

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**HIST 101:  
World Civilization I**

**I. Basic Course Information**

A. Course Number and Title: **HIST 101- World Civilization I**

B. New or Modified Course: **Modified Course**

C. Date of Proposal: Semester: Fall                      Year: 2024

**D. Effective Term: Fall 2025**

E. Sponsoring Department: Humanities, Social Sciences, Social Work, and Education

F. Semester Credit Hours: **3**

G. Weekly Contact Hours:                      Lecture: 3  
    Laboratory: 0  
    Out of class student work per week: 6

H. ☒ Prerequisite (s): Placement into ENGL111 English Composition I with ENGL070 English Composition I Workshop, or higher

I. Additional Fees: None

**II. Catalog Description**

Prerequisite (s): Placement into ENGL111 English Composition I with ENGL070 English Composition I Workshop, or higher

In HIST101, students will learn about the history of the world, beginning with the first surviving written records (~3000 BCE) and ending in 1500 CE, which many consider to be the beginning of the modern period. We will approach premodern history from a global perspective, with focus on non-European cultures, religions, and empires. This course asks students to consider how humans perceived and remembered themselves and their communities in the premodern era. Students will also be challenged to consider how perceptions of the natural world, law, religious precepts, philosophical perspectives, gender constructs, the environment, the administration of power, and constructions of identity shaped the development of the major civilizations of the ancient world. Finally, students will consider how 21st century articulations of the premodern past are often

inaccurate, misleading, and even weaponized to serve modern political agendas and ideological ends.

### **III. Statement of Course Need**

- A. This course provides students with the basic tools for understanding the development of the world in which they live and enabling them as citizens of the world to make the judgments that will shape the world of the future. It will also train them to think critically about sources of information and interpretations of the past.
- B. This course does not have a lab component.
- C. This course generally transfers as a Humanities, Historical Perspective, and Global and Cultural Awareness general education course.

### **IV. Place of Course in College Curriculum**

- A. Free Elective
- B. This course serves as a General Education course in Humanities, History, and Global and Cultural Awareness.
- C. This course meets a program requirement for a Liberal Arts, A.A.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### **V. Outline of Course Content**

This course explores the following topics:

- A. An introduction to the discipline of history and the historiography of the study of “Civilization”
- B. The emergence of human records, consciousness, and tribal identity
- C. The development of writing and its impact on human memory
- D. Early creation narratives and the human impulse to understand the cosmos
- E. Domestic labor and gender roles in premodern societies
- F. Early law codes and the rise of urban centers
- G. Philosophy and the self in the Axial Age
- H. Bureaucracy, meritocracy, and education in Premodern China
- I. Democracy, Republicanism, and political experimentation in the early Mediterranean
- J. The rise of empires and global economic communities
- K. The emergence of monotheistic and proselytizing religions
- L. The empires of premodern Mesoamerica
- M. The peoples of Pre-Columbian North America and the Caribbean
- N. Autonomy and trade in premodern West Africa
- O. The rise of feudalism, local power, and warring states in Europe and Japan
- P. Religious warfare in the Medieval Mediterranean
- Q. Exploration and cross-cultural encounter at the end of the Middle Ages

## VI. A. Course Learning Outcomes

1. Identify and locate primary and secondary sources to be used in explaining the past. (GE 1, 7, IL,\*)
2. Research historical questions with appropriate methodologies and then logically, persuasively, and responsibly state findings in a written analysis. (GE 1, 7)
3. Articulate clear, independent, and logical reasoning regarding historical problems (GE1, 5, 7)
4. Analyze evidence in order to evaluate historical events and their connection to the present. (GE 7\*)
5. Compare and contrast features of various cultures and historical periods (GE 7, 8)  
\*embedded critical thinking

### B. Assessment Instruments

1. research paper
3. exams
4. presentations
5. discussion questions
6. class participation

## VII. Grade Determinants

- A. essays
- B. projects
- C. tests
- D. presentations

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. guest speakers
- D. student oral presentations
- E. student collaboration

## VIII. Texts and Materials

- A. suggested textbook
- B. primary sources
- C. journals
- D. reviews
- E. audio sources
- F. web sources

## IX. Resources

Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

Textbook: Jeremy Adelman, Elizabeth Pollard, and Robert Tignor. *Worlds Together, Worlds Apart*, Vol. 1, with Sources (7th edition). New York: W.W. Norton Publishing Company, 2024.

X. Check One: ☐ Honors Course ☐ Honors Options ☒ N/A