CHIS 1113 World Civilization I Syllabus

*CHIS 1113 World Civilization I* is licensed [Creative Commons Attribution 4.0 International License](http://creativecommons.org/licenses/by/4.0/) by LOUIS: The Louisiana Library Network, World Civilization 1 Cohort.

**Course Number and Title**

CHIS 1113 World Civilization I

**Course Brief Description**

Survey of world history from ancient civilizations to 1500. (Louisiana Common Course Number: CHIS 1113). (Cip code 540101). 3 hours.

**Prerequisite Knowledge**

No prerequisites required

**Final Exam [insert location and date]**

**Class Location**

**Class Modality [online / hybrid / blended]**

**Instructor**

**Office Location**

**Office Phone Number**

**Instructor email address**

**Office Hours and Availability**

Feel free to email me at any time with your questions or concerns. Emails will be returned within 48 hours. Sometimes it may be necessary to speak to me by telephone. I am not always immediately available to speak by phone. Please leave a message including a time and telephone number where I can call you back. I will return the call within 24 hours.

**Course Goals**

At the end of this semester based course, students will be able to:

* Develop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)
* Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)
* Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)
* Identify and analyze primary sources using various formats including technology, texts, and multimedia. (CG #4)

**Student Learning Outcomes**

* Identify and explain the significance of key figures, events, and ideas associated with each region and period examined in the course. (SLO #1)
* Identify overarching themes and trends in world history as they relate to politics, economics, religion, culture, and society. (SLO #2)
* Compare and contrast cultures and eras to interpret and explain their similarities and differences. (SLO #3)
* Analyze primary sources to understand and explain perspective, audience, context, and purpose. (SLO #4)
* Appropriately utilize historical websites, blogs, and videos. (SLO #5)
* Locate and identify relevant geographical locations associated with early world civilizations. (SLO #6)

**Course Materials**

*List required and recommended course materials.*

*All material will be linked through the course management system and are available free of charge to students*

***TEXTBOOK:***  *Berger, Eugene; Israel, George; Miller, Charlotte; Parkinson, Brian; Reeves, Andrew; and Williams, Nadejda, "World History: Cultures, States, and Societies to 1500" (2016).* LOUIS: The Louisiana Library Network*. 2. https://louis.pressbooks.pub/worldciv/*

*As the textbook, this course uses an adaptation of History Open Textbooks “World History: Cultures, States, and Societies to 1500”, licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. This adaptation is available via Pressbooks: https://louis.pressbooks.pub/worldciv/front-matter/preface/.*

***Link to download textbook as a pdf***

***FORTHCOMING WEBSITE TO PURCHASE PRINT COPY OF BOOK; EXTERNAL LINKS TO PRESSBOOKS PDF***

*The book is available for purchase if you want a hard copy. The cost is [TO BE COMPLETED BY ADOPTING INSTRUCTOR.]*

***FORTHCOMING FOLLOWING WEBSITE TO PURCHASE BOOK; EXTERNAL LINKS TO PRESSBOOKS PDF***

*This Open Textbook is brought to you for free and open access by the History at GALILEO Open Learning Materials. It has been accepted for inclusion in History Open Textbooks by an authorized administrator of GALILEO Open Learning Materials. For more information, please contact* [*affordablelearninggeorgia@usg.edu*](http://affordablelearninggeorgia@usg.edu/)

Course Schedule: This course will take 15 weeks to complete.

