

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** History 100**COURSE TITLE:**

World History I

**Units:**

3

Letter Grade or Pass/No Pass Option

**CATALOG COURSE DESCRIPTION:**

This course examines the growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa and the Americas from the birth of civilization to the eve of the Modern Era. Topics in social, intellectual, economic, and political history are covered. This course is intended for history majors and all students interested in a global historical perspective.

**REQUISITES:****Advisory:**

ENGL 101 with a grade of "C" or better, or equivalent or Assessment Skill Level R6/W6

**FIELD TRIP REQUIREMENTS:**

May be required

**TRANSFER APPLICABILITY:**

Associate Degree Credit &amp; transfer to CSU CSU General Education IGETC UC Transfer Course List

**CID:****TOTAL LECTURE HOURS:**

48 - 54

**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Differentiate key periods of world history and patterns of change from the origins of civilization to the eve of the Modern Era.
2. Explain the origins and development of Paleolithic, Neolithic, and early urban cultures.
3. Compare and contrast the emergence of early complex societies in Southwest Asia, Africa, South Asia, East Asia Europe, and the Americas.
4. Describe and analyze the formation of Classical Societies in Persia, China, India, and the Mediterranean.
5. Explain and assess the role of the world's great religious traditions in the societies of the Classical and Postclassical eras.
6. Describe and analyze the development of cultures of the early Postclassical era in the Byzantine and Islamic Empires, Tang/Song China, South Asia, Medieval Europe, and the Americas.

7. Compare and contrast the interactions and influence of expanding societies during the later Postclassical era in Eurasia, Sub-Saharan Africa, Europe, and the Americas.
8. Assemble, arrange, and evaluate data from the development of human communities through the postclassical period using effective argumentative or expository prose.
9. Explain causation from a global, comparative perspective.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. The Development of Human Communities
  - A. Origins of Humankind
  - B. Paleolithic Culture
  - C. Neolithic Era and the Transition to Agriculture
  - D. Origins and Development of Urban Life
- II. Early Complex Societies, 3500 - 500 BCE
  - A. Emergence of Civilization in Southwest Asia and North Africa: Mesopotamia and Ancient Egypt
  - B. The Influence of Mesopotamian and Egyptian Culture: Hebrews, Phoenicians, and Early Sub-Saharan Societies
  - C. Emergence of Civilization in South Asia: Harappan Society, Aryan India, and the Indo-European Migrations
  - D. Early European Cultures: Aegean Civilization and Celtic Society
  - E. Early Society in East Asia: China during the Xia, Shang, and Zhou Dynasties
  - F. Early Societies in the Americas and Oceania
- III. The Formation of Classical Societies, 500 BCE to 500 CE
  - A. The Persian Empire and Its Culture
  - B. Unification and Expansion of China: The Qin and Han Dynasties and the Search for Order in Confucianism, Daoism, and Legalism
  - C. Classical India: Mauryan and Gupta Empires and the search for Salvation in Hinduism, Buddhism, and Jainism
  - D. Mediterranean Society-The Greek Phase: City State to Hellenistic Empires
  - E. Mediterranean Society-The Roman Phase: Early Republic to Collapse of Empire
- IV. The Early Postclassical, 500-1000 CE
  - A. Byzantine Empire and the Development of Eastern Europe
  - B. Islamic Society: Origins of Islam and Empire during the Umayyad and Abbasid Dynasties
  - C. Resurgence of Empire in East Asia: China during the Sui, Tang, and Song Dynasties
  - D. China's Influence in East Asia: Korea, Japan, and Southeast Asia
  - E. India and the Indian Ocean Basin: Economic Development, Trade, and the Meeting of Hindu, and Islamic Traditions
  - F. Foundations of Christian Society in Western Europe: Expansion of Roman Christianity, Germanic Successor States, and Feudal Society
  - G. Classical Societies in the Americas: Mayan Civilization and Early Andean Culture
- V. The Later Postclassical Era, 1000 to 1500 CE
  - A. Nomadic Empires and Eurasian Integration: Turkish Migrations, Mongol Empire, and Post-Mongol Eurasia
  - B. States and Societies of Sub-Saharan Africa: Bantu Migrations and the Development of Trans-Saharan Trade
  - C. Western Europe during the High Middle Ages: Regional States, Economic Growth, and Early Expansion
  - D. Postclassical Societies in the Americas: Mesoamerican and Andean States

#### **B. Reading Assignments:**

Reading assignments are required and may include but, are not limited to, the following:

- I. Assigned textbook(s) related to World History.
- II. Monographs related to specific issues in World History.
- III. Articles from journals.
- IV. Primary Sources.
- V. Anthologies.

