIFIC OBJECTIVES	<p style="text-align: center;"><i>Ch. 3 Ancient India/ Rise of Buddhism, 2600 B.C.E.-100 C.E.</i></p> <p style="text-align: center;"><i>Ch. 4 Blueprint for Empire: China, 1200 B.C.E.-220 C.E.</i></p> <ul style="list-style-type: none"> • Describe the basic features of the Harappan urban settlements. • Understand what is meant by <i>Aryan</i>, in relation to the Vedic peoples. • Describe the breakdown of Vedic social stratification. • Describe the status of women in Vedic society. • Explain and describe what a varna is. • Discuss the life of the Buddha. • Discuss the life of Ashoka. • Understand the multiregional nature of Indian Ocean trade. • Understand what kinds of agriculture developed in China. • Understand that Chinese identity was based on linguistic identity. • Identify the basic features of the Shang, Zhou, Qin, and Han dynasties. • Explain the Mandate of Heaven theory and apply it to a specific dynasty. • Define the basic components of Confucianism, Daoism, and Legalism, and be able to associate them with specific dynasties. • Describe the innovations of the first Qin emperor. • Discuss the relationship between the Chinese of the Qin and Han dynasties with the Xiongnu and other neighboring peoples.
TOPIC (S)	Discuss Final Class Project & Presentation, List of Topics

	<ul style="list-style-type: none"> • Describe the dawn of Chinese civilization and discuss the land and people of china • Discuss the Shang Dynasty of the china in antiquity • Evaluate the Zhou Dynasty and the political structures, economy and society and ancient philosophy • Describe the Chinese culture and discuss the metal work, sculpture , language, literature, and music
LEARNING ACTIVITIES	<p>Participate in a forum.</p> <ul style="list-style-type: none"> • Instructor led group discussion • CourseMate • Review: Chapter Summary
HOMEWORK & ASSIGNED READINGS	<p>Homework: Chapter 3-4 pp. 58-105</p> <p>Religion & Philosophy Comparative Essay Family & Society Politics & Government Opposing Viewpoints Chapter Review</p>
DATE	WEEK 3
SPECIFIC OBJECTIVES	<p><i>Ch. 5 The Americas and the Islands of the Pacific, to 1200 C.E.</i></p> <p><i>Ch. 6 New Empires in Iran and Greece, 2000 B.C.E.-651 C.E.</i></p> <ul style="list-style-type: none"> • Understand the development of maize agriculture and the significance of that crop to Mesoamerican cultures. • Be able to compare the Olmec, Teotihuacan, and Mayan civilizations. • Understand the character of Mayan writing and its importance for historians in understanding Mayan culture. • Be able to describe a typical Mayan city, such as Copán. • Understand the role of warfare in the Mayan culture. • Be able to discuss several theories for the decline of the Maya, North American peoples, and Andean societies. • How Athens and Sparta differ. • Define democracy and describe the effects of the Persian and Peloponnesian War have on Greek civilization • Evaluate how Alexander the great was able to amass his empire
TOPIC (S)	<p>Discussion of student topic selection, library research, tentative bibliography</p> <ul style="list-style-type: none"> • Evaluate and describe the early civilizations in Central America

	<ul style="list-style-type: none"> Analyze the first civilizations in South America Describe and discuss the Stateless societies in the Americas
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Analysis of reading Group discussion Participate in a forum
HOMEWORK & ASSIGNED READINGS	<p>Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography</p> <p>Due: Project Topic Due: Tentative Bibliography</p> <p>Homework: Chapter 5-6 pp. 110-164 Politics & Government Interaction & Exchange Family & Society Opposing Viewpoints Religion & Philosophy Arts & Ideals Chapter Review</p>
DATE	WEEK 4
SPECIFIC OBJECTIVES	<p><i>Ch. 7 The Roman Empire and the Rise of Christianity, 509 B.C.E.-476 C.E.</i></p> <p><i>Ch. 8 Hindu and Buddhist States and Societies in Asia, 100-1000.</i></p> <ul style="list-style-type: none"> Discuss how Rome achieved its empire from 264-133 B.C.E and the problems it faced while growing Identify the chief features of the Roman Empires in the second century. Explain what reforms did Diocletian and Constantine institute Describe the characteristics of Christianity that lead to its growth and triumph. Understand the changes that took place within Buddhism in India after the collapse of the Mauryan Empire. Describe the rise of Hinduism and its relationship to the political states of north and south India. Discuss the rise of the Kushan and Chola empires, and how both interacted with Hinduism. Discuss the spread of Hinduism, Buddhism, and Sanskrit literacy to the inland kingdoms such as the Angkor dynasty.