|  |  |  |
| --- | --- | --- |
| **Module** | **Topics and Concepts**List and describe as necessary the topics and concepts covered in each weekly unit. | **Corresponding Course Materials**Where relevant, indicate if the resource is a chapter(s) or section(s) of a larger resource. |
|  |  Introduction |  Week 1 |
| 1 |  PrehistoryDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)1. Identify and explain the significance of the Out of Africa Theory, Paleolithic Era, and Neolithic Era (SLO #1).
2. Identify overarching themes and trends in world history as they relate to the foundations of world history (SLO #2)
3. Compare and contrast gender norms during the Paleolithic Era and the Neolithic Era (SLO #3).
 |  Chapter 1 (Week 2) |
| 2  |  Early Middle Eastern and Northeast African CivilizationsDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)Identify and analyze primary sources using various formats including technology, texts, and multimedia. (CG #4)1. Identify and explain the significance of the first civilizations (SLO #1).
2. Identify overarching themes and trends in world history as they relate to the first civilizations (SLO #2).
3. Compare and contrast the early civilizations of Mesopotamia and Egypt (SLO #3).
4. Analyze The Code of Hammurabi to understand and explain the audience, context, and purpose (SLO #4).
 |  Chapter 2 (Week 3) |
| 3 |  Ancient and Early Medieval IndiaDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)1. Identify and explain the significance of key figures, events, and ideas associated with ancient Indian history (SLO #1).
2. Identify overarching themes and trends as they relate to politics, economics, religion, culture, and society in India (SLO #2).
 |  Chapter 3 (Week 4) |
| 4 |  China and East AsiaDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)1. Identify and explain the significance of key figures, events, and ideas associated with ancient East Asian history (SLO #1).
2. Identify overarching themes and trends as they relate to politics, economics, religion, culture, and society in East Asia (SLO #2).
 |  Chapter 4 (Week 5) |
| 5 |  The Greek World from the Bronze Age to the RomansDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)Identify and analyze primary sources using various formats including technology, texts, and multimedia. (CG #4)1. Identify and explain the significance of the Dark Ages, Archaic Period, Classic Age, and Hellenistic Age (SLO #1).
2. Identify overarching themes and trends in world history as they relate to the Greek world (SLO #2).
3. Analyze an excerpt from Histories and explain the purpose (SLO #4).
 |  Chapter 5 (Week 6) |
| 6 |  The Roman WorldDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)Identify and analyze primary sources using various formats including technology, texts, and multimedia. (CG #4)1. Identify and explain the significance of key figures, events, and ideas associated with the Roman World (SLO #1).
2. Identify overarching themes and trends as they relate to politics, economics, religion, culture, and society in the Roman World (SLO #2).
3. Locate and identify relevant geographical locations associated with the Roman World (SLO #6).
4. Appropriately utilize historical websites, blogs, and videos (SLO #5).
 |  Chapter 6 (Week 7) |
|  |  Mid-term |  (Week 8) |
| 7 |  Western Europe and ByzantiumDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)Identify and analyze primary sources using various formats including technology, texts, and multimedia. (CG #4)1. Identify and explain the significance of key figures, events, and ideas associated with early medieval Europe and the Byzantine Empire (SLO #1).
2. Identify overarching themes and trends as they relate to politics, economics, religion, culture, and society in early medieval Europe and the Byzantine Empire (SLO #2).
3. Compare and contrast Western Europe and the Byzantine Empire (SLO #3).
4. Locate and identify relevant geographical locations associated with early medieval Europe and the Byzantine Empire (SLO #6).
5. *Appropriately*  utilize historical websites, blogs, and videos (SLO #5).
 |  Chapter 7 (Week 9) |
| 8 |  Islamic WorldDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)1. Identify and explain the significance of key figures, events, and ideas associated with Muhammad and the origins of Islam (SLO #1).
2. Identify overarching themes and trends as they relate to politics, economics, religion, culture, and society in Arabia and Islam (SLO #2).
3. Locate and identify Mecca and other important places in Islam (such as Medina, Damascus, and Baghdad) (SLO #6).
 |  Chapter 8 (Week 10) |
| 9 |  African CivilizationsDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)1. Identify and explain the significance of key figures, events, and ideas related to the history of ancient Africa (SLO #1).
2. Identify overarching themes and trends as they relate to politics, economics, religion, culture, and society in ancient Africa (SLO #2).
3. Locate and identify major empires such as Aksum, those in west Africa (the Sudanic empires) and Zimbabwe (SLO #6).
 |  Chapter 9 (Week 11) |
| 10 |  The AmericasDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)1. Identify and explain the significance of key figures, events, and ideas associated with early history of the Americas (SLO #1).
2. Identify overarching themes and trends as they relate to politics, economics, religion, culture, and society in the early Americas(SLO #2).
 |  Chapter 10 (Week 12) |
| 11 |  Central AsiaDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)1. Identify and explain the significance of key figures, events, and ideas related to the history of the Mongols (SLO #1).
2. Identify overarching themes and trends as they relate to politics, economics, religion, culture of the Mongols (SLO #2).
3. Locate and identify major empires of the Mongols including the Yuan, Chagatai, Ilkhanate and Golden Horde (SLO #6).
 |  Chapter 11 ((Week 13) |
| 12 |  Medieval Europe RenaissanceDevelop a global perspective of world issues and human rights and responsibilities to understand and appreciate common factors and/or differences in human experiences and communities. (CG #1)Investigate the origins of civilizations to better understand continuities and changes in world history. (CG #2)Understand historical trends, movements, and change over time regarding politics, economics, religion, gender, social policy, art and culture. (CG #3)Identify and analyze primary sources using various formats including technology, texts, and multimedia. (CG #4)1. Identify and explain the significance of key figures, events, and ideas associated with late medieval Europe and the Renaissance (SLO #1).
2. Identify overarching themes and trends in the late Middle Ages as they relate to politics, economics, religion, culture, and society (SLO #2).
3. Compare and contrast Western Europe and the Byzantine Empire (SLO #3).
4. Locate and identify relevant geographical locations associated with early medieval Europe and the Byzantine Empire (SLO #6).
5. Analyze primary sources to understand and explain perspective, audience, context, and purpose (SLO #4).
 |  Chapter 12 (Week 14) |
|  |  Final Exam |  (Week 15) |

