COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1611: The Ancient World

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): None
4. Co-requisites (Course discipline/number): None

Commencing with the survey of ancient Indian, Chinese and Near Eastern civilizations such as Egypt and Babylonian, this course will conclude with a development of the Hellenic and Hellenistic worlds. Special emphasis will be placed upon the institutions of ancient Greece that have exerted such a significant influence upon the western world. Recommended Entry Skills/Knowledge: College level reading and analytical skills.

B. DATE LAST REVISED (Month, year): April, 2005

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Ancient India
2. Ancient China
3. Ancient Egypt
4. The Middle East
5. Ancient Greece
6. Macedonia and Hellenistic Civilization

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Gain a better understanding of the nature of societies as they grew.
2. Adapted ideas to their own needs and borrowed from each other.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: Students will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues

Goal 8/Global Perspective: Students will be able to:
1. Describe and analyze political, economic, and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizen’s share for their common global future
METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Term paper
2. Objective and essay examinations

SPECIAL INFORMATION (if any): None