HIST R150: WORLD HISTORY I

Originator
jlieser

College
Oxnard College

Discipline (CB01A)
HIST - History

Course Number (CB01B)
R150

Course Title (CB02)
World History I

Banner/Short Title
World History I

Credit Type
Credit

Start Term
Fall 2021

Formerly
HIST R100A

Catalog Course Description
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. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or better or "P." C-ID: HIST 150.

Taxonomy of Programs (TOP) Code (CB03)
2205.00 - History

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Students will use logic to draw well supported conclusions from information given.
2	Students will read, comprehend, and interpret various types of published ideas.
3	Students will compare and contrast two ancient civilizations (ex. Sumer and Egypt).
4	Students will evaluate the legacies of a classical civilization (ex. Greek, Han, Gupta, Mali, or Olmec).

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
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 civilizations 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, from early times to 1500 C.E.
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	Compare ideals, practices, and historical developments of major belief systems.
10	Analyze historical developments across ethnic, regional, and cultural boundaries.

| 11 | Identify the locations and analyze the historical timelines of the major ancient civilizations discussed in the course. |
| 12 | Complete assignments with appropriate academic skills in research, reading, analysis, and writing. |

Course Content

Lecture/Course Content

1. Introduction to the Study of Civilizations and to World History
   a. Definitions and Concepts
   b. Methods of Multiple Levels of Analysis
   c. Sources of Historical Evidence
   d. Contributions of Archeologists and other relevant expertise to the Study of Civilizations and World History
2. Evidence of Paleolithic and Neolithic Societies
   a. Techniques of Dating and Interpreting Skeletons and Artifacts
   b. Evidence of Social Networks and Cultural Competencies
   c. Evidence of Global Migrations
   d. Historical Legacy of Early Man and Societies
3. Development of Civilizations in Southwest Asia and Africa
   a. Mesopotamian Civilizations: Culture and Accomplishments
   b. Egyptian Culture and Kingdoms
   c. The Roots of Sub-Saharan Societies and Development of Trade Networks
   d. The Contributions and Travels of the Phoenicians
4. Emergence of Kingdoms and Empires in Southwest Asia
   a. The Babylonian, Hittite and Assyrian Empires
   b. Emergence of Israel and Hebrew Culture
   c. Contributions of Chaldean Culture
   d. The Empire of the Persian Kings
5. Building the Foundations of Indian Civilization
   a. Ancient Cities
   b. The Emergence of the Indo-Aryan Synthesis
   c. Religious Heritage of India
   d. Indian Empires in Contact with the West
6. Building the Foundations of Chinese Civilization
   a. The Legacy of Early Civilization in China
   b. Emergence of the Zhou and Shang Dynasties
   c. Chinese Philosophy in the Axial Age
   d. The Imperial System: The Qin and Han Dynasties
7. The Development and Influence of Greek Civilization
   a. Minoan and Mycenaean Legacies
   b. Homer, Hesiod and the Heroic Past
   c. The Archaic Age Evolution of the Polis
   d. The Classical Period: Culture and Practice
   e. Greeks at War
   f. The Spread of Hellenism
8. The Emergence of Roman Civilization
   a. Etruscan Roots
   b. The Ideals and Institutions of the Roman Republic
   c. The Military, Technological and Political Foundation of *Pax Romana*
   d. Emergence of Christianity in a Cosmopolitan Social Environment
   e. The Legacy of Alexandria
   f. Rome and the Eastern Empire
   g. The Empire in Crisis and Germanic Invasions
9. Asian Empires and the Spread of Buddhism
   a. Central Asia and the spread of Buddhism
   b. The Second Chinese Empire: Sui and Tang
   c. Sung China and Commercial Growth
   d. The East Asian Cultural Sphere: Korea, Japan and Vietnam
   e. Invasion of and Change in India