	<ul style="list-style-type: none"> • Discuss the introduction of Buddhism into China and how it was modified to suit the Chinese culture.
TOPIC (S)	<p>Due: Project Topic Due: Tentative Bibliography</p> <ul style="list-style-type: none"> • Describe the innovations of the Tang dynasty to the economic, legal, religious, and educational systems of China. • Understand the factors that caused the slow decline of the Tang dynasty. • Discuss the relationship between the Korean kingdoms and Japan during the Han, Sui, and Tang dynasties. • Describe the development of the Koguryo and Silla kingdoms. • Describe the development of the Yamato dynasty in Japan and the shifts in power from one clan to another.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Review: Key Terms • Carry out a micro-class • Group discussion
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project</p> <p>Homework: Homework: Chapter 7-8 pp. 166-228 Politics & Government Interaction & Exchange Family & Society Opposing Viewpoints Religion & Philosophy Arts & Ideals Chapter Review</p>
DATE	WEEK 5
SPECIFIC OBJECTIVES	<p><i>Ch. 9 Islamic Empires of Western Asia and Africa, 600-1258.</i></p> <p><i>Ch. 10 The Multiple Centers of Europe, 500-1000.</i></p> <ul style="list-style-type: none"> • Describe the pre-Islamic religion of the Bedouin and other peoples of Arabia. • Understand the role of Muhammad in Islam, and how the religion connects to pagan Arab, Jewish, and Christian faiths. • Describe how the succession of Caliphs was determined, what

	<p>controversies arose over that succession, and how the Umayyad and Abbasid caliphates were established.</p> <ul style="list-style-type: none"> • List and discuss the Five Pillars and their role in the daily life of Muslims. • Describe how Islam conquered states in Egypt and Sasanian Persia and what the relationship was between the Muslims and the conquered peoples, including slavery. • Discuss the successes (military and legal) and the failures of Justinian and Theodora. • Discuss the impact of the plague on the Byzantine Empire, economically, culturally, and politically. • Describe the iconoclast controversy, what the two sides were, and how it was resolved. • Understand how Germanic society was organized and what role family and war band units played in it. • Describe the rise of the Merovingian dynasty and the importance of Clovis's conversion to Christianity. • Discuss the emergence of monasteries in Western Europe and what roles they served. • Understand how Charlemagne was both like and unlike his Merovingian predecessors.
TOPIC (S)	<ul style="list-style-type: none"> • Understand who the Vikings were, why they were successful as raiders, and what impact (politically, economic, and culturally) their raids had on Western Europe. • Describe the pagan religion of the Scandinavians and how conversion to Christianity changed their culture.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • A review of literature • Check of the reading • Group discussions
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Chapter 9-10 pp. 228-283 Politics & Government Interaction & Exchange Family & Society Opposing Viewpoints Religion & Philosophy Comparative Essay Arts & Ideals Chapter Review</p>



