

Administrative Master Syllabus

Course Information

Course Title	World Civilization I
Course Prefix, Num. and Title	HIST 2321: World Civilization I
Division	Social and Behavioral Sciences
Department	History and Geography
Course Type	Academic WCJC Core Course
Course Catalog Description	A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15 th century. 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 the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange.
Pre-Requisites	TSI ELAR (Reading and Writing) requirements met
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Department Head:		
Division Chair:	<i>Amanda Shelton</i>	9-19-2025
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

The instructor will organize the course material in such a way that the main topics of early Western Civilization will be surveyed in a balanced manner. It is within the prerogative of the instructor to assign the exact amount of time (days, weeks, etc.) to be spent on each of the primary periods and topics involved. Some of the basic topics to be included will be:

- 1.) Define and examine the major cultural regions of the world including Africa, the Americas, Asia, Europe, and Oceania.
- 2.) The evolutionary history of hominids and the development of the Homo genus ranging from Australopithecus to Homo Sapiens.
- 3.) Examine and analyze the multiple waves of migration “Out of Africa” and the spread of Human populations into the multiple regions on the globe.
- 4.) Pre-History and developments of the Old Stone Age and New Stone Age.
- 5.) The development of agriculture and the development of sedentary agricultural societies in the Fertile Crescent and in the other regions of the world.
- 6.) The development and emergence of societies and early civilizations in Africa, the Americas, Asia, Europe, and Oceania.
- 7.) The creation of spirituality and development of philosophy within early societies with particular emphasis on both similarities and differences between cultural regions and civilizations.
- 8.) The development of political and legal systems across civilizations and the changes within these structures over time.
- 9.) Cultural and social changes within the major world regions as civilizations developed, grew, and expanded.
- 10.) The creation of trade networks and regional connectivity as societies explored.
- 11.) The impact and influences of trans-regional trade networks and the impact of that trade on the economic, political and social structures across the major cultural regions of Africa, the Americas, Asia, Europe, and Oceania.
- 12.) Examine and analyze the early regionalized roots of the processes of globalization and its impact on the people and cultures as they connected and exchanged.
- 13.) Review of the advancement of World Civilizations to the sixteenth century as the world enters the “Age of Discovery” and the coming collision of the Old and New Worlds.

It is within the prerogative of the instructor to cover additional topics.

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

- 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 this period of world history.

Methods of Assessment:

- 1.) Written projects as assigned by instructor. These assignments may include essays on exams, book reviews, reviews of primary documents or scholarly articles, research papers, journal projects, or other written assignments that emphasize analysis. Oral presentations at the discretion of the instructor.
- 2.) Measured by Post-Test and written projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis of sources.
- 3.) Measured by Post-Test, objective and/or essay exams, quizzes, critical thinking exercises, and/or projects which may include research papers, book reviews, essays, and/or oral presentations.

Required text(s), optional text(s) and/or materials to be supplied by the student:

World History, Volume 1: to 1500 by Kordas, A., Lynch, R.L., Nelson, B., et al., Published by OpenStax at Rice University. This textbook is provided in Brightspace with hyperlink(s) and/or PDFs, or can be purchased in a print edition.

Primary documents may be distributed to students, made available online, or placed on reserve in the library.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A; 80% to 89% = B; 70% to 79% = C; 60% to 69% = D; Below 59% = F

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor's syllabus.

Writing Project(s) – 25-50% (may include research papers, exam essays, book/film reviews, and/or response papers)

Exams – 25-75% (may include quizzes, unit exams, exam essays, and/or oral presentation)

Participation – 0-50% (may include daily assignments, projects, attendance, and/or class participation)

Final Exam – 10-25 %

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Professors will use a combination of the above totaling 100% and enumerate the exact breakdown on the student syllabus.

Instructors may use the narrative/lecture method of instruction to impart factual information and to suggest to students the different interpretations of United States history. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about historical events. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

Minimum requirements include the following:

- 1.) Attend class in accordance with college policy and as stipulated by the instructor.
- 2.) Complete appropriate reading assignments made by the instructor
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4.) Complete oral presentations (if assigned by instructor)
- 5.) Complete appropriate tests (quizzes, major examinations, and a final examination)

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank will be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented in class and are expected to develop listening and note-taking skills. The weight, style, and nature of the specific assessment tools is left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. There will be at least one outside assignment involving a research paper, book report, computer assignment, or such academic activity as the instructor deems important to augment the testing process and to improve reading and writing skills. Balance in testing to accommodate for varied learning styles is the desired goal.

Curriculum Checklist:

☐ **Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☒ **Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms

☒ Critical Thinking

☒ Communication

☐ Empirical & Quantitative Skills

☐ Teamwork

☒ Social Responsibility

☒ Personal Responsibility

☐ **WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

Core Curriculum Review Form

Foundational Component Area: Core 040: Language, Philosophy, & Culture

Course Prefix & Suffix: HIST 2321

Core Objective:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Create an argument through the use of historical evidence.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, and/or historical research covering world civilizations to 1500.	Assessed by a written assignment that requires students to make supported assertions about politics, society and/or culture in the major cultural regions of the world (Africa, the Americas, Asia, Europe, and Oceania) and the development, interaction, and impact of global exchange.
State Mandated	Analyze and interpret primary and secondary sources.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, and/or historical research covering world civilizations to 1500.	Assessed by a written assignment which uses primary and/or secondary sources to analyze the geo-political and/or socio-cultural changes in the major cultural regions of the world - Africa, the Americas, Asia, Europe, and Oceania.
State Mandated	Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, and/or historical research covering world civilizations to 1500.	Assessed by a written assignment that explores political and economic policy and/or society and culture in the major cultural regions of the world - Africa, the Americas, Asia, Europe, and Oceania.

Core Curriculum Review Form

Foundational Component Area: Core 040: Language, Philosophy, & Culture

Course Prefix & Suffix: HIST 2321

Core Objective:

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

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Core Curriculum Review Form

Foundational Component Area: Core 040: Language, Philosophy, & Culture

Course Prefix & Suffix: HIST 2321

Core Objective:

Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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Core Curriculum Review Form

Foundational Component Area: Core 040: Language, Philosophy, & Culture

Course Prefix & Suffix: HIST 2321

Core Objective:

Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze and interpret primary and secondary sources.	Learning activities include: lectures, discussions, presentations, writing assignments, cooperative learning, primary and secondary source readings, book/film reviews, and/or historical research covering world civilizations to 1500.	Assessed by a written assignment which uses primary and/or secondary sources to analyze the geo-political and/or socio-cultural changes in the major cultural regions of the world - Africa, the Americas, Asia, Europe, and Oceania.
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