MINISTRY OF EDUCATION AND TRAINING

**LAC HONG UNIVERSITY**

**COURSE OUTLINE**

**<126011– HISTORY OF WORLD CIVILIZATION >**

| **1.** | **GENERAL INFORMATION** | |
| --- | --- | --- |
| Course name (Vietnamese): | | Lich su van minh the gioi |
| Course name (English): | | History of World Civilization |
| Course ID: | | 126011 |
| Types: | | Fundamentals of major |
| Faculty/Department: | | Administration – International Economics |
| Main Lecturer: | | Phan Van Hai  Email: haipv@lhu.edu.vn |
| Lecturer participating in: | | Vu Duc Cuong (cuongvd@lhu.edu.vn) |
| Number of credits: | | 2 |
| Theory :  Practice :  Exercise : | | 15 periods  0 periods  30 periods |
| Specialty : | | Selective to students in this major |
| Prerequisite course: | | No |
| Previous course: | | No |
| **2.** | **COURSE DESCRIPTION** | |

This course belongs to the social science knowledge for students who work in services. Civilizational historical research is a way to mark humanity's intellectual and comprehensible levels. From then the instinct of humans will be displayed. Because only humans, after evoking a specific level, will be able to learn about themselves and their social lives.

| **3.** | **COURSE LEARNING OUTCOMES** |
| --- | --- |

**Table 1: Course Learning Outcomes (CLOs)**

| **Course Learning Outcomes (CLOs)** | **Course Learning Outcomes Content** | **Bloom domain/Bloom level** | **Program Learning Outcomes PLOs/SOs/PIs (\*)** |
| --- | --- | --- | --- |
| CLO1 | Using the information learned to develop tourism business activities, based on the comprehension of different civilizations | Knowledge (3) | PLO1/  PI1.2 |
| CLO2 | Getting adapted to jobs in the multicultural environment nowadays | Skills (4) | PLO6/  PI6.2 |
| CLO3 | Showing respects toward the international multicultural humankind | Attitude (2) | PLO7/  PI7.1 |