DATE		WEEK 6
SPECIFIC OBJECTIVES	<p><i>Ch. 11 Expanding Trade Networks in Africa and India, 1000-1500.</i></p> <p><i>Ch. 12 China's Commercial Revolution, ca. 900-1276.</i></p> <ul style="list-style-type: none"> • Understand the diversity of African geography and languages and how agriculture and languages spread. • Discuss the organization of pre-1000 sub-Saharan villages. • Discuss the rise of states such as Ghana and Mali. • Describe the characteristics of the trans-Saharan slave trade. • Understand what the Song did and did not change about how the Chinese imperial government was organized and how it operated. • Discuss the relationship between the Song and the Jurchen peoples before and after the overthrow of Keifeng in 1127. • Discuss how the shift in population to the south led to a change in agriculture and to an increase in the population. • Discuss the implications of bound feet for the social status of women. 	
TOPIC (S)	<ul style="list-style-type: none"> • Understand how the civil service examinations were used and how they changed during the Song period. • Describe Neo-Confucianism and how it was influenced by classical Confucianism and Buddhism. • Describe the relationship between Song China and Korea, Vietnam, and Japan and how those relationships changed. 	
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Participate in a forum • Instructor led group discussion • Analysis of reading 	
HOMEWORK & ASSIGNED READINGS	<p>Chapter 11-12 316-342 Politics & Government Interaction & Exchange Family & Society Religion & Philosophy Arts & Ideals Chapter Review</p>	
DATE		WEEK 7
SPECIFIC OBJECTIVES	<p><i>Ch. 13 Europe's Commercial Revolution, 1000-1400.</i></p> <p><i>Ch. 14 The Mongols and Their Successors, 1200-1500.</i></p>	

	<ul style="list-style-type: none"> • Discuss how the introduction of crop rotation, iron plows, and water mills. • Describe the role and purpose of the guilds in medieval urban society. • Discuss the changes in the social order that occurred after 1000. • Describe the nomadic nature of pre-Chinggis Khan Mongolian peoples and herding lifestyle. • Discuss the rise to power of Chinggis Khan and how his reorganization of the Mongol warriors. • Discuss the relationship between Mongols and Europeans in the 1240s. • Discuss how the postal relay system was used to transfer ideas and transport people efficiently throughout the Mongol Empire. • Discuss the variety of ideas and technologies that were introduced to the Mongols by the people they conquered. • Understand the internal cultural and political rivalries that led to the collapse of the Mongol Empire.
TOPIC (S)	<ul style="list-style-type: none"> • Describe the basic religious principles of the Mongols and how they easily, merged Christianity into those beliefs. • Describe the basic social class structure of the Mongols and how they • Divided labor by gender. • Discuss how the Black Death, Hundred Years' War, and Great Schism reshaped the political and social culture of Europe.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Group discussion • Carry out a micro-class • Review: Chapter Summary
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project</p> <p>Homework: Chapter 13-14 pp. 342-400</p> <p>Film& History</p> <p>Comparative Essay</p> <p>Causes of the black Death</p> <p>Opposing View Points</p>
DATE SPECIFIC	WEEK 8

OBJECTIVES	<p><i>Ch. 15 Maritime Expansion in the Atlantic World, 1400-1600.</i></p> <p><i>Ch. 16 Maritime Expansion in Afro-Eurasia, 1500-1700.</i></p> <ul style="list-style-type: none"> • Understand how the Aztec and Inca societies were organized, what the individual social classes were, and how they related to the political system of each empire. • Discuss the role of human sacrifice in the daily lives of the Aztec and how it was used to also build an empire over neighboring peoples. • Discuss how the Inca treated conquered peoples. • Discuss how humanism differed from scholasticism and what the ultimate goal of humanist scholars was. • Understand the motivations of Henry the Navigator in promoting exploration in fifteenth-century Europe. • Discuss the religious and economic motives beyond the Portuguese slave trade of the fifteenth century. • Describe the Portuguese entrance into the Indian Ocean trade world and how they interacted with the local Indian, Muslim, African, Southeast Asian, and Chinese merchants. • Discuss the type of goods traded by the Portuguese in Indian Ocean and Southeast Asian trade. • Describe the economic innovations of the Dutch East India Company and how the Dutch were able to take over Indian Ocean trade. • Understand how the Dutch replaced the Portuguese as the dominant European power in Indian Ocean trade. • Understand how the Atlantic slave trade transformed the slave markets of West Africa. • Discuss how the Mughals promoted internal and external trade. • Describe how the Mughals incorporated local customs and Hindu religious identity in order to create a stable government.
TOPIC (S)	<ul style="list-style-type: none"> • Describe how the invention of movable type by Gutenberg changed how Europeans thought about texts and what that meant for humanism. • Describe what factors (internal and external to the region) limited and then weakened the Portuguese dominance of the Indian Ocean and East Asian trade in the early seventeenth century.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Group discussion • Check of the reading • Analysis of reading
HOMEWORK & ASSIGNED	<p>Continue research and work on final project Homework: Chapter 15-16 pp. 402-459</p>



