

HIST A161: WORLD HISTORY

1

Item	Value
Curriculum Committee Approval Date	11/01/2023
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> • Area 3 Arts and Humanities 3A Theory (OC1) • Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> • Area 3B Humanities (OSC2) • Area 4 Social and Behavioral Sciences (OSD)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> • CSU C2 Humanities (C2) • CSU D3 Ethnic Studies (D3) • CSU D6 History (D6)

Course Description

The history of world civilizations from the earliest beginnings to the 17th century, giving a general outline of political, social, economic, and cultural institutions. Enrollment Limitation: HIST A161H; students who complete HIST A161 may not enroll in or receive credit for HIST A161H. Transfer Credit: CSU; UC. C-ID: HIST 150.C-ID: HIST 150.

Course Level Student Learning Outcome(s)

1. Students will display the ability to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns that are relevant to the course geographic area and timeline of study.
2. Students will evaluate thematic change over time between human origins through 1600CE involving the formation, expansion and contraction of human societies throughout world history.
3. Students will analyze the impact of peoples and their political ideologies, religions and technology from one geographic region and

its peoples upon other peoples of other geographic regions over time, from human origins through 1600CE.

Course Objectives

- 1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- 2. Analyze broad patterns of change on both interregional scales and within complex societies.
- 3. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- 4. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
- 5. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange.
- 6. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- 7. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- 8. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.
- 9. Analyze historical developments across national, regional, and cultural boundaries.

Lecture Content

Prehistoric humans and their migrations Emergence of agrarian societies Early complex societies 3500–500 BCE Mesopotamia Egypt/Africa Indus Valley China Mesoamerica South America Formation of classical societies 500 BCE–500 CE Rise and fall of empires Persia Greece/Rome India China Increased interaction Silk Road–trade and cultural exchange Between empires Between nomadic peoples and people in settled societies Development of major belief systems West Asia Zoroastrianism Judaism Christianity Islam India Upanishadic tradition Jainism Buddhism Hinduism China Confucianism Daoism The Mediterranean Greek Socratic philosophy Hellenistic philosophies The post classical eral 500–1000 BCE Expansion of imperial power Byzantine Empire and Russia Islamic Empires in Asia, Africa, and Europe Indian states/empires and Southeast Asia China and Central Asia, Vietnam, Korea, and Japan Medieval Europe Spread of religions Christianity Islam Hinduism Buddhism The acceleration of cross cultural interaction 1000–1600 Spread of nomadic empires Turkic Mongol Recovery in China–the Ming dynasty Interactions between Christendom and the Islamic world Rise of African states and international trade Renewal of the state, economy and culture in Europe Aztec and Inca empires and contact with Europe Societies of the Pacific Development and interrelations between major states and empires. Relationship between human and the environment Rise and fall of civilizations Spread of Disease

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

Instructional Techniques

This course is classified as a lecture course, but instructors will use a variety of techniques to help students achieve instructional objectives and student learning outcomes. These may include: Lecture enhanced with Power point, overhead, white board, and/or handouts to highlight

concepts Audiovisual materials to establish historical context Discussion with full class and in small groups Role playing Group activities Guest speakers Field trips

Or, they may refer students to online collections of sources or academic databases.

Reading Assignments

Students will read 1-2 textbook chapters and related primary/secondary sources per week (54 hours total)

Writing Assignments

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will write an essay/report in which they interpret primary and secondary sources and compose a written argument which uses them, as appropriate, for support. (27 hours total)

Out-of-class Assignments

Students may be given assignments to help them develop and/or assess their ability to—derive pertinent information from assigned readings—prepare for class discussion—find appropriate primary/secondary sources through library research—interpret primary/secondary sources correctly—manage the steps of a research project (27 hours total)

Demonstration of Critical Thinking

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will demonstrate ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

Required Writing, Problem Solving, Skills Demonstration

Students will write essays in which they apply appropriate historical information in answering questions related to the course objectives/student learning outcomes. Students will demonstrate ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

Eligible Disciplines

History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Bentley, Jerry, Herbert Ziegler. Traditions and Encounters, Volume 1 from the Beginning to 1500, 6th ed. New York: McGraw-Hill, 2015
2. Required Duiker, William A., Jackson J. Spielvogel. The Essential World History, Volume 1: To 1800, 7th ed. Boston: Cengage Learning, 2016
3. Required Fernandez-Armesto, Felipe. The World: A History, Volume 1, 3rd ed. New York: Pearson, 2016
4. Required Hansen, Valerie, Ken Curtis. Voyages in World History, Volume 1, 2nd ed. Boston: Cengage Learning, 2014
5. Required Jeremy Adelman . Worlds Together Worlds Apart Vol 1, 3rd ed. Norton, 2021

Other Resources

1. Students will read and analyze primary and secondary sources. Instructors may require students to buy readers like Discovering the Global Past, Volume 1, 4th edition, Boston: Cengage Learning, 2012. customized readers designed by the instructor monographs like The Silk Roads: A Brief History with Documents in the Bedford St. Martin series.