**NEOSHO COUNTY COMMUNITY COLLEGE**
**MASTER COURSE SYLLABUS**

**COURSE IDENTIFICATION**

Course Code/Number:            HIST 101

Course Title:                          World Civilization I

KRSN:                                    HIS1030- World History to 1500
(Kansas Regents Shared Number)

Please visit the Kansas Board of Regents website for more information.

Division:      ☐ Applied Science (AS)    ☒ Liberal Arts (LA)      ☐ Workforce Development (WD)

              ☐ Health Care (HC)    ☐ Lifetime Learning (LL)    ☐ Nursing    ☐ Developmental

Credit Hour(s):    Three (3)

Effective Date:    Fall 2015

Assessment Goal Per Outcome:  70%

**COURSE DESCRIPTION**

This course studies the origin and historical development of peoples and cultures from antiquity through the Renaissance into the early modern world (5000 B.C. to 1500 A.D.).  Societies in Europe, Asia, and Africa are surveyed.  Written materials from each period are used whenever possible.

**MINIMUM REQUIREMENTS/PREREQUISITES AND/OR COREQUISITES**

None

**TEXTS**

 The official list of textbooks and materials for this course is found on *my*Neosho.

http://www.neosho.edu/ProspectiveStudents/Registration/CourseSyllabi.aspx

**GENERAL EDUCATION OUTCOMES**

1. Practice Responsible Citizenship through:
   - identifying rights and responsibilities of citizenship,
   - identifying how human values and perceptions affect and are affected by social diversity,
   - identifying and interpreting artistic expression.
2. Live a healthy lifestyle (physical, intellectual, social) through:
   - listing factors associated with a healthy lifestyle and lifetime fitness,
   - identifying the importance of lifetime learning,
   - demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team.
3. Communicate effectively through:
   - developing effective written communication skills,
   - developing effective oral communication and listening skills.
4. Think analytically through:
   - utilizing quantitative information in problem solving,
   - utilizing the principles of systematic inquiry,
   - utilizing various information resources including technology for research and data collection.

**COURSE OUTCOMES/COMPETENCIES** (as Required)

Students should be able to demonstrate historical literacy through the following skills and competencies:

1. Utilize the basic tools of the craft of history:
   A. Navigate library and other information systems and search processes.
   B. Prioritize, analyze and synthesize historical materials and ideas.
   C. Write and communicate clearly.

Various Historical Perspectives and the Historian's Craft

Through clear communication, students should demonstrate an understanding and be able to analyze and synthesize at least three of the following historical lenses:
- Arts and literature
- Cultural identity
- Diffusions and encounters
- Economics
- Environment
- Ethnicity and race
- Gender
- Global thinking
- Influential individuals and ideas of leadership
- Intellectual culture
- Material culture
- Military developments
- Politics
- Religions

- • Social constructs
- • Scientific/technological developments

2. Describe and analyze change over time and global interactions.

Origins and Characteristics of Prehistory

Relative to tracing and evaluating the origins and characteristics of prehistory, students will do the following:
- • Identify stages of human evolution.
- • Analyze the characteristics of Paleolithic societies.
- • Evaluate the impacts of the Neolithic transformation/revolution.

Origins and Characteristics of the Earliest Major Civilizations

Students will trace and evaluate the origins and characteristics of the earliest major civilizations, including the following:
- • Mesopotamia
- • Egypt
- • Indus Valley
- • China
- • Sub-Saharan Africa
- • Americas

Significant Political, Social, Economic, Religious, and Cultural Developments of the Ancient and Classical World

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the ancient and classical worlds, including the following:
- • China
- • Greece
- • India
- • Persia
- • Hellenistic World
- • Rome
- • Americas
- • Asia

Significant Political, Social, Economic, Religious, and Cultural Developments of the Post-Classical Civilizations

Students will describe and analyze the significant political, social, economic, religious, and cultural transformations, developments, and contributions of the post-classical civilizations, including the following:
- • Transformation of the Roman world and development of post-Roman societies.
- • Development of Byzantium and Christian Europe.
- • Development and spread of Islam.
- • Development and contribution of Southeast Asian cultures.
- • Development and contribution of the Indian subcontinent.
- • Development and contributions of Eurasian trade networks.

Significant Political, Social, Economic, Religious, and Cultural Developments of the Nomadic Societies

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the Nomadic societies, including the following:
- Characteristics of nomadic societies.
- Impacts of Nomads on the development of civilizations.

Significant Political, Social, Economic, Religious, and Cultural Developments of Sub-Saharan Africa, the Americas, and Oceania

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the Sub-Saharan Africa, the Americas, and Oceania between 1000 and 1500 C.E., including the following:
- Characteristics of Sub-Saharan Africa, the Americas, and Oceania.
- Impacts of Sub-Saharan Africa, the Americas, and Oceania on world cultures.