READINGS	Politics & Government Comparative Essay Interaction & Exchange Family & Society Opposing Viewpoints Religion & Philosophy Chapter Review
DATE WEEK 9	
SPECIFIC OBJECTIVES	<p style="text-align: center;"><i>Ch.17 Religion, Politics, and the Balance of Power in Western Eurasia, 1500-1750.</i></p> <p style="text-align: center;"><i>Ch.18 Empires, Colonies, and Peoples of the Americas, 1600-1750.</i></p> <ul style="list-style-type: none"> • Describe the role of elite slaves in the Ottoman Empire. • Discuss how Süleyman incorporated both toleration and centralization in religion and legal matters in order to make the Ottoman Empire more successful. • Describe the religious differences between the Safavids and the Ottomans and what implications this had for Safavid-Ottoman-European relations. • Describe the rise of Russia as a state following the Ottoman conquest of Constantinople. • Discuss the persistence of serfdom in Russia. • Discuss both the extent and the limitations on Habsburg power in the sixteenth and seventeenth centuries. • Discuss the religious divisions in seventeenth-century France and England. • Understand how internal weakness, at the imperial and local levels, led to the invasion of Safavid Iran and collapse of the Safavid dynasty in the eighteenth century. • Discuss the economic problems faced by the Ottoman Empire in the eighteenth century. • Discuss royal absolutism as it was established and practiced by France, Austria, Prussia, and Russia in the eighteenth century. • Describe the Glorious Revolution and how it transformed England into a parliamentary monarchy.

LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Analysis of the examples raised in class • Instructor led group discussion • Review: Key Terms
DATE WEEK 10	
SPECIFIC OBJECTIVES	<p style="text-align: center;"><i>Ch.19 The Atlantic System: Africa, the Americas, and Europe, 1550-1807</i></p> <p style="text-align: center;"><i>Ch. 20 Empires in Early Modern Asia, 1650-1818.</i></p> <ul style="list-style-type: none"> • Describe the wealth and prestige of Songhai in the sixteenth century. • Understand why African slave labor was seen as economically viable and necessary to the sugar plantations of the Americas. • Understand the difference between a society with slaves and a slave society. • Describe some of the subtle and explicit ways slaves rebelled against their condition. • Discuss how maroon communities were created and what kinds of threats they posed for the plantation owners. • Describe some of the ways African slaves might acquire their freedom. • Understand what <i>fictive kinship</i> meant and how it differed from the status of slaves in the European system. • Discuss how the triangular trade in the Atlantic worked, and how it also connected to Indian Ocean trade. • Describe the wars between European countries in the eighteenth century and how they related to the colonies and Atlantic trade. • Discuss how the Manchus took over Ming China and how they formed a Ming-Manchu government under the Qing emperors. • Describe how Emperor Kangxi used Confucianism to establish a stable and strong Qing state in China. • Describe how the popularity of cotton cloth.
TOPIC (S)	<ul style="list-style-type: none"> • Discuss why the India Act of 1784 was passed and what changes it brought to the British presence in India. • Describe some of the ways that Tokugawa Japan differed from the other land-based empires of East Asia. • Discuss some of the economic changes that occurred in Tokugawa Japan and the social changes that resulted from them. • Compare the official Tokugawa policies for relations between Japan



