

Lassen Community College Course Outline

HIST-14 World History, Beginning to 1500

3.0 Units

I. Catalog Description

A study of the major civilizations of the world from the beginning of civilization to 1500. Covers the classical and medieval traditions of the West and the major non-western cultures of the world. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, correspondence and online delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to both UC/CSU

General Education Area: B & C

CSU GE Area: C2 & D6

IGETC GE Area: 4F

C-ID HIST 150

51 Hours Lecture, 102 Expected Outside Class Hours, 153 Total Student Learning Hours Scheduled: Fall, Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 220500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Compare and contrast the major world civilizations from the beginning to 1500, which identifies the major historical figures,
2. Compare and contrast major periods including prehistory, cultural ideas and values, and the global connection between events.
3. Describe how civilization through multiple analytical categories such as race, class, gender and ethnicity, and are affected through the world's physical and natural environmental developments in human society from the beginning to 1500.

B. Course Objectives

Upon successful completion of this course, the student will be able to:

- A. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- B. Analyze broad patterns of change on both interregional scales and with complex societies.

- C. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- D. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human society.
- E. Before 1500 C.E., analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange.

- F. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- G. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- H. Explain the historical significance of cultural developments such as art, music, architecture, literature, and religion.
- I. Compare ideals, practices, and historical developments of major belief systems.
- J. Analyze historical developments across national, regional, and cultural boundaries.

IV. Course Content

- A. Before history
 - 1. Prehistoric
 - 2. Prehistory
 - 3. Homo Sapiens migrations
- B. Emergence of agrarian societies
 - 1. Development of agriculture
 - 2. Spread of agriculture
- C. Early Societies, 3500 to 500 b.c.e.
 - 1. Early societies of Mesopotamia
 - 2. Early societies in Asia
 - 3. Early societies in Africa
 - 4. Early societies in the Americas and Oceania
- D. Classical Societies, 500 b.c.e. to 500 c.e.**
 - 1. The empires of Persia
 - 2. Unification of China
 - 3. India
 - 4. Mediterranean society: Greek
 - 5. Mediterranean society: Roman
 - 6. Cross culture exchange between East and West.
- E. Development of major belief systems.**
 - 1. Major religions
 - 2. Eastern Philosophies
 - 3. Western Philosophies
- F. Post Classical Era, 500 to 1000 c.e.**
 - 1. Byzantium
 - 2. Islamic Expansion
 - 3. Empires of East Asia

4. The Indian Ocean basin
 5. Society in Western Europe
- G.** Cross-cultural: Interaction, 1000 to 1500 c.e.
1. Nomadic Empires of Eurasia
 2. Societies of sub Saharan Africa
 3. Europe in the high Middle Ages
 4. Americas and Oceania
- H.** Development and interrelations
1. Roman Empire
 2. Chinese Empire
 3. Mongol Empire
 4. Indian Empire
 5. Afro-eurasia trade
- I.** Relationship between Humans and the environment

V. Assignments

A. Appropriate Readings

Standard college level text (e.g. *Worlds Together, Worlds Apart, Volume I and II*) will be the primary source of course readings. Other sources might include *Ancient History: From the First Civilizations to the Renaissance, Plagues and Peoples 500BC-1700AD*, or *A World History*. Additionally, journal and magazine articles of pertinent interest may be used to enhance the learning process.

B. Writing Assignments

These will include essays, short answer questions on exams, and term paper. Essay, test questions, and term paper topics will be germane to the course content. **Example #1:** Essays analyzing assigned readings and lecture materials. Write an essay of 750 words using excerpts from the course textbook and class lectures to explain cultural ideas and values comparing and contrasting one Western culture (European based society) to a non-western culture (Eurasia or sub Saharan African society).

Example #2: Term paper analyzing readings and external research material selected by the student. Write a term paper, on a topic covered in the assigned readings from the course textbook and class lectures. You must use additional outside scholarly books and journal articles for research materials. The term paper must consist of comparing and contrasting social, political, religious, or economic developments of at least two cultures within the same era (early societies, classical societies, post classical era, or cross-cultural: interaction).

C. Expected Outside Assignments

Group work, Library research, and Internet research.

D. Specific Assignments that Demonstrate Critical Thinking

Critical thinking, writing assignments as listed above. Individual and group presentations of the course topics.

VI. Methods of Evaluation

Traditional Classroom Delivery

The first day of class, the instructor will provide each student with a written course syllabus indicating the evaluation procedures to be used.

The formulation of a student grade will be based upon:

1. Required research paper (please see example two in written assignments above.)
2. Short essays (please see example one in written assignments above)
3. Essay exams
4. Midterm and final objective tests
5. Individual and group presentation

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours, or 1/3 of the lecture hours, will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

<input checked="" type="checkbox"/> Traditional Classroom	<input checked="" type="checkbox"/> Delivery	<input checked="" type="checkbox"/> Correspondence Delivery	<input checked="" type="checkbox"/> Hybrid
<input checked="" type="checkbox"/> Delivery	<input checked="" type="checkbox"/> Online Delivery		

Traditional Classroom Delivery

Methods of instruction may include, but are not limited to:

1. Lectures (including guest speakers)
2. Role-playing
3. Discussions

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized. Each semester-a minimum of 17 hours will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate

VIII. Representative Texts and Supplies

Two volume book for both History 14 and History 15 = Pollard, E., Rosenberg, C., Tignor, R., et al, *Worlds Together Worlds Apart: Form the Beginnings of Humankind to the Present*, 2nd Concise Edition, 2019, W.W. Norton & Company, Inc. ISBN: 9780393668537 (paperback), 9780393668568 (3-hole punch version), 9780393668476 (ebook)

One volume book for only History 14 = Pollard, E., Rosenberg, C., Tignor, R., et al, *Worlds Together Worlds Apart: Volume I Beginnings through the 15th Century*, 2nd Concise Edition, 2019, W.W. Norton & Company, Inc. ISBN: 9780393668544 (paperback), 9780393668575 (3-hole punch version), 9780393668483 (ebook)

IX. Discipline/s Assignment

History

X. Course Status

Current Status: Active

Original Approval Date: 10/21/2004

Revised By: Colleen Baker

Curriculum/Academic Standards Committee Revision Date: 10/19/2021

Revised by Toni Poulsen 11/01/2022