

World Civilizations I

Summer I 2026

HIST 2321 – Online only course

3 Credit Hours [No Prerequisites Required]

Instructor: Mrs. J.Nikki Carter

Email: Jcarter@uttyler.edu [preferred contact] – I do not have an office phone

In your email, please note which class you are in (example History 2321)

Expect a response within 24 hours M-F or 48 over the weekend

I will only reply to email from an official UT-Tyler email account

Office Hours: Appointments for zoom meetings are available by request.

“Education is the most powerful weapon which you can use to change the world.” ~ Nelson Mandela

Course Description

This course examines the history of world civilizations from their origins to early modern times. It provides a global perspective on the past, viewing history on a wider spectrum than has been conventional and emphasizing the connections and interactions between civilizations that have been neglected or unknown in the past. It also introduces the student to the most current historiographical developments in the field of world history.

It is divided into three units of study: (1) From Human Origins to Early Agricultural Centers, to 600 BCE; (2) The Age of Empires and Visionaries, 600 BCE to 600 CE; and (3) The Formation of Religious Civilizations, 600 to 1450 CE. We will focus on developments, transformations, and connections of the world’s peoples from a variety of perspectives, ranging from economic networks to cultural influence, from environmental transformations to social movements. With this broad framework and drawing from a wide variety of primary and secondary resources, this class will investigate various social, political, ideological, and economic processes and factors that shaped global history over time.

Objectives

This class is designed to get students to generally understand the various cultures and peoples of the World from Pre-History to 1450 C.E., even while fostering the students’ ability to analyze and think about history and history-making processes more generally at the local, regional, national, and global levels. The class will use a variety of sources, including primary sources, secondary monographs, art, and other media to teach students how to analyze historical processes and to formulate their own analysis and understanding of world history.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

1. Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
2. Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.

3. Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
4. Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

1. Create an argument using historical evidence
2. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history
3. Discuss and interpret information related to varying cultures, diverse peoples, and a broad range of historical contexts.
4. Demonstrate knowledge related to a wide range of principles and subjects in the humanities. This includes political science, philosophy, and arts.

Finally, as a course that helps students complete their Core Curriculum requirements, there are no university-based prerequisites for this course, but students are expected to have basic reading, writing, and analytical skills to succeed in this course. As a hybrid course, students are expected to be familiar with basic computing tasks like internet usage, posting through Canvas, using word processors, and using email.

Texts and Readings

This course relies on a mixture of primary and secondary sources to get students to understand World history as the people lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. There will be materials that students will occasionally have to read online; in such instances, the documents will be available on Canvas. Textbooks will be available in the bookstore or from various online retailers (like Amazon) and are mandatory reading. I would suggest price checking as different places have better prices. Required texts are:

1. Patterns of World History, Volume One: To 1600 with Sources Second Edition Peter von Sivers, Charles A. Desnoyers, and George B. Stow ISBN: 9780199399796 (newer edition also acceptable)
2. Additional readings will be posted on Canvas.

Course Requirements

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts.

Students will also be given weekly assignments and three exams through the course of the semester. In the event a student misses a test, no make ups are given, instead they take the comprehensive final exam that is given during finals week as a grade replacement.

Grades:

Online module Quizzes: 165 points
Online article assignments: 50 points
Test 1: 100 points
Test 2: 100 points
Test 3: 100 points
TOTAL: 515 points

Grading Mechanisms

The quizzes and online assignments for the Modules are due by 11:59 PM on the day of the exam that covers them. You have multiple days to complete all the work, waiting until the last minute and then having an issue is not an excuse for not completing work on time. The Syllabus Quiz has a different due date, please check canvas. Module quizzes and assignments submitted late are reduced in points by 50% per day (0 after 24 hours)

Online quizzes are multiple choice and true or false questions and will be graded based on correct answers. There are 12 quizzes, worth 15 points each. Quizzes count for a total of 185 possible points. Late work is reduced in credit by 50% per day (0 after 24 hours)

Online article quiz assignments will be five questions over an article you have to read. These grades will be based on correct answers to the multiple choice and true and false questions. There will be 14 article assignments worth 5 points each. These assignments will count for 60 possible points. Late work is reduced in credit by 50% per day (0 after 24 hours).

