**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 06/15/2021

# **HISTORY 100 – EARLY WORLD HISTORY**

1. **Course Number Course Title Semester Units**

HIST 100 Early World History 3

**Semester Hours**

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. **Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

A historical survey of civilizations from ancient times to 1500 C.E. with particular focus on Asia, Africa, Europe, the Americas, the Indian Subcontinent, Mediterranean Basin, the Middle East and Oceania. Emphasis placed on the origins, development and interconnections of diverse cultures, political systems, social/cultural forces, major religions, noted empires, artistic/intellectual achievements and technological breakthroughs.

4. **Course Objectives**

The student will:

1. Distinguish the characteristics of the world’s early civilizations within their appropriate geographical and chronological setting.
2. Compare the interactive political, social and cultural forces which shape and distinguish key early civilizations throughout the world.
3. Analyze the similarities and differences of the human experience found with different parts of the globe.
4. Analyze the process how early human groups met and interacted with one another to enable various exchanges and cultural diffusion.
5. Identify how human groups faced and responded to various economic, political, militaristic and ecological challenges and catastrophes throughout early world history.
6. Differentiate key differences of human existence and modality within the Paleolithic, Neolithic, agrarian and pre-industrial eras.
7. Define and discuss the meaning and problems of the word “civilization.”
8. Distinguish features among the early world’s major religions, ideas and institutions.
9. Evaluate the literature, art and cultural traditions among various early civilizations.
10. Interpret the role of technology and significant inventions in shaping civilizations.
11. Identify and describe influential empires within early world history.
12. Discuss contemporary world issues and problems within a historical global context.
13. Read primary documents with a critical and inquiring mind.
14. Compose written assignments reflecting insightful understanding of historical forces, people and events.
15. Assemble lists of books, articles, and non-print resources on relevant historical topics in order to write research papers.
16. Analyze historical sources to formulate a purposeful historical thesis and support the thesis with evidence.

5. **Instructional Facilities**

Standard Classroom

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6. **Special Materials Required of Student**

None

7. **Course Content**

Within the broad historical sweep of Early World History, analysis of the following topics and geographic regions may include but are not limited to the following:

a. Paleolithic to Neolithic Ages

1) Hunting and Gathering Lifestyles

2) Transition to the Agricultural Age

3) Origins and Processes of Civilizations

4) Diffusion Theory of Cultural Achievements

b. World’s First Civilizations during the Ancient Period (c. 3500 B.C.E.-500 C.E.)

1) Mesopotamia/Southwest Asia

2) Ancient Egypt

3) Indus Valley/India

4) China/Japan

5) Southeast Asia/Oceania

6) Early African Kingdoms

7) Greek and Roman Civilizations

8) Early European Societies

9) Ancient Americas

c. Later Civilizations and Developments in the Medieval World (500-1500)

1) Byzantine Civilization

2) Imperial China/Medieval Japan

3) Medieval Europe

4) Sub-Sahara Africa

5) Major Civilizations in the Americas

6) Islamic Civilizations

7) Kievan Rus

8) Mongolian Empire

d. Social Forces and Constructs

1) Women and Gender

2) Race and Ethnicity

3) Economic Systems

4) Class/Social Stratification

5) Family Dynamics

e. Notable World Religions and Philosophical Thought

1) Polytheistic Religions among the First Civilizations

2) Western/Eastern Religions

3) Western/Eastern Philosophies

4) Creation Myths

f. Scientific/Technological Achievements

1) Astronomy/Calendar Systems

2) Development of Writing

3) Mathematics/Numbering Systems

4) “Golden Ages” of Science in Various Civilizations

5) Technological Changes in Warfare

6) Innovations in Medicine

g. World’s Political Systems

1) Tribal Governance Systems

2) Monarchies and Autocracies

3) Famous Empires and their Significant Emperors

4) Noted Ruling Dynasties

5) Democracy and Republicanism

6) Feudalism

h. Artistic/Literary Achievements

1) Literature – poetry, drama, tales, storytelling, oral traditions, folklore

2) Visual Arts – paintings, sculpture, crafts

3) Architecture and Noted Monuments

4) Music

8. **Method of Instruction**

a. Lecture.

b. Discussion and interpretation of primary documentsand/or historical topics.

