

# COURSE OUTLINE

## OXNARD COLLEGE

### I. Course Identification and Justification:

- A. Proposed course id: HIST R150H  
Banner title: Honors: World History I  
Full title: Honors: World History I

Previous course id: HIST R100A  
Banner title: World History I  
Full title: World History I

- B. Reason(s) course is offered:  
This is the honors version of HIST R150 (formerly HIST R100A.)

### II. Catalog Information:

- A. Units:  
*Current:* 3.00

- B. Course Hours:
1. In-Class Contact Hours:  
Lecture: 52.5    Activity: 0    Lab: 0
  2. Total In-Class Contact Hours: 52.5
  3. Total Outside-of-Class Hours: 105
  4. Total Student Learning Hours: 157.5

### C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:

1. Prerequisites  
*Current:*

2. Corequisites  
*Current:*

3. Advisories:  
*Current:*

4. Limitations on Enrollment:  
*Current:*

### D. Catalog Description:

*Current:*

To understand where we came from, it is important to study the histories of the great civilizations of the ancient world, from prehistory to the start of globalization in 1500 C.E. Students will explore the political, military, economic, social, and cultural evolution of the early civilizations of Asia, Africa, Europe, and the Americas. Students will also investigate the impact of religion, technology, migration, trade, and war on the relationships between the major civilizations of the ancient world. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. Duplicate credit will not be awarded for both the honors and regular versions of a course. If students take both HIST R150

and HIST R150H, credit will be awarded only for the first course completed with a grade of "C" or "P" or better."

- E. Fees:  
*Current:* \$ None
- F. Field trips:  
*Current:*  
Will be required: [ ]  
May be required: [X]  
Will not be required: [ ]  
  
*Previous, if different:*  
Will be required: [ ]  
May be required: [ ]  
Will not be required: [ ]
- G. Repeatability:  
*Current:*  
A - Not designed as repeatable
- H. Credit basis:  
*Current:*  
Letter graded only [X]  
Pass/no pass [ ]  
Student option [ ]
- I. Credit by exam:  
*Current:*  
Petitions may be granted: [ ]  
Petitions will not be granted: [X]

III. Course Objectives:

Upon successful completion of this course, the student should 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 within complex societies.
- C. Demonstrate an understanding of civilizations 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 ethnic, regional, and cultural boundaries.

- K. Identify the locations and analyze the historical timelines of the major ancient civilizations discussed in the course.
- L. Complete assignments with appropriate academic skills in research, reading, analysis, and writing.

IV. Course Content:

Topics to be covered include, but are not limited to:

- A. Introduction to the Study of Civilizations and to World History
  - 1. Definitions and Concepts
  - 2. Methods of Multiple Levels of Analysis
  - 3. Sources of Historical Evidence
  - 4. Contributions of Archeologists and other relevant expertise to the Study of Civilizations and World History
- B. Evidence of Paleolithic and Neolithic Societies
  - 1. Techniques of Dating and Interpreting Skeletons and Artifacts
  - 2. Evidence of Social Networks and Cultural Competencies
  - 3. Evidence of Global Migrations
  - 4. Historical Legacy of Early Man and Societies
- C. Development of Civilizations in Southwest Asia and Africa
  - 1. Mesopotamian Civilizations: Culture and Accomplishments
  - 2. Egyptian Culture and Kingdoms
  - 3. The Roots of Sub-Saharan Societies and Development of Trade Networks
  - 4. The Contributions and Travels of the Phoenicians
- D. Emergence of Kingdoms and Empires in Southwest Asia
  - 1. The Babylonian, Hittite and Assyrian Empires
  - 2. Emergence of Israel and Hebrew Culture
  - 3. Contributions of Chaldean Culture
  - 4. The Empire of the Persian Kings
- E. Building the Foundations of Indian Civilization
  - 1. Ancient Cities
  - 2. The Emergence of the Indo-Aryan Synthesis
  - 3. Religious Heritage of India
  - 4. Indian Empires in Contact with the West
- F. Building the Foundations of Chinese Civilization
  - 1. The Legacy of Early Civilization in China
  - 2. Emergence of the Zhou and Shang Dynasties
  - 3. Chinese Philosophy in the Axial Age
  - 4. The Imperial System: The Qin and Han Dynasties
- G. The Development and Influence of Greek Civilization
  - 1. Minoan and Mycenaean Legacies
  - 2. Homer, Hesiod and the Heroic Past
  - 3. The Archaic Age Evolution of the Polis
  - 4. The Classical Period: Culture and Practice
  - 5. Greeks at War
  - 6. The Spread of Hellenism
- H. The Emergence of Roman Civilization
  - 1. Etruscan Roots
  - 2. The Ideals and Institutions of the Roman Republic