Significant Political, Social, Economic, Religious, and Cultural Developments of Medieval European Civilizations

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of medieval European civilizations, including the following:
- Characteristics of medieval European civilizations.
- Interactions between Western Europe and the Islamic world.
- Interactions between Western Europe, Sub-Saharan Africa, and South and East Asia.

Significant Political, Social, Economic, Religious, and Cultural Developments of Global Integrations

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of global integrations, including the following:
- Shaping of the Mongol Empire and its impact.
- Bantu migration and its impact.
- Development of trade networks.
- European voyages of exploration.
- Formation and consequences of European colonization.
- Impacts of global interactions on world societies.
- Transformations of coercive labor systems, including serfdom and slavery.
- Similarities between Atlantic Basin and Indian Basin trade systems.


**MINIMUM COURSE CONTENT**

The following topics must be included in this course.  Additional topics may also be included.

1. Early Complex Societies
   A. Southwest Asia
   B. Africa
   C. South Asia
   D. East Asia
   E. Americas and Oceania
2. Formation of Classical Societies
   A. Empires of Persia
   B. China
   C. India

    D.  Greeks

    E.  Romans

    F.  The Silk Road

3.  Postclassical Era

    A.  Byzantium

    B.  Islam

    C.  East Asia

    D.  India

    E.  Western Europe

4.  Cross-Cultural Interaction

    A.  Eurasia

    B.  Sub-Saharan Africa

    C.  Western Europe

    D.  Americas and Oceania

**STUDENT REQUIREMENTS AND METHOD OF EVALUATION**

<u>INSTRUCTIONAL METHODS</u>

For specific instructional methods see the syllabus supplement on the syllabus page for this class on *my*Neosho.

<u>STUDENT REQUIREMENTS AND METHOD OF EVALUATION</u>

A = 90–100% B = 80–89% C = 70–79% D = 60-69% F = 0-59%

For specific instructional methods see the syllabus supplement on the syllabus page for this class on *my*Neosho.

**ASSESSMENT OF STUDENT GAIN**

The purpose of assessing student learning at Neosho County Community College is to ensure the educational purposes of the institution are met and appropriate changes are made in program development and classroom instruction to allow for student success.  The instructor(s) of this course will determine the methods of assessment most appropriate and complete an assessment report at the end of the course.

<u>**Attendance Policy**</u>

1.  NCCC values interactive learning which promotes student engagement in the learning process.  To be actively engaged, the student must be present in the learning environment.

2.  Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class.  If a student's absences exceed one-eighth of the total course duration, (which equates to one hundred (100) minutes per credit hour in a face-to-face class) the instructor

has the right, but is not required, to withdraw a student from the course.  Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped.  A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification.  If the student is reinstated into the class, the instructor and the registrar will be notified.   Please refer to the Student Handbook/Academic Policies for more information

3.  Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence.  Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event.  Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

**ACADEMIC INTEGRITY**

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits.  Academic integrity in coursework is a specific requirement.  Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

**ELECTRONIC DEVICE POLICY**

Student cell phones and other personal electronic devices not being used for class activities must not be accessed during class times unless the instructor chooses to waive this policy.

**NOTE**

Information and statements in this document are subject to change at the discretion of NCCC.  Students will be notified of changes and where to find the most current approved documents.

**ACCOMMODATIONS**

If you are a student with a disability who may need accommodation(s), in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, please notify the Dean of Student Services in the Student Services Office, Sanders Hall, 620-432-0304, on the Chanute Campus, or the Dean for the Ottawa and Online Campuses, 785-248-2798, on the Ottawa Campus as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

**NON-DISCRIMINATION POLICY**

The following link provides information related to the non-discrimination policy of NCCC, including persons with disabilities. Students are urged to review this policy.

http://www.neosho.edu/Departments/NonDiscrimination.aspx

**SEXUAL MISCONDUCT POLICY (TITLE IX)**

At NCCC, it is the responsibility of an instructor to help create a safe learning environment in the classroom, including both physical and virtual classrooms.   All instructors are considered mandatory reporters at NCCC, therefore any information regarding sexual misconduct that is shared by a student in one-on-one meetings with the instructor must be reported to appropriate personnel at the College. Instructors will keep the information private to the greatest extent possible, but it is not confidential. Generally, climate surveys, classroom writing assignments or discussions, human subjects research, or events such as Take Back the Night events do not provide notice that must be reported to the Coordinator by employees, unless the reporting party clearly indicates that they wish a report to be made.

The following link provides information related to the sexual misconduct policy of NCCC, including resources, reporting options, and student rights.  Students are urged to review this policy.

http://www.neosho.edu/TitleIX.aspx

**COURSE NOTES**