      f. Cultural Adaptation and the New Southeast Asian Societies
      g. Populating the Pacific: Australian and Island Societies
10. The Making of Early Europe
      a. The Organization and Growth of the Christian Church
      b. Christian Attitudes toward Classical Culture
      c. Christian Monasticism
      d. The Migration and Social Patterns of the Germanic Peoples
      e. The Byzantine East: Synthesis, Preservation and Transmission of Culture
11. The Islamic World: Early and Middle Period
      a. The Arabs before Islam
      b. Muhammad and the Religion of Islam
      c. Military Expansion and Political Consolidation of Islamic Empires
      d. Philosophical and Theological Diversity and Adaptation
      e. Science, Technology and Architecture in Islamic Societies
12. African Societies and Kingdoms
      a. The Blossoming of Sudanic and Bantu Africa
      b. Trans-Saharan and Maritime Trade Routes
      c. Islam and Swahili Culture
      d. The Development of West African Kingdoms and States
      e. The Patterns of African Social Relations and Religious Traditions
13. Europe in the Early and Central Middle Ages
      a. The Frankish Kingdoms
      b. Feudalism and the Socio-economic Uses of the Manor
      c. Impact of the Invasions of the Ninth Century
      d. Revival, Recovery and Reform: Religious and Economic
      e. Aims and Impacts of the Crusades
      f. Medieval Origins of the Modern States
14. Creativity and Crisis in the Central and Late Middle Ages
      a. Medieval Universities
      b. Cultural Expressions from Cathedrals to Poetry
      c. Emergence of Cities and Commercial Networks
      d. Eastern Europe: Confluence of Byzantines, Slavs and Mongols
      e. Crisis and Rebellion in the Late Middle Ages
15. Civilizations of the Americas
      a. The Geography and Peoples of the Americas
      b. Mesoamerican Civilizations; Olmecs, Mayans, Toltecs
      c. Aztec Society and Practices
      d. Civilization of the Incas
      e. Pueblo and Mississippian Cultures in North America
16. Concluding Observations

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Essays
Group projects
Individual projects
Objective exams
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Computer-aided presentations
Class discussions
Distance Education
Group discussions
Internet research
Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will use interactive PowerPoint activities centered on course material in class. These lectures will give students a foundation from which to scaffold higher critical thinking skills on the topic.

2. The students will write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.

3. Guided and focused discussions of representative historical events. These discussions will solicit student opinions on the relationship between primary and secondary sources relevant to the topic.

Representative Course Assignments

Writing Assignments

1. Essays Written on questions given by instructor, for example:
    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.

Critical Thinking Assignments

1. The students will write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.

2. Participate in class and small group discussions debating the causes and outcomes of the Peloponnese War.

3. Students engage in scholarly debates through discussion posts with classmates and instructor on the question of the legacy of Ancient Rome on the modern era.

Reading Assignments

1. One Textbook chapter to be read each week along with assigned supplemental readings, for example:
    a. 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
    b. Sun-Tzu, The Art of War in Sources of World History (Kishlansky)
    c. Plutarch, "On Education" in Worlds of History, A Comparative Reader, 3rd edition, edited by Kevin Reilly

Skills Demonstrations

None

Other assignments (if applicable)

1. View video in the Legacy series: such as *The Mandate of Heaven* or the video *Greece: In Pursuit of Excellence.* Use Internet to access demonstrations of Japanese martial arts with a Japanese tea ceremony.

Outside Assignments

Representative Outside Assignments

1. View video in the Legacy series: such as *The Mandate of Heaven* or the video *Greece: In Pursuit of Excellence.* Use Internet to access demonstrations of Japanese martial arts with a Japanese tea ceremony.

2. Students engage in scholarly debates through discussion posts with classmates and instructor on the question of the legacy of Ancient Rome on the modern era.

3. The students will write argumentative papers that use critical thinking to choose a side in an historiographical debate and investigate the relevant primary sources needed to support their chosen position.

4. Essays Written on questions given by instructor, for example:
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.

Articulation

C-ID Descriptor Number
HIST 150

Status
Approved

Comparable Courses within the VCCCD
HIST M150 - World History to 1500
HIST R150H - Honors: World History I

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Resource Type
Textbook

Description
Buillett. *The Earth and Its People, Volume I* (7th or Latest Edition). Boston, Cengage 2018.

Resource Type
Textbook

Description
Stearns. *World Civilizations: The Global Experience, Volume I (7th or Latest Editon)*. Pearson 2014.

Resource Type
Textbook

Description
Lockard. *Networks, Societies and Transitions: A Global History, Volume I: To 1500* (4th or Latest Edition). Boston Cengage 2020.

Resource Type
Textbook

Description
Duiker/Spielvogel. *World History, Volume I* (9th or Latest Editon). Boston Cengage 2019.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic and they will respond to two classmates with the intent for dialog.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
HISTORY

Review and Approval Dates

Department Chair
08/26/2020

Dean
08/27/2020

Technical Review
09/09/2020

Curriculum Committee
09/09/2020

Curriculum Committee
11/25/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000119090

DOE/accreditation approval date
MM/DD/YYYY