3. The Military, Technological and Political Foundation of Pax Romana
  4. Emergence of Christianity in a Cosmopolitan Social Environment
  5. The Legacy of Alexandria
  6. Rome and the Eastern Empire
  7. The Empire in Crisis and Germanic Invasions
- I. Asian Empires and the Spread of Buddhism
    1. Central Asia and the spread of Buddhism
    2. The Second Chinese Empire: Sui and Tang
    3. Sung China and Commercial Growth
    4. The East Asian Cultural Sphere: Korea, Japan and Vietnam
    5. Invasion of and Change in India
    6. Cultural Adaptation and the New Southeast Asian Societies
    7. Populating the Pacific: Australian and Island Societies
- J. The Making of Early Europe
    1. The Organization and Growth of the Christian Church
    2. Christian Attitudes toward Classical Culture
    3. Christian Monasticism
    4. The Migration and Social Patterns of the Germanic Peoples
    5. The Byzantine East: Synthesis, Preservation and Transmission of Culture
- K. The Islamic World: Early and Middle Period
    1. The Arabs before Islam
    2. Muhammad and the Religion of Islam
    3. Military Expansion and Political Consolidation of Islamic Empires
    4. Philosophical and Theological Diversity and Adaptation
    5. Science, Technology and Architecture in Islamic Societies
- L. African Societies and Kingdoms
    1. The Blossoming of Sudanic and Bantu Africa
    2. Trans-Saharan and Maritime Trade Routes
    3. Islam and Swahili Culture
    4. The Development of West African Kingdoms and States
    5. The Patterns of African Social Relations and Religious Traditions
- M. Europe in the Early and Central Middle Ages
    1. The Frankish Kingdoms
    2. Feudalism and the Socio-economic Uses of the Manor
    3. Impact of the Invasions of the Ninth Century
    4. Revival, Recovery and Reform: Religious and Economic
    5. Aims and Impacts of the Crusades
    6. Medieval Origins of the Modern States
- N. Creativity and Crisis in the Central and Late Middle Ages
    1. Medieval Universities
    2. Cultural Expressions from Cathedrals to Poetry
    3. Emergence of Cities and Commercial Networks
    4. Eastern Europe: Confluence of Byzantines, Slavs and Mongols
    5. Crisis and Rebellion in the Late Middle Ages
- O. Civilizations of the Americas
    1. The Geography and Peoples of the Americas
    2. Mesoamerican Civilizations; Olmecs, Mayans, Toltecs
    3. Aztec Society and Practices
    4. Civilization of the Incas

5. Pueblo and Mississippian Cultures in North America

P. Concluding Observations

V. LAB CONTENT: N/A

VI. Methods Of Instruction:

Methods may include, but are not limited to:

- A. Interactive lecture-discussions, supplemented by PowerPoint slides, about the major topics covered in the course, like philosophies and religions of the Axial Age.
- B. Guided analysis of primary source readings, such as those written by Thucydides or Sun Tzu.
- C. Instructor guided evaluations of the content and merits of online resources such as those found on the Library of Congress website.
- D. Guided exercises on how to write history essays, research papers, and/or book reviews.
- E. Providing students with the opportunity to listen to and ask questions of guest speakers.

VII. Methods of Evaluation and Assignments:

A. Methods of evaluation for degree-applicable courses:

Essays

Problem-solving assignments (Examples: Math-like problems, diagnosis & repair)

Physical skills demonstrations (Examples: Performing arts, equipment operation)

For any course, if "Essays" above is not checked, explain why.