	<p>and other states.</p> <ul style="list-style-type: none"> • Discuss the ecological problems facing the Tokugawa and what kinds of reforms were introduced by Yoshimune to deal with those problems.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discussion • CourseMate • Analysis of assigned reading
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Chapter 19-20 pp. 520-577 Science & Technology Politics & Government Opposing Viewpoints Arts & Ideals Chapter Review</p>
DATE	WEEK 11
SPECIFIC OBJECTIVES	<p><i>Ch. 21 European Science and the Foundations of Modern Imperialism, 1600-1820.</i></p> <p><i>Ch. 22 Revolutions in the West, 1750-1830.</i></p> <ul style="list-style-type: none"> • Describe how Descartes, Bacon, and Newton used inductive reasoning and mathematics to understand the relationship between humanity, nature, and God. • Understand how the classification system invented by Carl Linnaeus increased both scientific knowledge and the spread of colonial power. • Describe the role of economic botany and improvement of land use in increasing the power of the elite class both at home and in the colonial regions. • Understand how Hobbes and Locke, both experiencing the English government system, arrived at different views of the potential of human society. • Describe how the Enlightenment ideas were used by women to argue for their emancipation from traditional political, economic, and educational limitations. • Discuss what is meant by <i>enlightened despots</i>. • Governments of the eighteenth century. • Discuss the compromises between federal and state powers worked out by the Constitution of the United States of America. • Describe some of the characteristics of the Bill of Rights and why it was viewed as necessary so soon after the creation of the Constitution.



	<ul style="list-style-type: none"> • Discuss the economic factors that contributed to the downfall of Louis XVI and the early stages of the French Revolution. • Describe the Third Estate and how their economic and political motivations led to the creation of the National Assembly. • Describe the Jacobins and their intentions for changing France during the Revolution. • Discuss the violence of the French Revolution and how enlightenment ideas were used to justify it. • Describe the rise to power of Napoleon and the role his military victories played in that rise. • Discuss some of the ways Napoleon changed France and the enlightenment innovations he introduced. • Discuss how Russia and England contributed to Napoleon’s ultimate failure.
<p>TOPIC (S)</p>	<ul style="list-style-type: none"> • Discuss the role of the salon and the French <i>philosophes</i> in promoting Enlightenment ideas. • Discuss how Montesquieu and Smith used the enlightenment ideas to challenge the traditional beliefs about law and economic activity • Describe the Enlightenment ideas that inspired the French Revolution and how they were understood differently by different social classes in France.
<p>LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> • Discussion • Study: Key Terms • Instructor led group discussion
<p>HOMEWORK & ASSIGNED READINGS</p>	<p>Due: First Draft of Final Project Chapter 21-22 pp. 580-637 Politics & Government Interaction & Exchange Family & Society Science & Technology Opposing Viewpoints Earth & Environment Chapter Review</p>
<p>DATE WEEK 12</p>	
<p>SPECIFIC OBJECTIVES</p>	<p style="text-align: center;"><i>Ch. 23 The Industrial Revolution and European Politics, 1765-1880.</i></p> <p style="text-align: center;"><i>Ch. 24 The Challenge of Modernity in China, Japan, and India, 1800-1910.</i></p>

	<ul style="list-style-type: none"> • Explain Marx’s understanding of how history was shaped by economic forces and how conflict between economic classes was inevitable. • Explain how natural selection worked, according to Darwin, and how it was the process by which evolution occurred. • Explain how Social Darwinism used the theory of natural selection to defend imperialism. • Discuss the reforms of Tsar Alexander II in Russia. • Explain how the Self-Strengthening Movement of Qing China was designed to westernize the country without being overwhelmed by Europe. • Describe the character of Ci Xi and why she supported the Boxer Rebellion and opposed the westernization of China. • Discuss the impact that the opening up of Japan to Western trade by Perry had on the status of the shogun and of the daimyo. • Describe the Meiji reforms and how they transformed shogunate Japan, socially, economically, and politically. • Explain how the Meiji government adopted Western-style industry, military technology and organization, and political reforms in order to prevent the West from taking over Japan.
TOPIC (S)	<ul style="list-style-type: none"> • Discuss the impact the British East India Company, industrialization, and colonization had on the economy and culture of India. • Discuss the policies and writings of Rammohun Roy and how he attempted to integrate British and Indian culture.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Participate in a forum • A review of the literature • Group discussion
HOMEWORK & ASSIGNED READINGS	<p>Chapter 23-24 pp. 640-699 Politics & Government Interaction & Exchange Family & Society Opposing Viewpoints Chapter Review</p>
DATE	WEEK 13
SPECIFIC OBJECTIVES	<p><i>Ch. 25 State Building and Social Change in the Americas, 1830-1895.</i> <i>Ch. 26 The New Imperialism in Africa and Southeast Asia, 1830-</i></p>



