

HIST G161: WORLD HISTORY

1

Item	Value
Curriculum Committee Approval Date	02/15/2022
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)
Local General Education (GE)	• Area 4 Social and Behavioral Sciences (GD)
Diversity Requirement (GCD)	Yes
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)	• CSU C2 Humanities (C2) • CSU D3 Ethnic Studies (D3) • CSU D6 History (D6)

Course Description

This course is a broad survey of the early development of human civilizations around the world. Students will examine geographic and human influences and compare the differences and similarities in the early civilizations. The survey concludes with the broad cultural contacts of the 15th century. ADVISORY: GEOG G100. Transfer Credit: CSU; UC. C-ID: HIST 150. C-ID: HIST 150.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Analyze primary and secondary sources in early World History.
3. Evaluate the relevance of the global human past prior to 1500.
4. Conduct written research using historical evidence in early World History.

Course Objectives

- 1. Identify human connections such as religion, warfare, trade, migration, culture, and technology prior to 1500.
- 2. Interpret the historical impact of human explorations, technological achievements, and scientific advances.
- 3. Examine the influence of the earth's topography and climate in the development of human civilizations.
- 4. Analyze historical significance of human art, architecture, literature, philosophy, and religion.

- 5. Explore the diversity of human political, social, and economic structures.
- 6. Analyze human civilizations through the lens of gender, race, class, and ethnicity.

Lecture Content

Prehistoric evolution and migrations of humanity (Paleolithic Era)
Evolution of hominids in African continent Migrations of Homo Sapiens into Near East, Europe, Asia, and Americas Hunter and gatherer societies
Development and spread of language, art, and culture Creation myths and beliefs
Rise of agrarian and urban societies (Neolithic Era) Domestication of plants and animals
Settlement, farming, and urban planning along river basins Agricultural Revolution in the Near East (Fertile Crescent)
Development of government, patriarchy, and classes Rise and spread of religion and writing
Trade between agrarian and pastoral nomadic communities Rise of the first states and empires of Antiquity (3500-500 B.C.E.)
Mesopotamian, Hebrew, Phoenician, and Assyrian Egyptian and Nubian Harrappan and Aryan Shang and Zhou Dynasties Minoan and Mycenaean Olmec and Chav n Hittite and Indo-European
Significance of geography and climate in state building Interregional connections of religion, culture, and intellectual life
Rise of the Classical states and empires (500 B.C.E.-500 C.E.) Persian Empire and Hellenistic kingdoms Mero , Axum, Bantu, and Ghana Mauryan and Kushan Qin and Han Dynasties City-States (Poleis) Mayan and Moche Roman Empire
Significance of geography and climate in empire building Interregional connections of religion, culture, and intellectual life
Rise of states and empires from the early Middle Ages to the early Modern Era (500-1500 C.E.) Islamic and Mongol Empires Mali, Zimbabwe, and Swahili city-states Gupta Dy nasty, Delhi Sultanate, Angkor, Srivijaya, and Majapahit Sui, Tang, Song, Yuan, and Ming Dynasties Japan, Korea, and Vietnam Aztec, Wari, Chimor, Incan, Anasazi, and Cahokian
Byzantine Empire and European kingdoms Significance of geography and climate in state and empire building
Interregional connections of religion, culture, and intellectual life Rise of universal religions and philosophies Animism, Polytheism, and Pantheism Zoroastrianism and Manicheanism Monotheism, Judaism, Christianity, and Islam Brahmanism, Buddhism, Jainism, and Hinduism
Mandate of Heaven, Confucianism, Daoism, Legalism, and Shinto Humanism, Epicureanism, Cynicism, and Stoicism
Commercial connections Indian Ocean and Mediterranean Sea The Silk Road Gold Roads and Trans-Saharan trade Americas: Turquoise Road India and Southeast Asia: Spice Roads
Relationship between humans and the environment Land bridges, migration, and the Ice Age River valleys and early settlement
Maritime trade and exploration Drought and civilization collapse Desertification and deforestation Catalysts for change Migrations of humanity
The Agricultural Revolution Writing and civilization Metallurgy (Bronze and Iron Ages) The Axial Age Spread of technology Disease in History (the Black Death)

Method(s) of Instruction

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

Reading Assignments

Weekly readings of the assigned course textbooks. Usually paired with primary source readings and secondary source historical articles.

Writing Assignments

Discussion posts on course concepts or controversial issues in the past. Short written assignments, analytical essays, and research assignments on course content, sources, or historical articles.

Out-of-class Assignments

Assignments demonstrating students' application of course content including knowledge of the historical context, analysis of historical evidence, and completion of historical research.

Demonstration of Critical Thinking

Discussion posts and research essays, which challenge students to weigh consequences of historical decisions or to take a stance on a controversial issue in the past. Analytical assignments which encourage students to read primary historical evidence and make connections with course content. Quizzes and other objective assignments which promote students' comprehension of the historical context.

Required Writing, Problem Solving, Skills Demonstration

Use of historical primary and secondary sources, so students learn how to apply the course content and to develop critical thinking and writing skills.

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 Marco Polo. Book-length historical primary source document such as: ed. Everyman's Library (Latest) , 2008 Rationale: . 2. Required William Duiker and Jackson Spielvogel. World History: Volume I: To 1800, ed. Cengage Learning, 2018 3. Required Peter von Sivers, Charles Desnoyers, and George Stow. Patterns of World History: Volume One to 1600 with Sources, ed. Oxford University Press, 2020 4. Required Valerie Hansen and Kenneth Curtis. Voyages in World History: Volume 1: To 1600 (Latest), 3 ed. Cengage Learning, 2016 Rationale: Update text edition 5. Required Robert Tignor et. al. Worlds Together, Worlds Apart: Volume One: Beginnings Through the 15th Century, ed. W.W. Norton Company, 2021 6. Required Mark Kishlansky. Sources of World History: Readings for World Civilization: Volume I (Latest), ed. Cengage Learning, 2012 Rationale: Update text/edition

Other Resources

1. Book-Length Historical Documents such as The Analect, Confucius The Adventures of Ibn Battuta, Ibn Battutah The Four Voyages, Christopher Columbus