# COURSE OUTLINE OF RECORD

**Number:** HIST G161  
**TITLE:** World History 1

**ORIGINATOR:** Sunshine McClain  
**EFF TERM:** Fall 2017  
**DATE OF OUTLINE/REVIEW:** 07-26-2017

**FORMERLY KNOWN AS:** History G190, World History to 1500

**TOP NO:** 2205.00  
**CID:** HIST 150

**SEMESTER UNITS:** 3.0  
**HRS LEC:** 54.0  
**HRS LAB:** 0.0  
**HRS OTHER:** 0.0

**CONTACT HRS TOTAL:** 54.0

**STUDY NON-CONTACT HRS RECOMMENDED:** 108.0

**CATALOG DESCRIPTION:**
A broad survey of the early development of civilizations around the world. The course examines geographic and human influences and compares the differences and similarities in the early civilizations. The survey goes up to the period of broad cultural contacts of the 15th century. Recommended for transfer students.

**JUSTIFICATION FOR COURSE:**

**PREREQUISITES:**

**COREQUISITES:**

**ADVISORIES:**
- GEOG G100: World Regional Geography  
Note: Students are advised to have a basic knowledge of global geography.

**ASSIGNED DISCIPLINES:**
History

**MATERIAL FEE:** Yes [ ] No [X] Amount: $0.00

**CREDIT STATUS:** Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

**GRADING POLICY:** Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

**OPEN ENTRY/OPEN EXIT:** Yes [ ] No [X]

**TRANSFER STATUS:** CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

**BASIC SKILLS STATUS:** Yes [ ] No [X]  
**LEVELS BELOW TRANSFER:** Not Applicable

**CALIFORNIA CLASSIFICATION CODES:** Y - Not Applicable

**NON CREDIT COURSE CATEGORY:** Y - Not applicable, Credit Course

**OCCUPATIONAL (SAM) CODE:** E

**REPEATABLE ACCORDING TO STATE GUIDELINES:** No [X] Yes [ ] NUMBER REPEATS:

**REQUIRED FOR DEGREE OR CERTIFICATE:** No [ ] Yes [X]

- Anthropology (Associate in Arts)
- Associate in Arts: Liberal Arts: Emphasis in Social Sciences (Associate in Arts)
- Associate of Arts: Liberal Arts: Emphasis in Arts and Humanities (Associate in Arts)
- Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences (Associate in Arts)
- Elementary Teacher Education (Associate in Arts for Transfer)
- Elementary Teacher Education (Associate in Arts for Transfer)
- HISTORY (Associate in Arts for Transfer)
- History (Associate in Arts for Transfer)
- Liberal Studies for Elementary Education (Associate in Arts)

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GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 3: Arts and Humanities
   3B: Humanities
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
   C2 - Humanities
CSU GE Area D: Social, Political, and Economic Institutions
   D3 - Ethnic Studies
   D6 - History

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

evaluate cultural, socio-political, and economic contexts through historical time.

employ interpretative skills to reach reasoned conclusions from historical evidence.

describe the structure, pace, and causal agents of changing historical contexts.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Exhibit knowledge and understanding of the course content by major areas through written work and/or
   other forms of testing consistent with college level expectations. (Application of knowledge SLO).

2. Demonstrate proficiency in research, analytical, and communication skills necessary to present
   compelling and original arguments displaying a critical understanding of historical context, cause/effect,
   and/or change and continuity. Analysis should draw on both primary and secondary historical sources.
   (Critical thinking skills SLO).

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues,
   events, and trends. (Relevance of History SLO).

COURSE OBJECTIVES:

1. Explore evolving patterns in human history and identify regional interconnections of religion, warfare,
   commerce, migration, culture, and technology prior to the Early Modern Era.

2. Examine human geographical explorations, technological achievements, and scientific advances and
   interpret their historical impact.

3. Examine the influence of the earth’s topography and climate in the development of human civilizations
   and evaluate the historical implications of mankind’s attempts to harness the environment.

4. Examine human art, architecture, literature, philosophy, and religion and analyze their historical
   significance.

5. Explore the diversity of human political, social, and economic structures and explain their influence in
   the historical record.

6. Analyze human civilizations through the lens of gender, race, class, and ethnicity.

7. Apply comprehension of the historical record in order to analyze and interpret historical primary and
   secondary sources.

8. Formulate essential questions, pose new interpretations, and conduct research using historical
   evidence.

9. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.

10. Analyze the dynamics of change over time in order to explain historical causality and preserve
    contingency in the past.