	<p style="text-align: center;">1914.</p> <ul style="list-style-type: none"> • Explain how the United States used the Indian Removal Act. • Describe the impact of the railroad and telegraph on the native peoples. • Explain the tensions between the slave-owning and free states. • Describe the U.S. Civil War and how it reshaped the political system. • Describe who Santa Ana was and how he represented a style of leader typical of Latin America known as the <i>caudillo</i>. • Discuss what impact the building of railroads had on Mexico's Economy, government, and society. • Compare and contrast the fates of post-independence Venezuela, Argentina, and Chile. • Discuss how tensions between the conservatives and liberals shaped Latin American politics. • Explain how the coffee industry in Brazil helped to make it both financially wealthy and dependent. • Discuss what is meant by the new imperialism. • Explain how religious, pseudo-scientific ideologies and nationalism • What encouraged the new imperialism.
TOPIC (S)	Explain what is meant by the Gilded Age and what was both successful and problematic about the United States during this time period.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Instructor led group discussion • Study: Key Terms • Carry out a micro-class
HOMEWORK & ASSIGNED READINGS	Editing & Revision of Final Project Chapter Politics & Government Interaction & Exchange Family & Society Opposing Viewpoints Chapter Review
DATE SPECIFIC	WEEK 14



OBJECTIVES	<p><i>Ch. 27 War, Revolution, and Global Uncertainty, 1905-1928.</i></p> <p><i>Ch. 28 Responses to Global Crisis, 1920-1939.</i></p> <ul style="list-style-type: none"> • Explain how Nikita Kruschchev changed the system that the Soviet dictator Joseph Stalin put in place before his death in 1953 • List and describe the key components of perestroika that were described by Mikhail Gorbachev • Describe Mao Zedong’s chief goals for China and discuss his policies he instituted to achieve them • Evaluate the significant political, economic, and social changes that have taken place since the death of Mao Zedong • Name the problems that have the nations of Western Europe faced since 1945 • Describe the steps that have been taken to solve these problems • Identify what problems the Eastern European nations faced since 1989 • Discuss the political, social, and economic development of Canada they have experienced since 1945 • List the problems the nations of Latin America have faced since 1945 • Describe the role Marxist ideology has played in their efforts to solve these problems • Evaluate the major social, cultural, and intellectual developments that have occurred in Western Europe and North America since 1945
TOPIC (S)	<ul style="list-style-type: none"> • Describe and discuss the brave new world and assess communism on trial • Discuss the postwar Soviet Union and the disintegration of the Soviet Empire • Explain why the east is red and China is under communism • Describe the Chinese society under communist rule and discuss its economics in command and social problems • Discuss and describe Europe and the western Hemisphere since 1945 • Describe the road to recovery and renewal in Europe • Evaluate the emergence of the Superpower known as the United States • Describe the development of Canada and Latin America since 1945 • Identify the society and culture in the Western World and discuss the emergence of a new society and the revolt in sexual mores
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Instructor led group discussion • Analysis of reading • Review: Chapter summary
HOMEWORK & ASSIGNED	<p>Editing & Revision of Final Project Chapter 27-28 pp. 762-822</p>



