

World Civilizations II

HIST 2322

Fall 2026

MW 12:30pm -1:45pm

Room: CAB 218

Prof. Hana G. Green (hgreen1@tamusa.edu)

She/her/hers

CAB 313C

Office hours: MW 2:00-3:00

COURSE DESCRIPTION:

Survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. This course emphasizes the development, interaction and impact of global exchange. TSI Restriction(s): Reading, Math, and Writing.

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Create an argument through the use of historical evidence
2. Analyze and interpret primary and secondary sources
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on world history from the 16th Century to the present
4. Develop analytical writing skills.

What are office hours? Office hours are a welcoming, informal time to stop by, ask questions, talk through course material, or get help. You do not need to have a specific problem or question, please feel free to come by!

Restrictions: Graduate level students may not enroll.

COURSE READINGS:

Required Textbook

- Wiesner-Hanks, et al. *A History of World Societies, Volume 2* (Twelfth Edition) United States, Bedford/Saint Martin's, 2020.

- Other editions, including but not limited to value editions and earlier editions, are also acceptable; Please consult the instructor if you have questions about the textbook.

Additional Digital Resources

- World History for Us All: <https://whfua.history.ucla.edu>
- History World: <https://www.historyworld.net>

COURSE ACTIVITIES, ASSIGNMENTS, & EVALUATION

1. Attendance (10%): Students are required to attend all class meetings. Attendance for each class meeting is taken on a credit/non-credit basis in the formats of sign-up sheets, pop quizzes, and exit notes, among others. There is no make-up for missed attendance. Each absence results in a one-point deduction in your final grade. Exceptions can only be made with a doctor's note or other legitimate documentation for extreme conditions/causes.

2. Class Participation (10%): Students are required to fully engage in the class by asking and responding to questions, actively participating in discussions, carrying out group work, and performing other required class activities. The grade is based on the instructor's subjective, yet fair, evaluation of student involvement in class activities during the entire period of the course.

3. Quizzes (10%): The syllabus quiz will open on **August 24 at 5:00 PM** and will close on **August 28 at 5:00 PM**. You are **required to earn a 100% on the syllabus quiz**. You may take the quiz **an unlimited number of times** during the open period and should retake it as many times as necessary until you earn a 100%. **A score of less than 100% is not considered complete.** In addition to the syllabus quiz, you will take two short online quizzes throughout the semester.

4. Primary Source Journals (15%): Each Wednesday we will complete a primary source analysis related to our readings/topic of the week. In addition to the source, I will include guiding questions and any specific instructions. I will provide you with a "historian's notebook" to serve as your "primary source journal" on the second day of class that we will use throughout the semester. I will distribute and collect your journals each week. You will earn completion points each week if you *thoughtfully* complete the prompt.

5. Document Based Historical Analysis (15%): Students will complete a Document-Based Historical Analysis in late November. During class, they will analyze a set of primary sources related to a significant historical question recently covered. Drawing on the documents and their knowledge of the course, students will develop an evidence-based historical argument that places the sources within their broader historical context. Students will receive more explicit instructions in the weeks leading up to the in-class analysis.

6. Two In-Class Exams (40% total, 20% each): In-class exam that contains identifications, multiple choices, short-answer questions, and other forms of questions. No make-up exams will be offered unless a legitimate and reasonable request, such as a medical emergence, is made **BEFORE** the exam. One exam will be held in the middle of the semester, and the other at the end of the semester. *Study guides* will be distributed beforehand to facilitate your exam preparation.

*** Extra Credit Opportunities** (2 additional points towards final grade): In order to incentivize student participation in talks, lectures, or other extracurricular events on campus or in the city of San Antonio, one extra point, for each event you attend, will be given toward your final grade. Two points/events maximum for each student. Prior to attending the events, students need to consult by email and seek written approval from the professor. Upon returning from the extracurricular event, students will submit on Blackboard a 250-word report that briefly summarizes the event and shares your experience and thoughts.

*** Final Grade Scale:** A = 90 to 102, B = 80 to 89, C = 70 to 79, D = 60 to 69, F = 0 to 59.

*Straight letter grades only, no plus or minus (+/-).

COURSE POLICIES

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Counseling and Disability Support Services for the coordination of services. If you have any questions or need additional information, contact DSS at: (210) 784-1335.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Academic Integrity Policy: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

Student Misconduct: Appropriate conduct is essential to the effective functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior in The Student Handbook and The Student Code of Conduct. University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a

specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation. All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Course Writing Policy: All assignments should be crafted originally and directly by students. In the meantime, all information/materials, created by others and then used in students' work, should be given credit to in the appropriate academic citation styles. Note that writing first in a language other than English and then having it translated into English through digital tools is prohibited.