The exams are a mixture multiple choice, matching, and true/false. Each test is worth 100 points, there will be 3 exams, for a total of 300 points. If a student misses a test for any reason, then they will receive a 0. At the end of the semester, students who missed an exam will be given a final exam as a grade replacement. Students who didn't miss an exam have the option to take the test to replace a lower exam grade. Tests count for 300 possible points. **Respondus lockdown browser software is required for exams (not quizzes) this semester. Exams are NOT open book or open note and outside resources, like google, are not allowed. To ensure academic honesty, you must complete the quizzes for each module before taking the exam, or else you will be given a 0 on the test. The exams are times and once you answer a question, you cannot go back to it and there is a time limit.**

****Extra credit is NOT given on an individual basis, if any extra credit assignments are given, they are made available to the entire class. Please do not ask for individual extra credit opportunities. ****

Artificial Intelligence (AI) Usage Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and

students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

The written work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

Final Grades for the Semester Are Determined as Follows

89.5% + of total points available = A

79.5% - 89.4% of total points available = B

69.5% - 79.4% of total points available = C

59.5% - 69.4% of total points available = D

Below 59.4% = F

Additional Information

Some semesters, life gets in the way. Should you have one of these semesters, I am more than happy to talk to you about what to do. But if the trauma is too great, I strongly suggest you drop one or all your courses. Your education is vitally important, but there are things that outrank even education sometimes—and *you must make that call when it is necessary*. I cannot grade you on how well or poorly you deal with your life at given moments. Your grades reflect your performance in class—not how well you are dealing with other things. I wish all of us a semester in which these things aren't issues.

Course Outline: Tentative Schedule

Schedule/Topic Outline (check canvas for all due dates)

Getting Started Module and Syllabus Quiz Due 6/3

Unit 1 - All work from Unit 1 includes Modules 1-5 and Test #1 – Due by 6/10

Module 1 –Pre-History

Module 2 –Mesopotamia and ancient Egypt

Module 3 - Indus Civilizations

Module 4 – Ancient China

Module 5 - Mesoamerica

Unit 2 - All work from Unit 2 includes Modules 6 – 9 and Test #2 Due by 6/22

Module 6 - Persian Empire

Module 7 - Greek and Roman civilizations

Module 8 - Mauryan the Gupta Empires

Module 9 - Imperial China

Unit 3 - All work from Unit 3 includes Modules 10 – 12 and Test #3 Due by 7/2

Module 10 – The Eastern and Western Roman empires

Module 11 - Europe in the Middle Ages

Module 12 - China

The Final Exam comprehensive and is optional unless you miss an exam (Last day of class for this course) Due by 7/3

Syllabus Notice:

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

Attendance and Make-Up Policy:

Because this is an online course, students must accept a greater degree of responsibility for remaining on top of their assignments and due dates. Students are required to log on and complete work on a weekly basis. Completing work means turning in a graded assignment, not simply logging in to Canvas. Online components may be done on the student's own time, but every effort should be made to take the exams on time and complete all assignments by their due date because late assignments are reduced 50% credit per day. If a student misses an exam, no make-up test is given for full credit, instead a final exam is given the last week of the semester as a grade replacement option.

Copyright Statement:

Learning materials posted online within UT Tyler courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Student Resources:

For a general overview of resources provided by The University of Texas at Tyler, please refer to this link: <http://lms-media.uttyler.edu/fileman/OID/Resource/>

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source. Tests in this class are not open book and not outside resources are allowed.

Plagiarism is presenting the words **or** ideas of another person as if they were your own. As a result, Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.

Please read the complete policy at

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>