READINGS	Politics & Government Family & Society Opposing Viewpoints Arts & Ideals Chapter Review
DATE WEEK 15	
SPECIFIC OBJECTIVES	<p>Final Project Final Presentation Final Exam</p> <p style="text-align: center;"><i>Ch. 29 The Second World War and the Origins of the Cold War, 1939-1949.</i></p> <p style="text-align: center;"><i>Ch. 30 The Cold War and Decolonization, 1949-1975.</i></p> <p style="text-align: center;"><i>Ch. 31 Toward a New World Order, 1975-2000.</i></p> <p style="text-align: center;"><i>Ch. 32 Voyage into the Twenty-First Century.</i></p> <ul style="list-style-type: none"> • Describe the Battle of Britain and what Germany intended it to accomplish. • Discuss Vichy France and collaboration with the Axis powers in Europe, Africa, and Asia. • Discuss how the Germans had to help the Italians in their invasions of Egypt and the Balkans. • Understand how reluctant Americans were to enter the war and why the attack on Pearl Harbor changed that reluctance. • Discuss Japan’s ambitions, in regard to Asia and Southeast Asia, and the European colonies. • Explain how the decision to invade the Soviet Union turned the momentum of the war against Germany. • Describe the sieges of Leningrad and Stalingrad and how the Soviets used the Russian terrain to defeat the Germans. • Discuss the Cuban revolution and the methods Castro and Che used to take control. • Discuss what impact the Bay of Pigs invasion had on Cuban-American relations. • Describe how the Soviet Union prevented democratic reforms in

	<p>Eastern Europe in the 1950s.</p> <ul style="list-style-type: none"> • Describe why the CIA and the U.S. government interfered in Iran and Guatemala. • Explain what neo-colonialism is and how it perpetuated European influence in Africa. • Discuss the differences between how French, British, and Belgian colonies in Africa gained political independence. • Discuss the shift to democracy in Latin America in the 1990s. • Explain how Mobutu ruled Zaire by kleptocracy and the role the Rwandan genocide played in destabilizing his government. • Describe the racial, ethnic, and imperialist causes that underlay the Rwandan genocide. • Explain how internal and external pressures brought down the apartheid government in South Africa. • Describe how Iran went from a monarchy to an Islamic republic in the 1980s. • Explain why Iraq and Iran fought a war in 1980 and the role the United States played in that conflict. • Explain how the <i>mujahaddin's</i> war with the Soviets in Afghanistan led to the rise of the Taliban and Islamic terrorist groups such as al-Qaeda. • Discuss how the continued occupation of Palestinian lands in the West Bank and Gaza Strip led to Islamist reactions to Israel and to increased violence between Israel and the PLO. • Explain how Asian countries such as Japan, South Korea, and China came to dominate the world economy in the 1980s and 1990s. • Discuss the economic and political changes the European Union brought to formerly agricultural countries and former Soviet-bloc countries. • Describe how the events of September 11, 2001, generated mass sympathy for the United States and led to worldwide prejudice against Muslims. • Compare the reactions of the members of the international community to the United States' decisions to invade Afghanistan and Iraq. • Explain how the expansion of HIV/AIDS across the world is typical of the effect of globalization on health care. • Discuss the impact of global climate change, from carbon dioxide emissions to deforestation, on global health.
<p>TOPIC (S)</p>	<ul style="list-style-type: none"> • Describe the concerns about nuclear proliferation in the post–Cold War, post–September 11th world. • Describe how film, music, and sports reveal the globalization of world

	culture.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • CourseMate • Review: Key Terms • Group discussion
HOMEWORK & ASSIGNED READINGS	Chapter 29-32 pp. 824-946 Politics & Government Interaction & Exchange Earth & Environment Family & Society Opposing Viewpoints Arts & Ideals Chapter Review

Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the literature.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

- Glencoe World History by Jackson J. Spielvogel (Hardcover-March 22, 2004)



- World History Connections To Today by Anthony Esler (Hardcover-April 1,2005)
- World History: The Human Odyssey by Jackson J. Spielvogel (Hardcover-July 10, 1997)

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

Homework:	15% (5% each)
Exams I, II, III:	30% (10% each)
Final Presentation:	30% (15% each)
Final Research Project:	25%
Total:	100 %

Date Syllabus Was Last Reviewed: 5-14-2016



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