# c. Study guides or examination reviews.

# d. Multi-media presentations.

# e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

# f. Internet websites.

# g. Guest speakers.

# h. Collaborative projects.

i.Library resources: books, periodicals, databases, reference works, and internet resources pertaining to Early World History.

9. **Methods of Evaluating Student Performance**

a. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.

b. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.

c. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.

d. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.

e. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.

f. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.

g. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.

10. **Outside Class Assignments**

a. Prepare for an in-class essay of minimum 600 words about Gupta India by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

b. Prepare an essay outside of class, comparing and contrasting Egyptian and Mayan pyramid building, utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on an ancient Chinese history topic of the student’s individual choice. The paper must demonstrate how their subjects relate to larger questions or events in Early World History.

d. Prepare for group discussions about the Mali and Ghana sub-Saharan African empires with each group focusing on different perspectives and experiences, such as economics, the role of women, political structures, etc., utilizing evidence from course materials and independent research.

e. Analyze, in writing or via a group discussion, a primary source document utilizing course materials and independent research. Students will demonstrate how their document relates to larger questions or events in Early World History.

f. Library and internet research with multiple sources and websites.

g. Take-home exams.

11. **Representative Texts**

1. Representative Text(s):

1) Bulliet, Richard W., et. al. *The Earth and Its Peoples: A Global History*. 7th edition. Belmont, CA: Wadsworth, 2019.

2) Duiker, William J. and Jackson J. Spielvogel. *World History*. 9th edition. Belmont, CA: Wadsworth, 2019.

3) Bentley, Jerry H. and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past.* Volume 1 from the Beginning to 1500. 7th edition. New York: McGraw Hill, 2021.

4) Hansen, Valerie and Kenneth R. Curtis*. Voyages in* *World History*. Volume 1 to 1600. 3rd edition. Belmont, CA: Wadsworth, 2017.

5) McKay, John P., et. al. *A History of World Societies*. Vol. 1 to 1600. 12th edition. Boston, MA: Bedford St. Martins, 2021.

6) Adler, Philip J. and Randall L. Pouwels. *World Civilizations*. 8th edition. Belmont, CA: Wadsworth, 2018.

7) Craig, Albert M., et. al. *The Heritage of World Civilizations*. Combined Vol. 10th edition. Upper Saddle River, NJ: Pearson, 2016.

8) Lockard, Craig A. *Societies, Networks and Transitions: A Global History*. 4th edition. Belmont, CA: Wadsworth, 2021.

9) *Merriam- Webster Advanced Learner’s English Dictionary*. 9th Ed. 2016.

b. Supplementary texts and workbooks:

1) Wiesner, Merry E., et. al. *A History of World Societies*. Combined Volume. 12th edition. Boston, MA: Bedford St. Martins, 2021.

2) Pollard, Elizabeth, et. al. *Worlds Together, Worlds Apart, with Sources.* 2nd edition. New York, NY: W. W. Norton and Company, 2019.

3) Andrea, Alfred J. and James H. Overfield, eds. *The Human Record: Sources of Global History*. Vol. 1: to 1500. 8th edition. Belmont, CA: Wadsworth, 2015.

4) Reilly, Kevin. *Worlds of History: A Comparative Reader*. Volume One to 1550. 7th edition. Boston, MA: Bedford St. Martins, 2020.

5) McKay, John P. et. al. *Sources of World Societies, Volume I: to 1600*. 3rd edition. Boston, MA: Bedford St. Martins, 2018.

6) Mitchell, Joseph R. and Helen Buss Mitchell, eds. *Taking Sides: Clashing Views in World History, Volume 1: The Ancient World to the Pre-Modern Era*. 5th edition. New York: McGraw Hill, 2017.

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

* 1. Analyze and secondary source documents and explain how they support a thesis statement.
  2. Explain relationships between the causes of historical events and their effects.
  3. Describe a relevant individual involved in an historical event and explain his/her significance in this event.