Course Number & Name: HST 101 World Civilization I
Credit Hours: 3.0  Contact Hours: 3.0  Lecture: 3.0  Lab: N/A  Other: N/A
Prerequisites: Grade of “C” or better in ENG 096 and RDG 096 or placement; it is recommended that HST 101 be taken before HST 102
Co-requisites: None  Concurrent Courses: None
Course Outline Revision Date: Fall 2010

Course Description: This course is the first half of a two-semester sequence. It examines aspects of the major social, political, economic, religious, and intellectual developments of world civilization from earliest times to the seventh century. Emphasis is placed on the ideas and institutions that have shaped the culture of world civilization.

General Education Goals: HST 101 is affirmed in the following General Education Foundation Category: Historical Perspective. The corresponding General Education Goal is as follows: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.

Course Goals: Upon successful completion of this course, students should be able to do the following:
1. demonstrate knowledge of some of the fundamental concepts and theories of historical events and ideas related to early human societies, classical, medieval, and early modern civilizations including but not limited to Egypt, Mesopotamia, India, China, Mesoamerica, Mongols, and Europe; (GEG 1, GEG 6, GEG 7, GEG 8, GEG 9)
2. evaluate global exchanges and perspectives in the context of social, political, religious and intellectual traditions; (GEG 7, GEG 8) and
3. read, analyze, organize, and synthesize evidence, historical problems, and interpretations connected to the history of world civilizations. (GEG 7)
Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Demonstrate knowledge of some of the fundamental concepts and theories of historical events and ideas related to early human societies, classical, medieval, and early modern civilizations including but not limited to Egypt, Mesopotamia, India, China, Mesoamerica, Mongols, and Europe:
   1.1 identify and describe key terms, names, and places of major civilizations;
   1.2 evaluate the validity of various interpretations of historical events and institutions; and
   1.3 clarify and summarize information pertaining to historical events and ideas in a weekly journal

2. Evaluate global exchanges and perspectives in the context of social, political, religious and intellectual traditions:
   2.1 identify places and trade routes on historical maps; and
   2.2 discuss social structures, religious ideas and institutions and intellectual traditions

3. Read, analyze, organize, and synthesize evidence, historical problems, and interpretations connected to the history of world civilizations:
   3.1 use primary and secondary sources to show how historical problems are confronted; and
   3.2 conduct internet research and explore reliable resources on the history of world civilizations

Methods of Instruction: Instruction will consist of lectures, PowerPoint presentation and overhead visual aids, collaborative group or team work, use of the internet to access data bases and scholarly articles, and films.

Outcomes Assessment: Quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the papers and oral reports for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

Course Requirements: All students are required to:

1. Read the textbook and handouts as assigned.
2. Actively participate in class discussions and collaborative groups.
3. Complete all papers, homework assignments, and oral reports on time.
4. Take all scheduled quizzes and exams.
**Methods of Evaluation:** Final course grades will be computed as follows:

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<thead>
<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tr>
<td><strong>Journal, Quizzes, and Class Participation</strong></td>
<td>20%</td>
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<td>A perusal of journal entries and an analysis of class discussions will provide evidence of student mastery of course objectives. Quizzes will also show evidence of the extent to which students meet course objectives.</td>
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<tr>
<td><strong>3 or more Papers (dates specified by the instructor)</strong></td>
<td>40%</td>
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<td>Papers on topics related to course objectives will show evidence of the extent to which students meet course objectives.</td>
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<td><strong>Midterm Exam</strong></td>
<td>20%</td>
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<td>The same objectives apply as with papers – students are expected to demonstrate critical and independent thought as they examine a topic related to course objectives.</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>20%</td>
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<td>The final exam will demonstrate the extent to which students have achieved course objectives, interpreted and synthesized course material.</td>
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**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.
**Course Content Outline:** based on the text *Voyages in World History*, volume 1: to 1600, by Valerie Hansen and Kenneth R Curtis; published by Cengage, 2010; ISBN-13 #: 978-0-618-07723-6

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter/Section</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1 – The Peopling of the World, to 4000 B.C.E.</td>
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</tbody>
</table>
| 2    | Chapter 2 – The First Complex Societies in the Eastern Mediterranean, ca. 4000 – 550 B.C.E.  
**Quiz** on Reading and Vocabulary |
| 3    | Chapter 3 – Ancient India and the Rise of Buddhism, 2600 B.C.E. – 100 C.E. |
| 4    | Chapter 4 – Blueprint for Empire: China, 1200 B.C.E. – 220 C.E. |
| 5    | Chapter 5 – The Americas and the Islands of the Pacific, to 1200 C.E.  
**Paper #1 due** |
| 6    | Chapter 6 – New Empires in Iran and Greece, 2000 B.C.E. – 651 C.E.  
**Quiz** on Reading and Vocabulary |
| 7    | Chapter 7 – The Roman Empire and the Rise of Christianity, 509 B.C.E. – 476 C.E.  
**Midterm Exam** based on Chapters 1 – 7 |
| 8    | Chapter 8 – Hindu and Buddhist States and Societies in Asia, 100 B.C.E. – 1000 C.E. |
| 9    | Chapter 9 – Islamic Empires of Western Asia and Africa, 600 – 1258 C.E.  
**Paper #2 due** |
| 10   | Chapter 10 – The Multiple Centers of Europe, 500 – 1000 C.E. |
| 11   | Chapter 11 & 12 – Expanding Trade Networks in Africa and India, 1000 – 1500 C.E. and China’s Commercial Revolution, ca. 900 – 1276 C.E. |
| 12   | Chapter 13 – Europe’s Commercial Revolution, 1000 – 1400 C.E. |
| 13   | Chapter 14 – The Mongols and Their Successors, 1200 – 1400 C.E. |
| 14   | Chapter 16 – Maritime Expansion in the Atlantic World, 1400 – 1600 C.E.  
**Paper #3 due** |
| 15   | Chapter 17 – Maritime Expansion in Afro-Eurasia, 1500 – 1700 C.E.  
**Final Exam** based on Chapters 8 – 14, 16 & 17 |