11. Evaluate the consequences of historical decisions and reflect on the relevance of debatable issues in
    the modern day.
COURSE CONTENT:

LECTURE CONTENT:

1. Prehistoric evolution and migrations of humanity (Paleolithic Era):
   A. Evolution of hominids in African continent
   B. Migrations of Homo Sapiens into Near East, Europe, Asia, and Americas
   C. Hunter and gatherer societies
   D. Development and spread of language, art, and culture
   E. Creation myths and beliefs

2. Rise of agrarian and urban societies (Neolithic Era):
   A. Domestication of plants and animals
   B. Settlement, farming, and urban planning along river basins
   C. Agricultural Revolution in the Near East (Fertile Crescent)
   D. Development of government, patriarchy, and social stratification
   E. Rise and spread of religion and writing
   F. Trade between agrarian and pastoral nomadic communities

3. Rise of the First States and Empires of Antiquity (3500-500 B.C.E.):
   A. Near East: Mesopotamian, Hebrew, Phoenician, and Assyrian
   B. Africa: Egyptian and Nubian
   C. India: Harrappan and Aryan
   D. China: Shang and Zhou Dynasties
   E. Greece: Minoan and Mycenaean
   F. Americas: Olmec and Chavín
   G. Anatolia and Europe: Hittite and Indo-European
   H. Significance of geography and climate in state building
   I. Interregional connections of religion, culture, and intellectual life

4. Rise of the Classical States and Empires (500 B.C.E.-500 C.E.):
   A. Near East: Persian Empire and Hellenistic kingdoms
   B. Africa: Meroë, Axum, Bantu, and Ghana
   C. India: Mauryan and Kushan
   D. China: Qin and Han Dynasties
   E. Greece: City-States (Poleis)
   F. Americas: Mayan and Moche
   G. Anatolia and Europe: Roman Empire
H. Significance of geography and climate in empire building
I. Interregional connections of religion, culture, and intellectual life

5. Rise of States and Empires from the Early Middle Ages to the Early Modern Era (500-1500 C.E.):
   A. Near East: Islamic and Mongol Empires
   B. Africa: Mali, Zimbabwe, and Swahili city-states
   C. India and Southeast Asia: Gupta Dynasty, Delhi Sultanate, Angkor, Srivijaya, and Majapahit
   D. China: Sui, Tang, Song, Yuan, and Ming Dynasties
   E. East Asia: Japan, Korea, and Vietnam
   F. The Americas: Aztec, Wari, Chimor, Incan, Anasazi, and Cahokian
   G. Anatolia and Europe: Byzantine Empire and European kingdoms
   H. Significance of geography and climate in state and empire building
   I. Interregional connections of religion, culture, and intellectual life

6. Rise of Universal Religions and Philosophies:
   A. Animism, Polytheism, and Pantheism
   B. Zoroastrianism and Manicheanism
   C. Monotheism, Judaism, Christianity, and Islam
   D. Brahmanism, Buddhism, Jainism, and Hinduism
   E. Mandate of Heaven, Confucianism, Daoism, Legalism, and Shinto
   F. Humanism, Epicureanism, Cynicism, and Stoicism

7. Commercial Connections:
   A. Ocean Basins: Indian Ocean and Mediterranean Sea
   B. Eurasia: The Silk Road
   C. Africa: Gold Roads and Trans-Saharan trade
   D. Americas: Turquoise Roads
   E. India and Southeast Asia: Spice Roads

8. Relationship between Humans and the Environment:
   A. Land Bridges and Migration: the Ice Age
   B. River Valleys and Early Settlement
   C. Maritime Trade and Exploration
   D. Drought and Civilization Collapse
   E. Desertification and Deforestation

9. Catalysts for Change:
   A. Migrations of Humanity
   B. The Agricultural Revolution: Hunters and Gatherers to Farmers
C. Writing and Civilization: Birth of History
D. Metallurgy: the Bronze and Iron Ages
E. The “Axial Age:” Emergence of Religious and Philosophical Thinkers
F. Spread of Technology
G. Disease in History: the Black Death

METHODS OF INSTRUCTION:
A. Lecture:
B. Online:
C. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Readings for History G161 will generally include a college-level survey textbook, a collection of separate readings, and a book-length primary source for the first semester of World History. The survey textbook will serve as a secondary source and as a supplement to course lectures. The collection of separate readings will serve as analysis of primary source documents and comprehension of historical argument/theory. The book-length primary source will serve as extended analysis and a research paper assignment in the context of the assigned readings or other secondary source background.

Out-of-class Assignments

Required readings from primary and secondary sources, exercises, and written responses as required by the instructor.

The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 6-8 pages/1,800-2,500 words.

Writing Assignments

Objective multiple-choice tests: the multiple choice tests will assess the students’ historical comprehension of the course lectures and secondary source readings.

Short essay exams and class assignments: the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts.

Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in World History and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.
METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations

Demonstration of Critical Thinking:

Students shall demonstrate their ability to think critically by means of essay examinations and written research assignments which will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations and written research assignments will be an important and integral component of every History G161 course.

Required Writing, Problem Solving, Skills Demonstration:

Objective multiple-choice tests: the multiple choice tests will assess the students' historical comprehension of the course lectures and secondary source readings.

Short essay exams and class assignments: the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historic facts.

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TEXTS, READINGS, AND RESOURCES:

TextBooks:
1. Marco Polo. *Book-length historical primary source document such as*; ed. Everyman's Library, 2008

Other:
1. Book-Length Historical Documents:

   --*The Analect*, Confucius
   --*The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century*, Ibn Battutah
   --*The Four Voyages*, Christopher Columbus

LIBRARY:
Adequate library resources include: Print Materials
Non-Print Materials
Online Materials

Comments:

Attachments:

Attached Files