

RANGER COLLEGE  
RANGER, TEXAS

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COURSE SYLLABUS

**World Civilization I**

**HIST 2321**

**Fall 2017**

**INSTRUCTOR:**

**Nicole Lewis**

INSTRUCTOR: Nicole Lewis  
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HOURS: 7th Period

### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### **II. Course Description**

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th 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.

### **III. Required Background or Prerequisite**

Successful Completion of TSI. Some basic knowledge of historical eras, and geography be beneficial

### **IV. Required Textbook and Course Materials**

Textbook: Stearns, Adas, Schwartz, Gilbert *World Civilizations: The Global Experience*, Pearson Education, 2015, 7<sup>th</sup> edition. ISBN:978-0-205-98630-9.

### **V. Course Purpose**

To gain wider understanding of World History, Cultures, Politics, Religion, and Economies. Also, to gain larger understanding of human history, interactions, and movements before the modern era.

## VI. Learning Outcomes

Create an argument through the use of historical evidence.

Analyze and interpret primary and secondary sources.

Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

## VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

## VIII. Methods of Instruction

Lecture, videos, projects, and readings

## IX. Methods of Assessment

- a. Classwork and homework assignments
- b. Quizzes
- c. Research Project
  - i. You will be required to create a History Day project.
  - ii. Project requirements
    1. Topic Proposal-Names of the people working together, the kind of project you will produce, the topic of your project, why that topic is worth studying, and how it relates to the [theme](#). Due 8/25

2. Annotated bibliography-You must have a minimum of five sources including one primary source. Your annotation should summarize each source, assess it for reliability and usefulness, and reflect on how it will be used in your research. Again, [Purdue OWL](#) has useful information on how to correctly complete this assignment. [Rubric](#) Due 9/13
3. Outline-Your outline should be detailed enough that it is clear that you have finished compiling information from your sources and that you have a plan for how that information will be presented in your project. [Outline help](#). Due 10/4
4. First draft-This should be a finished product, as in it meets the requirements of the project according to the [judging rules](#). I will be reviewing this draft for grammar, format, content, and that you followed the guidelines. Due 10/25
5. Self-evaluation-Using the [NHD Rubrics](#), score your own project. Due 11/8
6. Final Draft-Your final draft should show that feedback on your first draft was incorporated into the final draft and meet the requirements of the rubrics above. Due 12/4

**d. Weight of Grades**

- i. Minor/Daily Grades 50%
  1. Quizzes, classwork, items 1, 3, and 5 in the project requirements
- ii. Major/Test Grades 50%
  1. Average of quizzes, essays, items 2, 4, and 6 in the project requirements

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

**X. Course/Classroom Policies**

**A. Attendance/Tardiness**

If you are absent for any reason, you are still required to complete all assignments for the course. Consult the [class blog](#) and instructor to complete missed assignments.

**B. Class Participation:** Class participation will include daily work and other assignments as required.

**C. Missed Major Exams/Assignment Makeup**

Make-up work must be turned in within one week of returning to class. The student may take make-up exams only by appointment. A grade of zero will be given for any missed assignment until that assignment is made up or if it is not made up in the allotted time.

It is the sole responsibility of the student to acquire the lecture notes and any other class material covered during their absence.

For all late work a penalty of 10% will be applied for each day it is late.

Make-up exams and quizzes will only be administered outside of class and by appointment only.

**D. Academic Dishonesty**

Any student caught cheating on an exam, report, or project, whether in the classroom or elsewhere, will earn a grade of “F”, in the course. It is strongly recommended that the student caught cheating immediately drop the class in order to avoid a grade of “F”.

**E. Student Behavior**

When any activity of an individual in the class impedes the learning process of any other individual in the class, the individual causing the disruption is subject to immediate dismissal from class and may be dismissed from the course. **Note: cell phone interruptions will not be tolerated!**

**XI. Course Outline/Schedule**

Unit #1	Readings		Class time	
<p><b>Chapter 1-6</b> <b>Early Period</b> <b>4000B.C.-200 B.C.</b></p> <p><u>Supplemental Readings for this Unit:</u></p> <p>Selections from <i>The Epic of Gilgamesh</i> Due Sept 4th</p> <p>Selected Readings from <i>The Essential Confucius</i></p>	Week 1	Ch. 1 (skim)&2	Week 1	<b>Birth of Civilization and Human History</b>
	Week 2	Ch. 3	Week 2	<b>Early Chinese and Indian Civilizations</b>
	Week 3	Ch. 4	Week 3	<b>Development of a Consolidated China</b>
	Week 4	Chapter 5		

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<p>Due Sept 11<sup>th</sup></p> <p>Checkpoint Due Sept 25th</p>	<p><b>Week 5</b></p>	<p><b>Chapter 6</b></p>	<p><b>Week 4</b></p> <p><b>Classic Mediterranean and Middle East</b></p>	
<p><b>Unit #2</b></p> <p><b>Chapter 6-10</b></p> <p><b>The Classical Era</b></p> <p><b>200 B.C.-700 A.D.</b></p> <p><u>Supplemental Readings:</u></p> <p><b>TBD</b></p>	<p><b>Week 6</b></p>	<p><b>Chapter 7</b></p>	<p><b>Week 6</b></p> <p><b>Rome</b></p>	
	<p><b>Week 7</b></p>	<p><b>Chapter 8 (skim) and 9</b></p>	<p><b>Week 7</b></p> <p><b>American Civilization and Migratory Cultures.</b></p>	
	<p><b>Week 8</b></p>	<p><b>Chapter 10</b></p>	<p><b>Week 8</b></p> <p><b>End of the Classical Era</b></p>	
	<p><b>Week 9</b></p>	<p><b>Chapter 11</b></p>	<p><b>Week 9</b></p> <p><b>The rise of Islam</b></p>	
	<p><b>Week 10</b></p>	<p><b>Chapter 12 &amp; 13 (p761-774)</b></p>	<p><b>Week 10</b></p> <p><b>The spread of Islam in Africa and Asia.</b></p>	

<b>Unit #3</b> <b>Chapter 11-15</b> <b>The rise and decline of the Middle Ages</b>  <u>Supplemental Readings</u>  Others: TBD	<b>Week 11</b>	<b>Chapter 14</b>	<b>Week 11</b>	<b>Byzantium and the Orthodox Church</b>
	<b>Week 12</b>	<b>Chapter 15</b>	<b>Week 12</b>	<b>Medieval Europe</b>
	<b>Week 13</b>	<b>Chapter 17</b>	<b>Week 13</b>	<b>Tang and Song Dynasties</b>
	<b>Week 14</b>	<b>Chapter 18</b>	<b>Week 14</b>	<b>Japan, Korea and Vietnam</b>
	<b>Week 15</b>	<b>Skim 19-20</b>	<b>Week 15</b>	<b>Mongols and the Changing West.</b>

**XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

**XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.