



HIST-103: WORLD HISTORY TO 1500

Also listed as: HIST-103H

Effective Term

Fall 2024

BOT Approval Date

11/09/2023

Discipline

HIST - History

Course Number

103

Course Title

World History to 1500

Short Title

World History to 1500

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-103H

C-ID (Admin Only)

C-ID HIST 150

CB 00

CCC000144481

Course Title

Honors World History to 1500

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID HIST 150

Catalog Description

This course is a survey of ancient history that explores the origin and development of human societies in the Near East, India, Asia, Africa, the Americas, and Europe. Using a comparative approach to study the world's major civilizations, students will examine their social structure and daily life, political systems, economic development, and cultural values.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0101 - History, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Describe the major features of early complex societies including the Near East, India, Asia, Africa, the Americas, and Europe and explain how they have developed in different times and places throughout the world.
2. Examine the political, cultural and socioeconomic relationships in different geographic settings.
3. Analyze the intersection of race, class, gender and ethnicity in early complex societies.
4. Demonstrate a fundamental understanding of the influential ideas and values that evolved out of core philosophies and religions in early world history.
5. Analyze the interactions between complex societies through trade, cultural exchange, technology transfer, disease, migration, colonization and military conflict.
6. Recognize the perspectives and contributions of historically underrepresented groups to arrive at a deeper understanding of the various experiences of people in early world history.
7. Investigate connections between developments in past civilizations and events in the contemporary world.
8. Demonstrate the ability to critically interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
9. Engage in an analysis of historical themes and ideas through various forms of communication such as class discussion, debates, reenactments, and oral presentations.

Honors Objectives

The honors component of the course students will:

- 1) develop advanced-level research skills through the completion of a major research project

- 2) enhance their academic writing and oral presentation skills
- 3) engage in critical analysis of primary source readings or secondary academic sources concerning major issues and interpretations of world history

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate clear and precise communication on culturally relevant material through written and oral discussion of early world history.
2. Students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to early world history to demonstrate historical empathy and cultivate social awareness.
3. Students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to early world history.

Program Learning Outcomes

Learning Outcome

1. The student will demonstrate the ability to analyze and interpret historical trends to form independent interpretations.
2. The student will compare and contrast the histories of different peoples to cultivate empathy and social awareness.
3. Through composition and discussion the student will demonstrate a clear and multifaceted understanding of history.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Before Large-Scale Communities
 - a. Evolution of Hominids and Homo Sapiens
 - b. Anatomy of Paleolithic (Hunter-Gatherer) Societies
2. The Transition to Agriculture
 - a. Climate and Condition Changes
 - b. Domestication of Plants and Animals
 - c. Transhumant Herders and Nomadic Pastoralists
 - d. Early Neolithic Communities and Evolving Gender Relations
 - e. Comparisons of Early Agriculture in Different Settings
3. River-Basin Societies
 - a. Mesopotamia
 1. Geography and Setting (the rivers and desert)
 2. Mesopotamian city-states and social hierarchies
 3. Sumer and the Babylonian Kingdom
 4. Mesopotamian culture and religion
 5. Ziggurats, architecture, and the urban landscape
 - b. Egypt
 1. Setting and geography (the Nile)
 2. Pharaoh and the state
 3. Pyramids, tombs, and art, and architecture
 4. Egyptian religion and the afterlife
 5. Women and society
 - c. Indus Valley
 1. Geographical and Cultural Introduction to India
 2. Harappan society and trade
 3. Urban planning and technologies
4. Palestine and the Hebrews

- a. Hebrew society and the Bible
 - b. Jewish values and legacy
- 5. Indo-European Migrations
- 6. Africa and the Bantu Migrations
- 7. Early Societies in South Asia
 - a. Indo-European Migrations
 - b. Aryans and India
 - c. Varna, jati, and marginalized peoples
 - d. Vedic Texts and Religion
- 8. Early Beginnings in China
 - a. Geographical and Cultural Introduction to China
 - b. Xia, Shang, and Sanxingdui
 - c. Shang oracle bones and early Chinese writing
 - d. Shang bronze technologies, human sacrifices, and urban development
 - e. Zhou formation, the Mandate of Heaven, and limits of Zhou authority
 - f. Political philosophies and religious beliefs
 - 1. Confucianism
 - 2. Daoism
- 9. Early Societies in the Americas and Oceania
 - a. The Americas—Geographical Introduction
 - b. Migrations of Humans to the Americas
 - c. Early American Societies
 - 1. Olmecs
 - 2. Maya
 - 3. Andean Societies
- 10. The Pacific—Geographical Introduction
 - a. Early Societies in Australia and New Guinea
 - b. The Pacific Migrations
- 11. Rise of Early Empires and their interconnections
 - a. Defining characteristics of empires
 - b. Climate change, migrations, and new technologies
 - c. Administrative organization and power
- 12. Empires of Persia
 - a. Integration of a centralized, multicultural empire
 - b. Public works, technologies, and monument building
 - c. Seleucid, Parthian, and Sasanid Empires
 - d. Development of Classical Persia
 - e. Zarathustra and His Religion
- 13. Unification of China
 - a. The Qin Dynasty
 - 1. Centralization and standardization, Legalism, and building projects
 - b. The Han Dynasty
 - 1. State building, Confucianism, technologies, and the Silk Road
 - 2. Campaigns of expansion
 - 3. Socio-economic developments, gender roles, and marginalized groups
- 14. State and Society in India
 - a. Religious Reform in Classical India
 - 1. Upanishads
 - 2. Jainism
 - 3. Buddhism
 - 4. Modern Hinduism
 - b. Classical India - the Mauryan and Gupta Dynasties
 - 1. State formation
 - 2. Religious developments
- 15. Mediterranean Society—Greece
 - a. Geography setting: mountains and the sea
 - b. Mycenaean Civilization
 - c. Minoan Civilization
 - d. The Archaic Age
 - 1. The Polis and government
 - 2. Greek religion, trade and colonization
 - 3. Athens, Sparta, and the development of regional identities
 - e. The rivalry with Persia
 - f. Peloponnesian War and the Rivalry of Athens and Sparta

- g. Classical Age Greece
 - 1. Classical Greek culture
 - 2. Family and society
 - 3. Reinforcing and challenging gender hierarchies
- h. The Hellenistic Age
 - 1. Philip II and the rise of Macedonia
 - 2. Alexander the Great and the conquests
 - 3. Division of empire after the death of Alexander
 - 4. Philosophy, learning, art, and science
- 16. The Roman Republic
 - a. The geography of Italy and the Mediterranean
 - b. Etruscans and Roman neighbors
 - c. Patricians, plebians, and the emergence of the Republic
 - d. Roman values and institutions in the early Republic
 - e. Expansion of early Rome
 - f. Carthage and the Punic Wars
 - g. Impact of the Punic Wars on Roman society and economy
 - h. Expansion into the Eastern Mediterranean
 - i. Nature and cause of Roman expansion
 - j. Crisis, social change, and disorder
 - k. Octavian and the end of the Republic
- 17. The Roman Empire
 - a. Augustus and his reforms
 - b. Social and gender relations
 - c. Literature, art, and the new Rome
 - d. The empire at its height—successors to Augustus
 - e. The crisis of the second century and economic change
 - f. Diocletian, Constantine, and Reform
- 18. The Rise of Christianity
 - a. Eastern mystery religions
 - b. Jewish origins
 - c. Jesus and his setting
 - d. Paul, the church fathers, and the spread of Christianity
 - e. Contributions of women
- 19. Late Empire and Decline in the West
- 20. Cross-Cultural Exchanges and the Early Silk Road
 - a. Travel and Exchange along the Silk Road
 - b. Religion and the Silk Road
 - c. Disease and the Silk Road
- 21. The Eastern Empire and the Byzantine Tradition
 - a. Byzantine government
 - b. Byzantine trade and economy
 - c. The Eastern Orthodox religion, the state, and comparison to Latin Christianity
 - d. Decline of the Byzantine Empire
- 22. The Rise of Islam
 - a. Muhammad and his World
 - b. The Quran and Doctrine and Practices of Islam
 - c. Sunnis, Shiites, and Sufis
 - d. Expansion of Islam
 - e. Early Caliphs and the Umayyad Dynasty
 - f. The Abbasid Caliphate
 - g. Islamic Spain
 - h. Evolving gender roles
 - i. Scientific and Technological Changes in the Abbasid Caliphate
 - j. Islamic Values and Cultural Exchanges
 - k. The Dar al Islam and the Spread of Islamic Civilization
- 23. The Resurgence of Empire in East Asia
 - a. Reunification and the Re-emergence of Centralized Government
 - b. Sui, Tang, and Song Dynasties
 - c. The Confucian Revival and Buddhist influence
 - d. Economy, Society, and Gender Roles in Tang and Song
 - e. Agriculture, Trade, and Manufacturing
 - f. Art and Literature
 - g. Civil service exams

- h. Neo-Confucianism
- i. Chinese Influence in East Asia
 - 1. Korea
 - 2. Vietnam
 - 3. Japan
- 24. India and the Indian Ocean Basin
 - a. Arrival of Islam in India
 - b. The Delhi Sultanate
 - c. Indian Influence in Southeast Asia
- 25. Christian Society and the Emergence of Western Europe
 - a. Early Germanic Kingdoms and Society
 - b. Charlamagne and the Carolingian Empire
 - c. The Emergence of the Western Church
 - 1. The Papacy
 - 2. Church Structure
 - 3. Monasteries
 - d. Early European Agriculture, Economy, and Society
 - e. Weather and geography on the European periphery
 - f. Vikings
- 26. Nomadic Empires and Eurasian Integration
 - a. The Rise and Spread of the Mongols
 - b. Mongol Society, Gender Roles, and Military
 - c. Mongol Rule
 - 1. The Golden Horde in Russia
 - 2. The Ilkhan in Persia
 - 3. Kubilai Khan and Yuan China
 - d. The Silk Road, Cultural Exchange, and Innovations in the Mongol Era
 - e. Plague and Decline of the Mongol Dominance
- 27. States and Societies in Sub-Saharan Africa
 - a. Camels and the Sahara Trade
 - b. Islamic Kingdoms and Empires
 - c. Indian Ocean Trade and Islamic States in East Africa
- 28. Western Europe During the High Middle Ages
 - a. Expansion and the Crusades
 - b. Legacy and impact of the Crusades
 - c. Cities, Trade, and Commerce
 - d. Learning and culture
 - 1. Universities
 - 2. Scholasticism
 - 3. Romanesque and Gothic Architecture
 - e. Crisis of the late Middle Ages
 - 1. Weather, harvests, overpopulation, and disease
 - 2. Peasant revolts and protests
 - 3. The Hundred Years' War
 - 4. Depression and recovery, the golden age of the peasantry
- 29. Recovery of Europe and Connections with Southwest and East Asia
 - a. The rise of the Ottoman Empire and the fall of Constantinople
 - b. Formation of the Ming Empire
 - c. Emergence of National Monarchies
 - d. Printing
 - e. City States and the Renaissance in Italy
- 30. New Encounters
 - a. Motives for exploration
 - b. Stimuli for exploration
 - c. Indigenous perspectives
 - d. Origin of global trade networks

Honors Content

The honors component of History 103 will encourage students to explore topics that are the same as the regular section of History 103 but with greater depth and complexity. In addition, honors students will analyze current research and historical concerns in world history that focus on topics such as (but not limited to) trade networks, world travelers, women rulers, technology and imperial expansion, colonial identity, pandemics, Big History, historiographical trends, and archeological discoveries that reinforce or challenge traditional historical narratives.

Methods of Instruction

Method

Discussion

Integration

Students will use collaborative learning exercises to discuss primary source documents and questions and controversies surrounding major developments in early world history. Discussions could cover such topics as the reasons for the transition to agriculture, the relationship between religion and state in Ancient Egypt, and the relationship between Confucianism and the state in China.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in early world history. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Film/video Viewing and Discussion

Integration

Class lectures will be supplemented with films that recreate significant events in early world history and enhance student appreciation for the accomplishments of early civilizations. Films could cover such topics as the relationship between Islam and Christianity in the Middle Ages, the voyages of Zheng He in the Indian Ocean, the dominance of Rome in the ancient Mediterranean, or the day in the life of a Spartan woman in ancient Greece.

DE Adaptations for MOI

Instructor will supplement lectures by using the CMS to post films and other visual materials that recreate significant events in early world history and enhance student appreciation for the accomplishments of early civilizations. The films/documentaries will be made available using the CMS and will meet accessibility standards.

Method

Lecture

Integration

Utilizing supporting visual materials (eg. computerized images, maps, or white board), lectures will introduce key concepts and information about early world history such as a definition of civilization itself and how it evolves through the ancient, classical, and post-classical periods. In addition, the instructor will expand upon information provided in the course materials in such a way as to enhance the ability of the student to appraise the historical impact of individuals such as Alexander the Great or Cleopatra, a technology such as gunpowder, or a philosophy/religion such as Buddhism.

DE Adaptations for MOI

Online lectures which cover key course content such as examining the major features of complex societies may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Projects

Integration

The instructor will both discuss in class and provide written instructions explaining the methods, sources, and goals for research projects to be done outside of class. The goal of these projects is for the students to acquire additional knowledge about a select topic in early world history, and to analyze and interpret the material researched in the form of an extended essay or multimedia

presentation. The instructor will guide this process throughout while aiding students in their acquisition of key historical skills. The instructor might choose to focus the student's attention to the perspectives and contributions of historically underrepresented groups (eg. peasant women, female rulers, slaves, etc.) to arrive at a deeper understanding of the various experiences of people in early world history.

DE Adaptations for MOI

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in early world history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will make an adjustment for accessibility needs.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion

Integration: Guided small group discussions in the honors course will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped early world history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project

Integration: Service learning at history institutions, museums, or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Field Trips

Integration: Students will engage in academic inquiry and discussions of history topics by visiting a museum exhibition, going to a film screening, or attending an academic lecture at a nearby university or museum. Museum visits will encourage students to draw parallels between the past and contemporary society while films and lectures provide a means of experiencing history through a variety of mediums beyond the classroom.

Methods of Evaluation

Method

Other

Integration

Students will accurately identify important locations (cities, states, empires, battles, ecological zones, bodies of land and water) and trace patterns of migration, trade, exploration, and exchanges of knowledge between different parts of the world to demonstrate an understanding of how place and space impacted world history to 1500. These map quizzes can be fill-in-the-blank in a paper format or the instructor can make use of certain online software tools.

DE Adaptations for MOE

The instructor will use the CMS to post assignments that require students to interpret various types of maps in ways that demonstrate an understanding of the relationship of geographical factors to historical developments. All online map assignments will meet accessibility standards. Students will submit any map assignments via the CMS. Feedback will be delivered via the CMS in a timely fashion.

Method

Research Projects

Integration

Using a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, students will work singly or in assigned groups to acquire additional knowledge about a select topic in early world

history. Topics might include investigating a connection between developments in past civilizations and events in the contemporary world. Students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be graded, using a rubric, on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it.

DE Adaptations for MOE

The instructor will use the CMS to post materials explaining how to use a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, for students to acquire additional knowledge about a select topic in early world history. The students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be submitted via the CMS and will be graded on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it. Instructor feedback will be provided in a timely manner through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Method

Exams/Tests

Integration

Exams/Tests will be given that may consist of essay questions requiring students to demonstrate analytical thinking or short answer, multiple choice, or true/false questions requiring students to demonstrate competence with factual information related to key ideas, events, and theories of the development of early world civilizations. At least one exam must be an essay-based exam. Students will be evaluated on their ability to demonstrate a knowledge of major events, personalities, and institutions in early world history; evaluate major interpretive historical theories in early world history; and analyze the outcomes of major historical developments.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All exams/tests must meet accessibility guidelines.

Method

Papers

Integration

Students will demonstrate the ability to synthesize information from the lecture, discussions, films, and readings by organizing evidence and specific information into a coherent response to a major question in history, and produce clear and logically argued analyses in an interpretive essay. Topics might include an analyze the intersection of race, class, gender and ethnicity in early complex societies. The assignment will be graded on content, analysis, and the use of sources.

DE Adaptations for MOE

Instructor will use the CMS to post detailed instructions for assignments that require students to demonstrate the ability to synthesize information from the lecture, discussions, films, and readings by organizing evidence and specific information into a coherent response to a major question in history, and produce clear and logically argued analyses in an interpretive essay. The assignments will be submitted via the CMS and graded on content, analysis, and the use of sources. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system in a timely fashion.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers and multimedia projects will be assessed on clarity of argument and presentation, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy.

Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument.

Honors class discussions or written analysis of a supplemental reading will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned readings.

For service learning projects, students will be evaluated on their completion of the agreed upon number of volunteer hours as well as the quality of the reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course.

Journal writings, oral histories, museum field trip assignments, and film assignments will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Historical Research Essay: Collect academic resources from accredited, peer reviewed sources and write a 6-8 page research paper on an approved topic relating to early world history. All sources will be cited and formatted using one of the major citation styles such as MLA, APA, or Chicago style.

Sample essay prompt: In as much detail as possible, compare the political, social and cultural institutions of the Roman and Han Empires. Make sure to explain the roles of women and other historically under-represented populations and their contributions to their respective societies. This paper is to be cited and formatted using the Manual of Chicago Style Citations.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Video or website project: Research an approved topic and create a substantial and educational video or website regarding their research findings. Videos should be no shorter than 10 minutes long, and websites should have a minimum of 6 pages. Full citations for all research and images must be included in the video credits or on a "Resources" page on the website.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of posted a video of their presentation or recording the audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Immersive historical role-playing project: Engage in an immersive role-playing experience such as Barnard College's Reacting to the Past series of projects. These projects require students to take on roles of historical characters and debate important issues of the time period under study, such as women's rights, voting rights, religious tolerance and migration.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of providing a written response, posting a video of or recording audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Discussion Posts via CMS: Using the CMS, post responses to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for in-class discussions on topics such as race, gender and ethnicity.

How assignment will be adapted in online format

Using the CMS, students post will respond to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for course discussions on topics such as race, gender and ethnicity. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Small-group discussion exercises: Form small groups, either in-class or on-line, read assigned materials/watch videos and then complete activities such as think-pair-share. Then share out your discussion with the rest of the class. Readings might include Plutarch's Spartan Discipline, Jesus' Sermon on the Mount, a short biography of Hildegard of Bingen, or Abu Hamid al-Ghazali's Etiquette of Marriage.

How assignment will be adapted in online format

Using the "Group" or "Break-out Room" function within the CMS, students will form small groups, read assigned materials or watch videos and then complete activities which will include dialoguing online with members of the same group and/or other groups. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Honors Assignments**Assignment**

Students will complete all regular course requirements for History 103 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A) as well as B) or C). Assignments D), E), F), or G) below are optional and one optional assignment may be required at discretion of the instructor.

Assignment

A) Assigned readings beyond the scope of the regular section of History 103. Additional primary sources or academic journal articles will be assigned for reading, summary, and review. Example primary source readings could include *The Aeneid*, *The Three Kingdoms*, *The Mahabharata*, or other works. In consultation with the instructor, students may also select an academic journal article, chapter of a book, or primary source excerpt related to their research project for the Honors class to read, analyze, and discuss. Example works such as "From Woman Warrior to Peripatetic Entertainer: The Multiple Histories of Tomoe" by Steven Brown can be found in JSTOR or similar online databases. Students will either lead an Honors class discussion or write a one to two-page analysis of their selected reading. The discussion or written analysis will include a summary, critical analysis, and if appropriate, examination of how the reading informs the student's own research project.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors supplemental readings will facilitate discussion, encourage reflection, and help students prepare to complete their major research project for the course.

Assignment

B) A research project that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on primary sources, secondary sources, major interpretive books, and articles. A minimum of ten academic sources must be referenced in the 9-12 page paper. The instructor may organize student peer reviews of their research proposals, thesis and outlines, or rough drafts of their projects. Students will also submit a 250-word abstract of their work. Research project topics could include (but are not limited to) Sanxingdui, Silk Road traders and travelers, returning the Elgin Marbles, Roman Empress Galla Placidia, the origins of the Black Death, female artists of the Renaissance, Mongol patronage of the arts, indigenous American visitors to pre-modern Europe, and slave rebellions in sixteenth-century Panama.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

C) A service learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings as well as incorporates reference to a minimum of three academic sources. Students will submit a log of their hours signed by an employee of the institution where they are volunteering. They may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

A service learning project will provide an Honors student with the opportunity to work within their community, apply their research knowledge, and connect their academic training with their real-world experience at the service learning institution.

Assignment

D) A 10-15 minute oral presentation of the final research project given to their fellow honors students or to the entire History 103 class. The presentation will include the thesis, supporting evidence, and significance of the project.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The oral presentation assignment provides a forum for Honors students to showcase their research projects with their class community and facilitate discussion of the significance of their research findings.

Assignment

E) Interview an individual whose life or professional experiences relate to the themes or subject matter of History 103H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, and decide on the best way to preserve and present their interview findings to the instructor or the class (e.g. a brief write-up of their interview, a short oral presentation, or a report of their findings to an historical organization that collects oral histories provided the interviewee grants permission). Students will submit a one-page reflection that includes what they learned from the interview experience and how their findings fit in or challenge current historical perspectives.

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a professional in the field will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of the interview conducted.

Assignment

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The journal assignment will encourage reflection on challenging academic source materials and themes addressed in the Honors section of the course.

Assignment

G) A project outside regular class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 103H. The Getty Center, the Getty Villa, the Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, and the San Diego Museum of Art are all examples of museum locations in the Southern California that might be considered for this assignment. Other activities could include a film viewing such as The Story of the Jews or attending an academic lecture at a local university or museum. Students will submit a one to two-page summary of the museum, film viewing, or academic lecture experience as well as their own reflections about what they learned and how it connects to topics and themes addressed in History 103.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Field trips offer students a chance to learn history in academic spaces outside of the classroom, network with professionals in the field, and consider the real-world significance of their research.

Course Materials**Textbooks**

Strayer & Nelson, (2022) Ways of the World: A Brief Global History, Vol. 1 Through the 15th Century, 4th Edition (Macmillan)
Wiesner-Hanks, et. al. (2021). A History of World Societies, Vol. 1 to 1600, 12th Edition (Bedford/St. Martin's).
Buliet, Richard et alia (2015). The Earth and Its Peoples: A Global History, Vol I Cengage Learning . ISBN: 10:1-285-44552-X
Kevin Reilly (2017). Worlds of History, Vol. 1 to 1550 Bedford StMartins. ISBN: 13: 9781319022518
Pollard, et al. Worlds Together, Worlds Apart, Volume 1: Beginnings through the 15th Century. Concise 3rd ed. New York: W.W. Norton & Company, 2021.

Other Resources

Instructors should always supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following: Michael Loewe, Everyday Life in Early Imperial China. London, 1968. J.N. Postgate, Early Mesopotamia: Society and Economy at the Dawn of History. London, 1992.

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

The ability to observe a mixture of diverse social groups through historical events has been a rare opportunity in the history of the world. World history has afforded student the opportunity to see how the elements of race, gender, ethnicity and culture have interacted. This class explores the development and impact of political, social, and cultural trends in world societies. A concerted effort has been made to include these elements of diversity into the course content and course assignments, where students are invited to study, research and present on these topics. Specifically, the course content was enhanced to highlight the role and impact of women and historically marginalized groups.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of reading materials and films will supplement this class. The projects are written to allow students to choose topics that are of interest to them. For face-to-face or online classes, the research project can be presented orally or through a written format. Formative assignments are present the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course will incorporate student-to-student interaction through in-class or online discussions. Students will use collaborative learning exercises to discuss primary source documents and major questions in early world history among themselves enabling them to exchange ideas and to prepare for examinations. Students might also work in small groups online or in-class to peer-review or create presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model sound historical thinking and analysis while encouraging students to make similar connections between course content and student observations as it relates to early world history. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content through the watching of historically relevant films/documentaries to offer a visual impression of early world history. Lectures, utilizing supporting visual materials (computerized images, maps or white board) will allow the instructor to introduce key concepts in early world history. Research Projects will allow students to explore topics in early world history on their own using library materials (primary and secondary sources).

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will encourage students to reflect on how key events in early world history have had a major impact on today's society. Students will be given the opportunity to reflect on the relevance of course themes to their own lives and how critical thinking practiced and honed in this course can serve as transferable skills in other academic disciplines and aid in a student's career goals.

Key: 1822