AI Policy: Students should create original work for this course, and the use of generative AI is forbidden. The instructor reserves the right to request further information or reassign the assignment in the case of lack of transparency in the use of AI-generated contents in your work.

Submission Policy: Students need to follow the course instructions to submit all completed assignments, on time, to the correct places, online, in print, or in class, etc. Submissions late for the first hour will be penalized for 5% deduction in grade and for 20% deduction if late between the 2nd hour and one day. Late assignments will NOT be accepted if submitted beyond 24 hours past the due time.

Grading: Students wishing a reconsideration of their grades may consult the professor, and requests must be made by email within THREE days of the posting of the grades. In the case of regrading, assignments will be graded afresh. Grades may go up or down. Students should immediately inform the professor of any discrepancies between grades recorded on the course website and the grades they have received on assignments.

Digital Device Policy: On-screen distractions in class have become a significant problem, frustrating students and faculty alike and interfering with our ability to maintain an engaged classroom environment. **Cell phones are not permitted during class unless otherwise communicated by the instructor** and must be silenced and stowed away in your bag or otherwise out of sight.

While notetaking by hand is encouraged (it is well-known that handwriting better processes and retains information) laptops and tablets may be used for legitimate course-related purposes, such as taking notes or accessing assigned course materials. However, **non-course-related or excessive device use is not permitted.** This includes activities such as browsing social media, shopping, messaging, watching videos, completing work for other courses, or other activities that are unrelated to our class. If device use becomes distracting to you or those around you, the instructor may ask you to put the device away. My goal is not to prohibit technology, but to protect the classroom as a space for attention, participation, and intellectual engagement. Please be mindful that your screen use can affect the learning environment of the students around you.

Communication Policy: The physical classroom in this course serves as an intellectual space for open, respectful, and candid academic conversation among the instructor and registered students. Visitors, auditors, and students from outside the course may participate only with the instructor's prior approval.

Because meaningful academic discussion requires students to ask questions, test ideas, disagree, and work through unfinished thoughts, I ask everyone to treat classroom conversations with care and discretion. **What is shared in our classroom should remain within our classroom community.** Students should not reproduce, circulate, or share identifiable comments or contributions made by classmates outside of the course without permission. If you have an approved accommodation that involves capturing class content, please notify the instructor so that appropriate arrangements can be made.

Email Communication: E-mail me at any time regarding questions or concerns that you might have. I do my best to respond to email within **48 hours**. You may also schedule an appointment to speak with me in my office outside of regular office hours. All correspondence between professors and students must occur via university email accounts. You must have a Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.edu or 210-784-4357.

COLLEGE NORMS AND EXPECTATIONS:

College may be a new environment for you, or you may already be familiar with how college works. Either way, there are often expectations that aren't always obvious, and I wanted to highlight a few of them which I hope will be helpful:

- **Ask questions:** It is always okay to ask me to clarify an assignment, expectation, or course policy. If you are wondering about something, someone else may be wondering too.
- **Use office hours:** Office hours are when I am available to talk to you and your chance to ask questions, get help, talk through course material, or just check in. My door will always be open during office hours – you can come at other times, but my door may be cracked open, which means I could be busy, or closed, which means I am away. If my office hours absolutely don't work for you, email me for an appointment.
- **Communicate early:** If something is getting in the way of your coursework, reaching out sooner is usually more helpful than waiting until the last minute. You do not need to share personal details you are not comfortable sharing.
- **Communicate professionally:** When emailing instructors, use a clear subject line, begin with a greeting, and include enough information for us to understand what you are asking. A simple “Hi Professor ____” followed by your question and your name is perfectly appropriate. Learning how to communicate professionally is part of college, and you are welcome to ask if you are unsure.
- **Be respectful:** Our classroom is a shared space and an intellectual community. Please listen and not talk while others are talking, and please engage with each other respectfully. We may not always agree with each other, but we all deserve to be heard and to be treated with empathy and dignity, no matter who we are. Please approach differing viewpoints with curiosity rather than judgement.
- **You can learn these norms as you go:** There is no expectation that you already know how everything works. Please ask rather than worry that you “should already know.”

MENTAL HEALTH AND ACCOMODATIONS RESOURCES:

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit [our website](#) or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. I encourage you to communicate with me regarding any needs or accommodations as early as possible. If you have an accommodation letter on file with Disability Support Services already, please have them send it to me at your earliest convenience.

If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit [our website](#), call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the [TELUS student support App](#). The TELUS Student Support App provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

COURSE SCHEDULE:

This schedule is subject to modification (if necessary) throughout the semester. Exam dates will not change. You will receive at least one week's notice of any change that needs to be made to this schedule.