**Technology Requirements** *[May change according to your institution’s requirements.]*

You are responsible for ensuring that your computer or electronic device is able to connect to your school’s LMS and / or Moodle as required. You will need to login to class regularly to access the course. It is not the role of the instructor to help with technological issues, and you will be directed to the Information Technology Services desk at https://www.lctcs.edu/it/help-desk

**Computer Skills** *[May change according to your institution’s requirements.]*

*May include skills with LMS, proficiency with software packages (Microsoft Office), library databases, Zoom, etc.*

To be successful in the course you will need regular access to a computer and a stable internet connection. Mobile devices such as phones, and chromebooks, will allow you to read documents, check grades and complete some activities including discussions, you might not be able to access all features of the course on a smaller device. You should have some familiarity with your institution’s LMS (eg. Canvas, Moodle), know how to access your library’s database, etc.

**Evaluation and Grading** *[May change according to your institution’s requirements.]*

* Discussion posts/ responses, quizzes, projects/written assignments will be given at the discretion of the instructor.
* Points earned on discussion posts, quizzes, projects/written assignments will be totaled using the following weights

**Discussion Posts 25%**

**Quizzes (chapter and map quizzes) 25%**

**Projects / Written Assignments 30%**

**Midterm Exam 10%**

**Final Exam 10%**

* All grades will be posted within our Learning Management System
* Note the role of the H5P content in Pressbooks: is this for self-practice or for a grade. If graded, indicate the grading scheme (is it graded based on average attempt, best attempt, first attempt, or last attempt).
* Grading Scale

100% - 90% = A

 89% - 80% = B

 79% -70% = C

 69% - 60% = D

 59% - and Below = F

**Course Assignments**

* All essays and projects will be graded using grading rubrics. Individual graded rubrics will be available within the Learning Management System grade book as assignments have been graded.
* All written assignments must be **submitted through our** Learning Management System unless otherwise noted.
* If possible, please submit written assignments in pdf form.
* Assignments that do not follow written instructions will not be accepted; thus the grade will be a 0.
* Written assignments should be of academic quality with college level grammar and usage. Excessive use of block quotes is not acceptable.
* Assignments are graded within 7 days of the stated due date. Feedback will be found within Learning Management System. If further clarification is needed, please email the instructor with any questions or concerns. Students can also utilize the [instert Q &A Discussion link] to interact with the instructor and classmates.
* New assignments will be available at 8:00 AM two weeks prior to due date.
* Late assignments and quizzes will be penalized 50% for each 24-hour period. After 48 hours, assignments and quizzes will no longer have point value and will not be accepted.
* Quizzes will be completed within our Learning Management System. Quizzes are assessments. Therefore, there is only **one attempt**.
* Answer all components of the discussion forum. Discussion forums are based on required reading / videos. Any direct quotes must be cited. Excessive use of quotations should be avoided. Whenever possible, the posting should be in your own words.
* Additional research is always encouraged. Any outside sources MUST be cited and not be used at the expense of required/ assigned reading / viewing materials.
* Do not cut and paste from the Internet. Using someone’s work as your own is plagiarism and will result in an F for that assignment.
* Use complete sentences in paragraph format.
* Use proper etiquette (proper language, spelling, grammar, etc.)
* Use Times New Roman or Arial font and 12-point font size.