| **4.** | **COURSE CONTENT, LESSON PLAN** |  |
| --- | --- | --- |

**Table 2: Course Content, Lesson Plan**

| **Week** | **Lesson/**  **Chapter** | **Name/Chapter** | **Lesson Learning Outcomes (LLO)** | | **Lecture and Study activities** | **Teaching methods** | **Assessment methods** | **References (\*)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Chapter 1 | The concepts and access to civilization - Concepts  - Access | LLO1.1 | . Explaining the different basic concepts relating to civilization, comparing different and relevant terminologies | Lecturer asks students to learn about contents, then offers them to find practical examples and lessons to themselves.  Students approach new information by participating in games, tests in several software programs. | Lecture  Game | Short answer test  Multiple choice test | [2] |
| LLO1.2 | Obeying the regulations | Lecturer gives the regulations about the arrival time, participation in class, at home. | Lecture | Short answer test |
| 2 | Chapter 2 | **Prehistoric civilization**  - Conceptions in the ancient time  + Hesiod’s conception  + Platon’s conception  + The Hebrew’ conception  - The prehistoric discovery from the archeology | LLO2.1 | Explaining the concepts and the evolvement of prehistoric civilization | Lecturer instructs students to learn about the contents of civilization in team work.  Each group has to discuss. | Lecture  Discussion | Short answer test | [2] |
| LLO2.2 | Obeying the regulations | Lecturer gives the regulations about the arrival time, participation in class, at home. | Didactic questioning | Short answer test |
| 3 | Chapter 3 | Civilization evolves in the period from 3500 to 500 B.C - Sumerian civilization  - Babylonian civilization  - Assyrian civilization  - Minoan (Crète) civilization or Egée civilization  - Minoi – Kriti civilization  - Hittite civilization  - Lydian civilization  - Phénicie civilization  - Hebrew civilization  - Egyptian civilization  - Indian civilization  - Chinese civilization | LLO3.1 | Explaining the features and the evolvement of civilization in the period from 3500 to 500 B.C | Lecturer instructs students to learn about contents then asks them to find practical examples and lessons for themselves. | Lecture  Discussion | Short answer test | [2] |
| 4 | LLO3.2 | Applying the information of different civilization to develop the specific business activities, | Lecturer instructs students to discuss and present, each group giving interactive questions. | Discussion | Presentations |
| 5 | LLO3.3 | Repeating the main features of the ancient civilization | Lecturer asks students to answer the preparations. | Discussion | Short answer test |
| LLO3.4 | Respecting ancient cultural values. | Lecturer offers students the caution of treating guests in different cultures. | Didactic questioning | Short answer test |
| 6 | Chapter 4 | **Civilization** **evolves in the period from 500 B.C to 500 A.D**  - Persian civilization  - Indian civilization  + Hinduism  + Buddhism  + Jainism  - Chinese civilization  + Qin  + Han  + The civilizational achievements | LLO4.1 | Explaining the features and the evolvement of civilization in the period from 500 B.C to 500 A. D | Lecturer instructs students to learn about contents, then asks students to give practical examples and lessons to themselves.  Each group has to discuss. | Lecture  Discussion | Short answer test | [2] |
| LLO4.2 | Applying the information of different civilization to develop the specific business activities, | Lecturer instructs the group to discuss and present, each group gives the interactive questions. | Discussion | Presentations |
| 7 | LLO4.3 | Differentiating the main features of the ancient civilization | Lecturer divides into groups and asks students to learn about the civilization and present  Each group has to discuss. | Discussion | Presentations |
| LLO4.4 | Respecting the ancient cultural values | Lecturer asks each group to suggest the caution of treating guests in different cultures. | Discussion | Short answer test |
| 8 | Chapter 5 | **Civilization evolves in the period from 500 to 1500 A.D**  - Byzantinum civilization  - Arabic civilization - Islam | LLO5.1 | Explaining the features and the evolvement of civilization in the period from 500 to 1500 A.D | Lecturer instructs students to learn about contents, then asks students to give practical examples and lessons to themselves.  Each group has to discuss. | Lecture  Discussion | Short answer test | [2] |
|  |  |  | LLO5.2 | Applying the information of different civilization to develop the specific business activities, | Lecturer instructs the group to discuss and present, each group gives the interactive questions. | Discussion | Presentations |
|  |  |  | LLO5.3 | Differentiating the main features of the ancient civilization | Differentiating the main features of the ancient civilization | Discussion | Presentations |
|  |  |  | LLO5.4 | Respecting the ancient cultural values | Lecturer asks each group to suggest the caution of treating guests in different cultures. | Discussion | Short answer test |
| 9 | Chapter 6 | **Civilization evolves in the period from 1500 to the present day**  **-**The Chinese civilization  - The Indian civilization  - The European civilization  - The industrial civilization  - The modern technology civilization | LLO6.1 | Explaining the features and the evolvement of civilization in the period from 1500 A.D to the present days | Lecturer instructs students to learn about contents, then asks students to give practical examples and lessons to themselves.  Each group has to discuss. | Lecture  Discussion | Short answer test | [2] |
| LLO6.2 | Applying the information of different civilization to develop the specific business activities, | Lecturer instructs group to discuss and present, each group gives the interactive questions | Discussion | Presentations |
| 10 | LLO6.3 | Establishing the working process to different civilization around the world | Asking students to establish the communication process to different civilization around the world | Discussion | Presentations |
| LLO6.4 | Respecting the ancient cultural values | Lecturer asks each group to suggest the caution of treating guests in different cultures. | Discussion | Short answer test |
| 11 | Exam | Self-study 30% | LLO7.1 | Obeying the regulations | Lecturer asks students to obey the requests of the test | Lecture | Essay |  |

| **5.** | **MAPPING OF LESSON AND COURSE LEARNING OUTCOMES** |
| --- | --- |

**Table 3: Mapping of Lesson and Course Learning Outcomes**

| **Lesson Learning Outcomes** | **Course Learning Outcomes** | | | **Evaluation Component** |
| --- | --- | --- | --- | --- |
| **CLO1** | **CLO2** | **CLO3** |
| **LLO1.1** | X |  |  | A1,A2,A3 |
| **LLO1.2** |  |  | X | A1 |
| **LLO2.1** | X |  |  | A1,A2,A3 |
| **LLO2.2** |  |  | X | A1 |
| **LLO3.1** | X |  |  | A1, A2, A3 |
| **LLO3.2** | X |  |  | A1, A2,A3 |
| **LLO3.3** |  | X |  | A1, A2 |
| **LLO3.4** |  |  | X | A1 |
| **LLO4.1** | X |  |  | A1, A2, A3 |
| **LLO4.2** | X |  |  | A1, A2,A3 |
| **LLO4.3** |  | X |  | A1, A2 |
| **LLO4.4** |  |  | X | A1 |
| **LLO5.1** | X |  |  | A1, A2, A3 |
| **LLO5.2** | X |  |  | A1,A2,A3 |
| **LLO5.3** |  | X |  | A1,A2 |
| **LLO5.4** |  |  | X | A1 |
| **LLO6.1** | X |  |  | A1, A2, A3 |
| **LLO6.2** | X |  |  | A1,A2,A3 |
| **LLO6.3** |  | X |  | A1,A2 |
| **LLO6.4** |  |  | X | A1 |
| **LLO7.1** |  |  | X | A1 |