Important Dates:

- August 28: Syllabus quiz (Blackboard)
- September 25: Quiz 1 due (Blackboard)
- October 5: Exam 1 (in class)
- November 6: Quiz 2 due (Blackboard)
- November 23: Document Based Historical Analysis Exercise (in class)
- December 10: Exam 2 (in class)

Week 1: Introduction: World History as an Analytical Approach

M, 8/24:

Reading: Review syllabus (on Blackboard)

W, 8/26: River Cities

Reading: Review "Introduction," in *A History of World Societies* (pp. 59-93)

Week 2: The Acceleration of Global Contact, 1450-1600

M, 8/31:

Reading: *A History of World Societies*, Chapter 16 (pp. 383-400)

W, 9/2:

Reading: *A History of World Societies*, Chapter 16 (pp. 401-409)

Syllabus Quiz due by 5:00pm on Friday, 8/28

Week 3: European Power Expansion and the Old Worlds, 1300-1750

M, 9/7: No class – Labor Day

W, 9/9:

Reading: *A History of World Societies*, Chapter 17 (pp.412-421, pp.426-429, p. 432) and Chapter 18 (pp. 437-468)

Week 4: New Worldviews and Ways of Life, 1540-1790

M, 9/14:

Reading: *A History of World Societies*, Chapter 19 (pp. 470-476, pp. 480-483, pp. 485-496)

W, 9/16:

Reading: *A History of World Societies*, Chapter 20 (pp. 500-524)

Week 5: Revolutions in the Atlantic World, 1775-1825

M, 9/21:

Reading: *A History of World Societies*, Chapters 21 (skim) and 22 (pp. 552-560)

W, 9/23: Spiritual Transformation in India

Reading: *A History of World Societies*, Chapter 22 (pp. 561-583)

Quiz 1 due by 5:00pm on Friday, 9/25

Week 6: The Industrial Revolution, 1760-1850

M, 9/28:

Reading: *A History of World Societies*, Chapter 23 (pp. 585-598)

W, 9/31:

Reading: *A History of World Societies*, Chapter 23 (pp. 599-610)

Week 7: Exam and Ideologies of Change

M, 10/5: **Exam 1**

W, 10/7:

Watch: Dr. Sven Beckert's talk about ["The Global History of Capitalism: Empire of Cotton"](#)

Week 8: Ideologies of Change in Europe, 1815-1914

M, 10/12:

Reading: *A History of World Societies*, Chapter 24 (pp. 612-627)

W, 10/14:

Reading: *A History of World Societies*, Chapter 24 (pp. 628-644)

Week 9: Africa, the Ottoman Empire, and the New Imperialism, 1800-1914

M, 10/19:

Reading: *A History of World Societies*, Chapter 25 (pp. 646-660)

W, 10/21:

Reading: *A History of World Societies*, Chapter 25 (pp. 661-672)

Week 10: Asia and the Pacific in the Era of Imperialism, 1800-1914

10/26:

Reading: *A History of World Societies*, Chapter 26 (pp. 674-684)

10/28:

Reading: *A History of World Societies*, Chapter 26 (pp. 685-697)

Week 11: The Americas in the Age of Liberalism, 1810-1917

11/2:

Reading: *A History of World Societies*, Chapter 27 (pp. 699-709)

11/4:

Reading: *A History of World Societies*, Chapter 27 (pp. 710-725)

Quiz 2 due by 5:00pm on Friday, 11/6

Week 12: The Great World War and Revolution, 1914-1929

11/9:

Reading: *A History of World Societies*, Chapter 28 (pp. 727-742)

11/11:

Reading: *A History of World Societies*, Chapter 28 (pp. 743-757)

Week 13: The Great Depression and World War II

11/16:

Reading: *A History of World Societies*, Chapter 29 (pp. 759-766, pp. 770-774, p. 781-782)

11/19:

Reading: *A History of World Societies*, Chapter 30 (pp. 786-818)

Week 14: World War II and the Holocaust

11/23: **In Class Document Based Historical Analysis**

Reading: Review notes from class on November 18 & primary source analysis strategies

11/25: No class

Week 15: Decolonization, Revolution, and the Cold War, 1945-1991

11/30:

Reading: *A History of World Societies*, Chapter 31 (pp. 820-832, pp. 845-852)

Watch: PBS Documentary [*Trump's Trade War*](#) (2019)

12/2:

Reading: *A History of World Societies*, Chapter 32 (pp. 888-913)

Exam II Monday, December 7, 12:00 - 1:50 pm

