COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1617: World History to 1500

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

This course provides a survey of world history from the beginnings of civilization about 3500 BCE to 1500 CE. The prehistoric and early literate societies of Egypt, Mesopotamia, China, and India are investigated first. A review of the classical societies that developed in these areas and in Europe follows. The course concludes with an examination of the medieval period in Europe and an investigation of the formation of civilizations in the Americas and Oceana. Cross cultural interactions are noted throughout the course.

B. DATE LAST REVISED (Month, year): October, 2009

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Development of Complex Societies, 3500-500 BCE
   a) Before History
   b) Early Societies in Egypt and Mesopotamia
   c) Early Societies in India
   d) Early Societies in China
2. The Formation of Classical Societies, 500 BCE to 500 CE
   a) The Persian Empire
   b) The Unification of China
   c) State Formation in India
   d) Mediterranean Society: The Greeks and Romans
   e) Cross Cultural Exchanges
3. The Post Classical Era, 500-1000 CE
   a) The Byzantine Empire
   b) The Realm of Islam
   c) Resurgence in China and India
   d) The Foundations of Christian Society in Western Europe
4. The Age of Cross Cultural Interaction
   a) Nomadic Empires and Eurasian Integration
   b) Western Europe in the High Middle Ages
   c) The Americas and Oceana
   d) Cross Cultural Interactions

D. LEARNING OUTCOMES (GENERAL): The student 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. Discuss and describe the role of a world citizen and the responsibility world citizens’ share for their common global future.
5. Describe the beginnings of civilizations and the spread of ideas throughout the world.
6. Analyze complex ideas and information and to present them in a coherent form in written for this course.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student 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.
E. LEARNING OUTCOMES (MNTC): Continued...
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 Perspectives: The student 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.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Essay and objective tests and written assignments
2. Classroom and/or online discussion
3. Attendance will also be considered

G. SPECIAL INFORMATION (if any): None