Course Outline

COURSE: HIST 4A
DIVISION: 10
ALSO LISTED AS:

TERM EFFECTIVE: Fall 2014
CURRICULUM APPROVAL DATE: 02/24/2014

SHORT TITLE: GLOBAL HISTORY BEFORE 1500

LONG TITLE: Global History Before 1500

<table>
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<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
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<td>Lecture</td>
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<td>Lab</td>
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COURSE DESCRIPTION:

Beginning with the agricultural revolution, this course examines the development of global society before 1500. With attention to the interactions between humans and environment, developing states, cultures, economies, and social structures are examined in global context. The course emphasizes historical, analytical, and research skills. It asks students to analyze the evolution of global values, beliefs, and practices, as well as the conditions and results of social change. This course has the option of a letter grade or pass/no pass. (C-ID: HIST 150) ADVISORY: English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
- 02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:
1. Explain, analyze, and predict historical interactions between humans and the environment.
MEASURE: written exam, oral reports, role playing, project, and/or written homework ILO: 1.4, 1.5, 2.1-2.4, 2.6, 6.1-6.4
PLO: 2 GE/LO C3,C4,D1 D4D5,F1,F2
Anticipated year of assessment: 2013
2. Compare and contrast various historical models for state building, expansion, and conflict.
MEASURE: written exam, oral reports, role playing, project, and/or written homework
ILO: 1.4, 1.5, 2.1-2.4, 2.6, 6.1-6.4
PLO: 1 2 GE/LO C3,C4,D1D4 D5,F1,F2
Anticipated year of assessment: 2013
3. Analysis of the creation, expansion, interaction, and transformation of economic systems.
MEASURE: written exam, oral reports, role playing, project, and/or written homework
ILO: 1.4, 1.5, 2.1-2.4, 2.6, 6.1-6.4
PLO: 12 GE/LO C3,C4,D1 D4 D5 F1F2
Anticipated year of assessment: 2013
4. Compare, contrast, and critique of the development, maturation, interaction, and transformation of cultures and social structures.
MEASURE: written exam, oral reports, role playing, project, and/or written homework ILO: 1.4, 1.5, 2.1-2.4, 2.6, 6.1-6.4 PLO: 1 2 GE/LO C3, C4, D1, D2, D4, D5, F1, F2 Anticipated year of assessment: 2013
5. Develop and refine varied research skills, using global history topics to look deeply and broadly at human history.
MEASURE: written exam, oral reports, written reports, project, ILO: 1.4, 1.5, 2.1-2.4, 2.6, 3.1-3.3, 6.1-6.4 PLO: 4 GE/LO C3,C4D1,D3,D5,F1,F2 Anticipated year of assessment: 2013
6. Develop and practice historical thinking skills including analysis, argumentation, chronological reasoning, interpretation, contextualization, comparison, and synthesis.
MEASURE: written exam, written reports, project, and/or written homework ILO: 1.4, 1.5, 2.1-2.4, 2.6, 3.1-3.3, 6.1-6.4 PLO: 2 4 GE/LOC3, C4 D1, DD3, F1, F2 Anticipated year of assessment: 2013

This course promotes understanding of:
- Cultures and subcultures
- Cultural awareness
- Familiarity with cultural developments and their complexities

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/24/2014

Note: in most of the content areas below, possible areas for study are used as models or examples; other areas may serve equally well and can often be substituted. Only one area for study is likely to be universally considered worthy of inclusion as written, and that is the Hellenistic world.

HOURS 10

CONTENT: Prehistory and the arrival of humans; the Neolithic Revolution and its consequences for humans and environment. The introduction of the five themes in global history.

PERFORMANCE OBJECTIVES: Demonstrate mastery of historical dates and periodization. Demonstrate mastery of key global geographical features. Explain the kinds of knowledge available to modern humans regarding ancient societies and peoples. Analyze the cascading development of intelligence, language, memory, and culture. Describe how environmental factors conditioned and transformed human societies. Compare and contrast hunter-gatherer societies and early Neolithic agricultural societies. Describe the advantages and disadvantages of each. Explain the many effects of domestication of flora and fauna. Analyze the characteristics of early religious and social practices. Apply the five course themes to ancient life and to life today to gain facility in their use and applicability. OUT OF

CLASS ASSIGNMENTS: Reading and short answers on the above themes; writing on five themes.

