

Course Outline

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

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 10/13/2020

SHORT TITLE: GLOBAL HISTORY BEFORE 1500

LONG TITLE: Global History Before 1500

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

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 280.

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Explain, analyze, and predict historical interactions between humans and the environment, and evaluate use of resources in the construction of human societies.
2. Compare, contrast, and critique of the development, maturation, interaction, and transformation of cultures and social structures, and the processes of state-building, expansion, and conflict.
3. Develop and practice historical thinking skills including analysis, argumentation, chronological reasoning, interpretation, contextualization, comparison, and synthesis through the development and completion of a historical research project.

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

Curriculum Approval Date: 10/13/2020 **DE MODIFICATION ONLY**

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--economic, political, environmental, cultural, and social spheres-- to ancient life and to life today to gain facility in their use and applicability. **OUT OF**

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.

HOURS 6

CONTENT: The development of early economies and the necessity of technical and social innovation, communication and exchange. Suggested

societies for study: Indus River Valley and early Chinese.

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.

HOURS: 4

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.

HOURS 6

CONTENT: Development of Universal Empires and their aftermath. Possible models: China and Rome, Persia.

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.

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.

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.

HOURS 5

CONTENT: Development of new states and cultures.

Possible societies to study: Africa after the 10th century, 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, optional field trips.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 80

Assignment Description:

Students will write short essays in response to assigned readings, thinking critically and deeply about the texts.

Required Outside Hours: 28

Assignment Description: Students will research a larger project on an appropriate theme, such as a global food commodity, city, culture, or comparative practice (war, writing, marriage, water use.)

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Percent range of total grade: 10 % to 80 % Written Homework; Reading Reports; Essay Exams; Term or Other Papers

Problem-solving assignments

Percent of total grade: 40.00 %

Percent range of total grade: 10 % to 50 % Homework Problems; Quizzes; Exam

Objective examinations

Percent of total grade: 20.00 %

Percent range of total grade: 10 % to 20 % Multiple Choice; Completion

REPRESENTATIVE TEXTBOOKS:

Pollard, Karras. Worlds together, worlds apart. NYC: WW Norton, 2019.

excellent text with primary sources

ISBN: 0393668541 ISBN-13: 978-0393668544

Reading Level of Text, Grade: 14 Verified by: LHalper

Recommended Representative Textbooks

Andrea, Overfeld. The Human Record. 2015.

or other appropriate college level text THE HUMAN RECORD is a leading primary source reader for world history, and a classic in the field for its primary sources. It is well known because it provides balanced coverage of the global past. Each volume contains a blend of visual and textual sources that are often paired or grouped together for comparison, as in the Multiple Voices feature. A prologue entitled "Primary Sources and How to Read Them" serves as a tool that helps you approach, and get the most from, each document. Approximately one-third of the sources in the Eighth Edition are new, and these documents continue to reflect the myriad experiences of the peoples of the world. Primary sources in history do not go out of date, so the five-year requirement is nonsensical in this case;; this is the best source available using primary sources in ancient history from a variety of cultures, rather than Euro-centric ones.

ISBN: 1285870247

Reading Level of Text, Grade: 14 Verified by: LHalper

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 202070

GAV D2, effective 202070

GAV F, effective 202070

CSU GE:

CSU C2, effective 202070

CSU D, effective 201570

CSU D6, effective 201470

IGETC:

IGETC 3B, effective 202070

IGETC 4F, effective 202070

CSU TRANSFER:

Transferable CSU, effective 202070

UC TRANSFER:

Transferable UC, effective 202070

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

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: 150

Prior to College Level: Y

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