**C. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. Essays that analyze historical events, supported by concrete evidence.
- II. Brief explanations of the historical significance of persons, places, institutions, and events.
- III. Book reviews that critique interpretations of world history.
- IV. Short papers on specific topics related to world history.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. Read, take notes, and study the assigned texts, readers, and monographs.
- II. Prepare for quizzes, in-class essays, and class discussions related to issues in world history.
- III. Research and prepare oral reports on issues related to world history.
- IV. Write take-home essays and papers.

**E. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Analyse and interpret complex historical developments, such as the fall of the Roman Empire or the development of monotheism.
- II. Identify and evaluate the theses and effectiveness of the arguments of monographs and peer-reviewed scholarly articles.
- III. Analyse primary documents relevant to world history.

## **2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Quizzes and objective exams that demonstrate the student's mastery of the course content gained from lectures and readings.
- II. In-class and out-of-class writing assignments such as essay examinations and papers that demonstrate the student's ability to synthesize and analyze historical data, and to develop their own interpretations of historical events.
- III. Papers and projects that demonstrate the student's ability to research, synthesize, and articulate in writing and oral presentations what they have learned about historical topics.
- IV. Classroom participation which demonstrates the student's contribution to general or small group discussions.

## **3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Lecture
- \* Distance Education
- \* Computer Assisted Instruction
- \* Lecture Discussion
- \* Discussion Seminar
- \* Audio-Visual

#### 4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

##### TEXTBOOKS:

1. Abu-Lughod, Janet. Before European Hegemony, 1st ed. Oxford University Press, 2002, ISBN: 9780195067743
2. Ames, Roger (trans). The Analects of Confucius, 1st ed. Ballantine, 1999, ISBN: 9780345434074
3. Bentley, Jerry & Ziegler, Herbert. Traditions and Encounters, 5th ed. McGraw-Hill, 2010, ISBN: 9780077367947
4. Bulliet, Richard, et al. The Earth and Its Peoples, 5th ed. Cengage Learning, 2010, ISBN: 9780538744386
5. Craig, Graham, Kagan, et al. The Heritage of World Civilizations, 9th ed. Prentice Hall, 2011, ISBN: 9780205803484
6. Diamond, Jared. Guns, Germs, and Steel, 1st ed. W.W. Norton & Co, 1999, ISBN: 9780393317558
7. Grube, G.M.A. (trans). Plato's Republic, 2nd ed. Hacket Publishing, 1992, ISBN: 9780872201361
8. Hammond World Atlas Corporation. Hammond Historical Atlas of the World, Hammond World Atlas Corporation, 2000, ISBN: 9780843713916
9. Hansen, Valerie & Curtis, Kenneth. Voyages in World History - Brief Ed, 1st ed. Wadsworth, 2013, ISBN: 9781111352349
10. McNeill, J.R. & McNeill, William. The Human Web, 1st ed. W. W. Norton, 2003, ISBN: 9780965739658
11. Riley, Philip, Gerome, Myers, Yoon. The Global Experience: Readings in World History, 5th ed. Prentice Hall, 2005, ISBN: 9780131178175
12. Smith, De Mieroop, Glahn, Lane. Sources of Crossroads and Cultures, 1st ed. Bedford/St. Martin's, 2012, ISBN: 9780312559854

##### MANUALS:

##### PERIODICALS:

1. *Journal of World History*,
2. *Journal of Asian History*,
3. *Speculum*,
4. *Journal of Ancient History*,

##### SOFTWARE:

##### SUPPLIES:

1. Examination Blue Books, Scantron Answer Sheets

**ORIGINATOR:** John Crocitti

**CO-CONTRIBUTOR(S)**

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