| **6.** | **COURSE ASSESSMENT** |
| --- | --- |

**Table 4: Course assessment**

| **Evaluation Component** | **Assessment** | **CLOs** | **Percentage (%)** |
| --- | --- | --- | --- |
| A1. Process | - Participating in lesson construction  - Class exercices  - Discussion, Role-playing in group | CLO1, CLO2, CLO3 | *30%* |
| A2. Midterm | - Doing class exercices | CLO1, CLO2 | *30%* |
| A3. Final | - Doing test on papers | CLO1 | *40%* |

| **7.** | **COURSE REQUIREMENTS AND EXPECTATIONS** |
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- Attendance: Obeying the regulations

- Students have to read the given study documentation by the lecturer before every lesson on the online learning system (LMS - learn.lhu.edu.vn).

- Students who do homework on Kahoot, Quizizz and quick exercises in class will be given bonus marks for the students' process.

- Finishing given group discussions according to the lecturer's regulations.

| **8.** | **STUDY REFERENCES** |
| --- | --- |

**Textbook**

[1]. Vu Duong Ninh, Nguyen Gia Phu, Nguyen Quoc Hung, Dinh Ngoc Bao (2018), Lich su van minh the gioi, NXB Giao duc Viet Nam, Ha Noi.

**References**

[2]. Nguyen Thi Thanh Huyen (2018), Giao trinh lich su van minh the gioi (Danh cho Chapter trinh Dai hoc chinh tri), NXB Chinh tri Su that, Ha Noi.

| **9.** | **SOFTWARE OR SUPPORTING EQUIPMENTS FOR PRACTICE** |
| --- | --- |

- Internet, Google Chrome, Kahoot

* **General rules:**

| **Abbreviation** | **Description** |
| --- | --- |
| **PLO/SO** | Program Learning Outcomes/Standard Outcomes |
| **PI** | Performance Indicators |
| **CLO** | Course Learning Outcomes |
| **LLO** | Lesson Learning Outcomes |

| **Head of Major/ Head of Faculty** | Dong Nai, 2024  Responsible lecturer  (sign and write full name)  **Phan Van Hai** |
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1. **Phương pháp giảng dạy tương tác:** Chú trọng vào việc kích thích sự tương tác và thảo luận giữa các người học, giúp họ có thể trao đổi, phân tích và nắm vững vấn đề hơn.
2. **Phân tích tình huống:** Sử dụng các tình huống cụ thể để người học tìm hiểu và thảo luận, từ đó phát triển kỹ năng nhận định văn hóa.
3. **Học bằng việc giải quyết vấn đề:** Giúp người học nâng cao kỹ năng nhận định bằng việc đề ra các vấn đề trong môi trường đa văn hóa để họ tự giải quyết.
4. **Phương pháp dạy dựa trên dự án:** NGười học tham gia vào các dự án thực tế liên quan đến việc làm việc trong môi trường đa văn hóa, đồng thời tìm ra và đánh giá sự khác biệt giữa các văn hóa.
5. **Sử dụng công cụ đánh giá đa văn hóa:** Việc sử dụng những công cụ đánh giá đa văn hóa sẽ giúp người học tìm hiểu sâu hơn về văn hóa và biết cách nhận định.

Đánh giá

1. **Đánh giá dựa trên dự án:** Người học cần thực hiện và hoàn thành một dự án nghiên cứu hoặc phân tích về sự khác biệt giữa các văn hóa. Đánh giá sẽ dựa trên sự hiểu biết và việc vận dụng kỹ năng đánh giá của họ trong quá trình hoàn thành dự án.
2. **Presentations:** Người học sẽ Presentations về một văn hóa nhất định hoặc các vấn đề liên quan đến văn hóa, định hình sự nhận thức và đánh giá của họ về văn hóa đó.
3. **Bài luận phản ánh:** Đây là cách để tìm hiểu sự nhận biết và nhận định của học viên, bằng cách yêu cầu họ viết về những trải nghiệm hoặc hiểu biết của mình về sự khác biệt văn hóa.
4. **Discussion:** Dễ dàng thấy rõ hơn hiểu biết của người học thông qua quan điểm và ý kiến của họ trong các cuộc Discussion.
5. **Đánh giá qua quan sát:** Đánh giá học viên thông qua việc quan sát thực tế họ ứng xử và tương tác trong các tình huống đa văn hóa.