B. Typical graded assignments (methods of evaluation):

1. Students may be asked to write answers to discussion questions (a sample question might ask students to explain how Athens evolved politically during the Archaic Age).
2. Students might be asked to write an essay in response to questions on historical methods and problems as provided by the instructor to promote critical analysis and to be evaluated for analytical clarity and reasonableness on the basis of the professional judgment of the instructor. For example, students may be asked to analyze a 4th century fragment of what is thought to be evidence of the Christian Gospels and discuss the methodological questions about knowing the origins of the fragment.
3. Students might be given essay exams, multiple choice tests, and/or quizzes that evaluate their knowledge of the course content and/or their critical thinking skills (for example, students may be asked to explain in writing how the Mesopotamian Epic of Gilgamesh points to a cultural ideal of the hero).
4. Students might be asked to write a research paper or give a research presentation on a topic like the impact of Islam on the development of sub-Saharan Africa.
5. (Honors) Construct historiographical analysis of at least 2000 words for specific historical topics selected by instructor
6. (Honors) Additional Research Paper of at least 2000 words
7. (Honors Sample Assignments):
  - a. In a typewritten research paper, evaluate, and discuss the impact of innovations in technology on the success and economic prosperity of the Han Dynasty in China. Use at least seven appropriate sources outside of your textbook and format the paper according to Chicago style standards.
  - b. Read the "Code of Hammurabi" and the "Epic of Gilgamesh." Discuss orally in a group of four or five students the status of women and common people as revealed in these two documents of Ancient Mesopotamia. Analyze using

specific examples how each of these two texts offers different kinds of evidence regarding this issue. Prepare a typewritten, take-home, formal essay based on your reading and discussion.

- c. Develop a map showing the overland and over-ocean trade networks linking East and South Asia to the Mediterranean Sea, Western Europe, and West Africa in the period 1200 to 1500. Write a five-page paper outside of class that explains these networks and the people and commodities that passed along them.
- d. Describe and analyze in an essay the relative success of the first four Crusades. Include mention of the relative importance and actions in each war of the Pope, of European warlords, and of Muslim leaders. Also discuss and explain the effects on average people in Europe and the Mideast, and the relative impact of the war on both Christian and Muslim groups in the short and long term.

C. Typical outside of classroom assignments:

1. Reading

- a. One Textbook chapter to be read each week along with assigned supplemental readings
- b. Chapter 6, "Eurasian Connections and New Traditions in East Asia 600 B.C.E. - 600 C.E."; In *Societies, Networks and Transitions: A Global History, Volume I To 1500*, By Craig A. Lockard
- c. Sun-Tzu, *The Art of War* in *Sources of World History* (Kishlansky)
- d. Plutarch, "On Education" in *Worlds of History, A Comparative Reader*, 3rd edition, edited by Kevin Reilly
- e. (Honors) Selected secondary source articles from scholarly journals
- f. (Honors) Moderate length primary source books/texts like Friar Giovanni DiPlano Caripini, *The Story of the Mongols Whom We Call the Tartars*

2. Writing

- a. Describe what is meant by the Urban Revolution and give examples of characteristics of the cities of ancient Mesopotamia.
- b. Explain the core values and methods of Axial Age teachers.
- c. Describe the core ideas in Confucian thought and assess their relevance for contemporary society.
- d. Explain the distinguishing characteristics of feudalism in Europe and evaluate its impact on the evolution of European civilization.
- e. (Honors) Construct historiographical analysis of at least 2000 words for specific historical topics selected by instructor
- f. (Honors) Additional Research Paper of at least 2000 words

3. Other

- a. View video in the Legacy series: such as *The Mandate of Heaven*
- b. Or the video *Greece: In Pursuit of Excellence*. Use Internet to access demonstrations of Japanese martial arts with a Japanese tea ceremony.
- c. (Honors) Required outside of class/office hours consultations regarding research and writing with instructor

VIII. Textbooks And Instructional Materials:

A. Textbooks/Resources:

1. Buillett (2015). *The Earth and Its People, Volume I (6/e)*. New York Cengage.
2. Duiker/Spielvogel (2015). *World History, Volume I (8/e)*. New York Cengage.

3. Lockard (2014). *Networks, Societies and Transitions: A Global History, Volume I: To 1500* (3/e). New York Cengage.
  4. Stearns (2015). *World Civilizations: The Global Experience, Volume I* (7/e). New York Pearson.
- B. Other Instructional Materials:

IX. Minimum Qualifications and Additional Certifications:

- A. Minimum Qualifications:
  1. History (Masters Required)
- B. Additional Certifications:
  1. Description of certification requirement:
  2. Name of statute, regulation, or licensing/certification organization requiring this certification:

X. Approval Dates

CC Approval Date: 10/28/2015

Board Approval Date: 12/08/2015

Course ID: 1792