

**Course Outline for HIST 3**

**WORLD HISTORY TO 1500**

**Effective: Fall 2020**

**I. CATALOG DESCRIPTION:**

HIST 3 — WORLD HISTORY TO 1500 — 3.00 units

Survey of the experience of all peoples with vastly different cultures inhabiting a single globe. Emphasizes the emergence of human communities, formation of complex societies, development of major belief systems and interaction with the environment based on experience, knowledge, and technology to c. 1500.

3.00 Units Lecture

**Grading Methods:**

Letter or P/NP

**Discipline:**

- History

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. 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 within 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 history.
- E. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from early times to 1500 C.E.
- 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.

**V. CONTENT:**

- A. Prehistoric humans and their migrations.
  1. First Humans
  2. Hunter-Gatherers
  3. Pastoral Nomads
- B. Emergence of agrarian societies.
  1. Agricultural Revolution
  2. Settled Communities
- C. Early complex societies 3500-500 B.C.E.
  1. 1st River-Valley Civilizations (Mesopotamia, Egypt)
  2. Afroeurasia (China and India)
  3. MesoAmerica (Olmec)
- D. Formation of classical societies 500 B.C.E.– 500 C.E.
  1. Greece and Persia
  2. Rome and Han China
  3. Teotihuacan and Zapotec
  4. Mauryan and Gupta Empires
- E. Development of major belief systems.
  1. Early Religious beliefs (animism, polytheism)
  2. Eastern Traditions (Confucianism, Buddhism, Hinduism)
  3. Abrahamic Traditions (Judaism, Christianity, Islam)

- F. The post-classical era 500-1000 C.E.
  - 1. Afroeurasia
  - 2. Americas
- G. The acceleration of cross-cultural interaction 1000 – 1500 C.E.
  - 1. Communication and exchange
  - 2. Trade Ties
  - 3. Political Conquests and Conflicts
  - 4. Spread of religion
  - 5. Interrelations between major states and empires
- H. Relationship between humans and the environment.
  - 1. Geography
  - 2. Natural resources
  - 3. Impact on the development of communities
  - 4. Impact on human culture

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Research** - Students may be required to research historical topics
- C. **Student Presentations** - Students may be assigned presentations on a historical topic
- D. **Classroom Activity** -
- E. **Discussion** -
- F. **Field Trips** -
- G. **Guest Lecturers** -
- H. **Written Exercises** - Students will have to complete written work

#### VII. TYPICAL ASSIGNMENTS:

- A. Essays and other writings analyzing assigned readings, both primary and secondary.
  - 1. Write a 5-7 page paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.
- B. In-class quiz based on the required reading.
  - 1. Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"
- C. Group presentation on the course.
  - 1. Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.
- D. Research Project
  - 1. A written research project that covers a historical topic as related to the course. The project will equip students with academic research skills while acquainting them with historical theories. An example includes but not limited to a 5-7 page term paper

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Exams/Tests
  - Blue Book Examination, at least twice per semester
- B. Quizzes
  - At instructors discretion
- C. Research Projects
  - At least one essay and/or research project
- D. Papers
  - At least one essay and/or research project
- E. Oral Presentation
  - At instructors discretion
- F. Projects
  - At least one essay and/or research project
- G. Group Projects
  - At instructors discretion
- H. Class Participation
  - Every day
- I. Class Work
  - At instructors discretion
- J. Home Work
  - At instructor discretion

#### IX. TYPICAL TEXTS:

- 1. Tignor, Robert. *World Together, World Apart Vol 1*. 5th ed., W. W. Norton & Company; Fifth edition, 2017.
- 2. Pollard, Elizabeth. *Worlds Together, Worlds Apart: A Companion Reader Vol 1*. 2 ed., W. W. Norton & Company; Second edition, 2017.
- 3. Strayer, Robert. *Ways of the World: A Brief Global History with Sources Vol 1*. Third ed., Pearson, 2016.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: