



COURSE OUTLINE : HIST 101

D Credit – Degree Applicable

COURSE ID 010578

Cyclical Review: November 2021

COURSE DISCIPLINE : HIST

COURSE NUMBER : 101

COURSE TITLE (FULL) : World History to 1500

COURSE TITLE (SHORT) : World History to 1500

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : HIST 150 – World History to 1500

ACADEMIC SENATE DISCIPLINE: History

CATALOG DESCRIPTION

HIST 101 is an introductory course to world history from the Paleolithic period to approximately 1500 CE (Common Era). Students learn how the development of human ideas, arts and institutions influenced the creation and maintenance of major civilizations in Mesopotamia and Egypt, the Indus River valley, the Aegean and Mediterranean regions, and China and the Americas. Students learn the impact of migration and settlement patterns upon geographic regions and understand how religion, philosophy, and technology influenced the human experience.

CATALOG NOTES

Note: This course may not be taken for credit by students who have completed HIST 140 prior to Fall 2022.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



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14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 1 compose an argument using primary sources as support;
- 2 analyze broad patterns of change on both interregional scales and within complex societies;
- 3 discuss the concept "civilization" through multiple analytical categories such as race, class, gender and ethnicity;
- 4 explain the historical significance of major discoveries, inventions, and scientific achievements;

STUDENT LEARNING OUTCOMES

- 1 Critique various political, economic, cultural and social forces that have been key to the development of world history up to 1500 ce.;
- 2 Explain the historical significance of cultural developments such as art, music, architecture, literature and religion and how they indicate the values of a people.
- 3 Recognize, identify, and describe the cultural contributions to world civilization made by each of the peoples studied.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	The Earliest Beginnings • History and prehistory • Paleolithic people • Neolithic culture	3	0	3



2	<p>Ancient Societies in Mesopotamia, India, and Central Asia</p> <ul style="list-style-type: none"> • Sumerian origins of Mesopotamian civilization • Akkadian Empire • Old Babylonian developments • The Hittites • The evolution of Assyria • Chaldean supremacy • Harappan society • The Aryans and the Vedic Age in India • Dravidian culture 	5	0	5
3	<p>Ancient Societies in Africa and the Mediterranean</p> <ul style="list-style-type: none"> • Egyptian society • Nubia and Kush Kingdoms • Sudanic societies • Bantu speaking peoples • The Hebrews • Minoan and Mycenaean civilizations • Lydians and Phoenicians 	5	0	5
4	<p>Around the Pacific Rim: Eastern Eurasia and the Americas</p> <ul style="list-style-type: none"> • The formation of Ancient China • The Zhou Dynasty • Ancient Southeast and Northeast Asia • Hunter and gatherer societies in North America • Olmec society • The Maya people • Early Andean states 	5	0	5
5	<p>Eurasian Connections and New Traditions in East Asia</p> <ul style="list-style-type: none"> • Confucianism, Daoism, and Legalism • Qin Dynasty • Han Empire • Classical Korea • Classical Japan 	4	0	4
6	<p>Western Asia, the Eastern Mediterranean, and Regional Systems</p> <ul style="list-style-type: none"> • Persians and their empires • The Greek city-states • Hellenistic Age 	4	0	4
7	<p>Classical Societies in Southern and Central Asia</p> <ul style="list-style-type: none"> • Spread of Hinduism in India • Rise of Buddhism • Mauryan Empire • Gupta Age • Development of Southeast Asian societies 	4	0	4



8	Empires, Networks, and the Remaking of Europe and Western Asia • Roman Republic • Roman Empire • Germanic Cultures • Rise of Christianity • Byzantine Empire	4	0	4
9	Classical Societies and Regional Networks in Africa, the Americas, and Oceania • Classical states in Northeast and Sub-Saharan Africa • Classical Mesoamerican societies • New societies of North and South America • Australia and Island societies	4	0	4
10	The Rise of the Islamic World • Early Islam • Arab expansions and Islamic empires • Globalized Islam	3	0	3
11	East Asian Traditions and Eurasian Encounters • Tang Dynasty • Song Dynasty • Mongol Conquest • Korea • Japan	4	0	4
12	Expanding Horizons in Africa and the Americas • Power and maturation of African states • American societies in transition • American empires	3	0	3
13	South Asia, Central Asia, Southeast Asia, and Afro-Eurasian Connections • Muslim and Hindu kingdoms in India • Influence of Indian society in Southeast Asia • Southeast Asia and the wider world	3	0	3
14	Christian Societies in Medieval Europe, Byzantium, and Russia • Forming Christian societies in Western Europe • Medieval societies in Europe • Eastern Europe: Byzantines, Slavs, and Mongols • Late Medieval Europe and the roots of expansion	3	0	3
				54

OUT OF CLASS ASSIGNMENTS

- 1 essay (e.g. an argumentative essay focused on the significance of the development of various Chinese philosophies and its impact on Chinese culture);
- 2 individual project (e.g. develop a poster focusing on ancient African and Mediterranean societies, using on-line and other archival materials to highlight economic, political and social differences and similarities among them);



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- 3 research project (e.g. an essay which explores the classical societies of Southern and Central Asia and focuses on the religions which emerged and spread among these regions);

METHODS OF EVALUATION

- 1 written assignments which demonstrate the application of concepts, use of sources, and the ability to critically analyze information and apply concepts in a collegiate manner;
- 2 three to five one-hour in class examinations;
- 3 final examination requiring demonstration of course exit standards.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
World History, Vol. 1: To 1800	Required	Boston: Wadsworth, Cengage Learning	9		Duiker, William	9780357696941	2019
The World: A History (Vol. 1)	Required	Hoboken: Pearson	3		Fernandez-Armesto, Felipe	9780137538294	2016
A History of World Societies (Vol. 1)	Required	Boston: Bedford/St. Martin's	12		McKay, John, et al.	9781319299651	2021
World History: Cultures, States, and Societies to 1500	Required	University of North Georgia Press		online/OER	Berger, Eugene etal	https://oer.galileo.usg.edu/history-textbooks/2	2016