HOURS 6

CONTENT: The Development of the Early State. Possible models for study: Mesopotamia and Egypt.

PERFORMANCE OBJECTIVES: Students will analyze the construction and maintenance of dominance and order in ancient city states. Students will describe the rise, responsibilities, and roles of elites in two early
states, and analyze the role of the city in the lives of common people and leaders. Students will discuss the advent of complexity as an urban phenomenon involving organized memory, monument building, writing, and other developments. Students will compare aspects of early statehood, including the powers of rulers, checks upon rulers, replacement of rulers, codification of law, social stratification, the roles of deities in human affairs, and the genesis and function of wars. Students will compare and contrast differing organizational structures in at least two early states, and compare how states interacted with other states. Students will analyze the dynamics of stability vs. conflict in early states. They will describe how state organization related to economic strategies, to cultural movements such as religion and philosophy, and to social structures, such as gender and the military, in the states used as models. Students will analyze the effects of urbanization upon the state and the associated environment.

OUT OF CLASS ASSIGNMENTS: Reading on these topics to include the Epic of Gilgamesh, and written responses to readings as they relate to urbanization, complexity, and city-state building. Begin first research assignment on an ancient city using Uruk as model.

HOURS 6

PERFORMANCE OBJECTIVES: Students will explain the production, distribution, and consumption of goods and services across time and space. Students will identify turning points in the transitions from hunter-gatherer to agrarian to pastoral to preindustrial craft economies, and compare how different societies mixed these models. Students will analyze the development of diverse labor systems to meet economic needs in at least two societies. Students will describe how ideologies, values, and institutions developed to support economic systems. Students will analyze the effects of various economic choices upon the environment. Students will compare how networks of trade and communication developed and endured in the societies studied. Students will describe the diffusions of innovation, technology, migration, class, and ideology traceable to differing economic models. Students will identify evidence of patriarchal organization related to economic structures in the societies studied.

OUT OF CLASS ASSIGNMENTS: Reading on these topics including the Rig Vedas and Tao Te Ching, and written responses to readings as they relate to economic development, innovation, belief, and technology. Complete first research assignment with reference to either Mesopotamia, Egypt, India, or China as comparison for city.

HOURS 3
CONTENT: The diversification of culture and cultural systems. The increasing complexity of human knowledge. Society to study: the Hellenistic world.

PERFORMANCE OBJECTIVES: Students will trace the origins of human knowledge and explain its communication and codification across time. Students will explain memory as an organizer of innovation and tradition. Students will analyze social, economic, and political development (or lack thereof) as functions of belief systems, experimentation, technical proficiency, religious and philosophical foundations, and artistic expression. Students will describe how interactions between cultures fostered exchange, adaptation, transformation, and penetration of ideas, beliefs, and values. Students will explain specific powerful ideas originating in Hellenistic society, such as democracy, republicanism, scientific method. Students will describe factors associated with the persistence of cultural identity in a diaspora, and explain colonization as a cultural tool as employed by the Greeks. Students will analyze how regional integration in the Mediterranean affected global balances of power.

OUT OF CLASS ASSIGNMENTS: Students will complete readings including The Platonic Dialogues and writings on the history of belief and the contributions of Greek ideas.

HOURS 6

PERFORMANCE OBJECTIVES: Students will analyze the mechanics of unification in two societies, with special attention to social structures for grouping and norming human activity. Students will describe the interaction of the five course themes to create complexity, diversity, universality, and particularity in the development of early empires. Students will analyze ways in which empires stratify by gender, kinship, ethnicity, wealth, and class, and describe how these strengthen and/or weaken imperial efforts. Students will explain the creation and maintenance of these categories and their consequences. Students will document exchanges from and to Universal Empires, and look at how exchange affected each empire studied. Students will predict weaknesses in these systems, and analyze factors in their failure or collapse, including loss of social capital, environmental damage, weakening state authority, and economic instability. Students will describe and compare the results of imperial collapse.
OUT OF CLASS ASSIGNMENTS: Students will complete readings including the Satyricon, and writings on topics including imperialism and related cultural and material exchange.