**ATTENDANCE [Sample]**

Attendance is taken regularly. To be in attendance, students must submit 100% of module assignments. **Students who do not complete 100% of module assignments will be counted absent for that assignment.** Any extenuating circumstances must be brought to the instructor’s attention.

Students failing to complete assignments will receive 0s for those assignments.

**MAKE-UP POLICY** *[May change according to your institution’s requirements]*

* Assessments and / or written assignments are not accepted for full credit past the stated due dates. Any extenuating circumstances such as a death in the immediate family, severe sickness, etc. should be brought to the instructor’s attention BEFORE the stated due date. Computer / Internet issues within hours of the stated due date do NOT constitute an extenuating circumstance.
* Late assignments and quizzes will be penalized 50% for each 24-hour period. After 24 hours, assignments and quizzes will no longer have point value and will not be accepted.

**University Policies and Support** *[May change according to your institution’s requirements]*

Code of Conduct

* Since all of our class time will be spent in an online environment, it is important to remember that our class is made up with people from various cultures and with various opinions.
* All posting are to be considered confidential and are for consideration and discussion only by members of this class.
* Any postings that is offensive, off topic, or factually incorrect will be deleted. A grade will be assigned before material is deleted.

**Online Etiquette** *[May change according to your institution’s requirements.]*

The best way to start online learning is to recognize the importance of effective communication. Etiquette on the internet is just as important as "real" life manners. Just follow these three "golden rules":

* Be friendly! Remember that people cannot see you, or your expressions. Words written often seem harsher than spoken with a laugh. So we want to think before we speak, or ahem, pardon me, write. It is often better not to react immediately to something you find upsetting, or even hurtful. Also, editing your post, reading it over at least once before sending, is a great idea.
* Think first. Don't write as if you are talking, but as if you are writing. Discussions can be more casual than essay writing, but that's it. Do not use slang, or even the mildest profanity because someone will be offended. Also, caps LOCK is considered "yelling" and not appropriate. Besides it's hard to read.
* Just ask...if you are unsure about what you are reading! Either in discussion, or for further instructions from the instructor.

**Academic Integrity** *[May change according to your institution’s requirements.]*

Academic integrity is expected at all times. Dishonesty as including, but not limited to cheating (premeditated or acts of opportunity), plagiarism, collusion, fabrication/falsification, misrepresentation, academic interference, and unauthorized access. So, don’t copy word-for-word, don’t use a friend’s work (and that means they are cheating too), and don’t try to bring in information to an exam. In the spirit of fairness, the student will be given an opportunity to explain any discrepancies. *You may receive a failing grade on any academic work in which you have been determined to have committed an academic integrity violation. Additionally, the matter may be referred as a violation of the Student Code of Conduct and adjudicated under the procedures defined in the Code at your institution.*

**Diversity Statement** *[May change according to your institution’s requirements.]*

Students from all diverse backgrounds and perspectives will be welcomed to the course and it is the assumption of the instructor that the variety of views brought by the students are a benefit, strength and welcome resource. As the instructor it is a goal to present material, readings and activities that respect diversity in gender, age, sexuality, religion, political perspective, economic status, ethnicity, race, and culture. If class meetings conflict with religious days or events, please let me know and accommodations can be offered. Any suggestions to improve the course’s awareness and effectiveness are always welcome.

**Accessibility and Disability Services** *[May change according to your institution’s requirements.]*

Every effort will be made to provide reasonable and confidential accommodation to students with documented disabilities. Students should follow the protocol at their institution to ensure accessibility and accommodation of disability and learning needs are approved and documented by the appropriate office. Students are also responsible for informing their instructor of any accommodations approved, following the protocol and procedures established by their institution.

**Technology Support** *[May change according to your institution’s requirements.]*

Check your institution’s technology support services. Pressbooks FAQs.

**Academic Support Services** *[May change according to your institution’s requirements.]*

Check your institution’s academic support services. All LCTCS colleges have support services available to students free of charge. You can find general tutoring, writing sessions, and course specific tutoring available.