HOURS 12

CONTENT: Spread of cultural systems: Possible models: Asia including India, Polynesia, Islam, Mongols. Food as cultural change agent.

PERFORMANCE OBJECTIVES: Students will theorize what makes cultural change attractive or repellant, and apply their theories to cases given as models. Students will explain the diffusion of institutions including religion, science, economy, social structure, and food systems. Students will identify ways in which culture transforms as it spreads by peaceful and conflictual means. Students will explain several ways in which cultural diffusion enriches or impoverishes cultural traditions and practices.

OUT OF CLASS ASSIGNMENTS: Students will complete readings including the Quran, and writings on Islamic, Moghul, Asian, and Polynesian belief systems, as well as the diffusion of belief and practice. Students will begin second research assignment with reference to exchanges documented in readings.

HOURS 3

CONTENT: Globalizing Networks and Pre-Columbian Exchanges. Possible models: the Silk Routes in Eurasia via Mongol transmission, South Asia, and Africa, and the Inca. Illness as a globalizing force.

PERFORMANCE OBJECTIVES: Students will survey and explain various transportation modes as vehicles of possibilities for the societies they serve. Students will explain the influence of environment upon the development of trade routes and relationships. Students will analyze the commodification of trade goods and the development of markets for goods, services, and labor. Students will describe the organization of trade by states and by various social groups. Students will identify winners and losers in global trade, and will explain by products of trade. Students will compare the Pax Mongolica with the Pax Islamica and Pax Romana. Students will draw parallels to the globalized nature of trade today, and describe differences.

OUT OF CLASS ASSIGNMENTS: Students will complete readings including the Memoirs of Marco Polo and writings globalization and its many ramifications. Finish and present second research project.

HOURS 5

CONTENT: Development of new states and cultures. Possible societies to study: Europe in the Middle Ages, India, Mongol and post-Mongol China.

PERFORMANCE OBJECTIVES: Students will explain the context for the rise of new social and political institutions, including the corporation in Europe, the Khanate in Mongolia, and the closed state in China. Students will compare the offensive stance taken by European institutions with the essentially defensive stance adopted by Chinese leadership in the post-classical era. Students will summarize how the five themes interact and influence each of the two world views and societies.

HOURS 2

Final Exam.

METHODS OF INSTRUCTION:
Lecture with overhead projector, film/video, class discussion, small group collaborative projects, guest speakers when appropriate and available, group presentations.

METHODS OF EVALUATION:
Category 1 - The types of writing assignments required:
Percent range of total grade: 10 % to 80 %
Written Homework
Reading Reports
Essay Exams
Term or Other Papers
Category 2 - The problem-solving assignments required:
Percent range of total grade: 10 % to 50 %
Homework Problems
Quizzes

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Exams

Category 3 - The types of skill demonstrations required:
Percent range of total grade: % to %

Category 4 - The types of objective examinations used in the course:
Percent range of total grade: 10 % to 20 %
Multiple Choice
Completion

REPRESENTATIVE TEXTBOOKS:
Recommended:
Author: Andrea, Overfeld. The Human Record. 2012, or other appropriate college level text.
ISBN: 0618370404
Reading level of text, Grade: 14 Verified by: LHalper
Other textbooks or materials to be purchased by the student: (some accessed online) examples include
The Epic of Gilgamesh, Platonic Dialogues, The Tao Te Ching, the Rig Vedas, The Satyricon, Quran excerpts, The Memoirs of Marco Polo.

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
   GAV C2, effective 201330
   GAV D2, effective 201330
   GAV F, effective 201330
CSU GE:
   CSU C2, effective 201330
   CSU D6, effective 201330
IGETC:
   IGETC 3B, effective 201330
   IGETC 4F, effective 201330
CSU TRANSFER:
   Transferable CSU, effective 201330
UC TRANSFER:
   Transferable UC, effective 201330

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: HIST
CSU Crosswalk Course Number: 4A
Prior to College Level: Y

3/4/2014
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000343234
Sports/Physical Education Course: N
Taxonomy of Program: 220500