

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**HISTORY 100 – EARLY WORLD HISTORY**

3 hours lecture, 3 units

**Catalog Description**

Examination of ancient to early-modern civilizations and the interconnections between diverse world societies to 1500. Included are Mesopotamia, Egypt, China, India, the classical West, early Islamic civilization, civilizations of Africa, and civilizations of the Americas and Oceania.

**Prerequisite**

None

**Course Content**

- 1) Introduction and Key Concepts
  - a. From the earliest humans to the emergence of agrarian societies
  - b. Calendar systems
  - c. Relationship between humans and the environment
  - d. Prehistoric human migrations
- 2) Early Complex Societies, 3500 to 500 B.C.E.
  - a. Ancient Mesopotamia
  - b. Early Africa and the Bantu Migrations
  - c. Ancient Egypt
  - d. The Hebrews and early Judaism
  - e. Ancient India (including Harrapan society, the Indo Aryan Migration, and early Hinduism)
  - f. Ancient China (including the Zhou dynasty, Confucianism, and Taoism)
  - g. The Early Americas (including the Olmecs, the early Maya, and Teotihuacan)
  - h. Early Oceania (including Australia and migration across the Pacific)
- 3) Classical Societies, 500 B.C.E. to 500 C.E.
  - a. The Persian Empires (including Zoroastrianism)
  - b. China: the age of the Qin and Han dynasties (including Legalism)
  - c. Classical India and the Mauryan dynasty (including Jainism and Buddhism)
  - d. Classical Greece and the Hellenistic Age
  - e. Rome: Republic and Empire (including the development of Christianity in its Jewish and Roman contexts)
  - f. Cross Cultural Connections: the spread of religion, goods, people, and culture in the classical age
- 4) The Medieval or Postclassical Era, 500 C.E. to 1000 C.E.
  - a. The Byzantine Empire (including Orthodox Christianity)
  - b. Islamic Civilization (including the teachings of Muhammad and Islam as religious and political force)
  - c. Medieval China and Japan (including the Sui and Tang dynasties, the impact of Buddhism, Chinese influence in Japan)
  - d. Medieval India (including the further development of Hinduism and the arrival of Islam)
  - e. Christian Europe (including medieval institutions, the Vikings, etc.)
- 5) The Acceleration of Cross-Cultural Interaction, 1000 C.E. to 1500 C.E.
  - a. The Mongols and their empires
  - b. States and societies in Sub-Saharan Africa (including Benin, Zimbabwe, and Mali and the trans-Saharan trade)

- c. The Swahili city-states and the Indian ocean trade
- d. Western Europe in the High Middle Ages (including national monarchies and the Crusades)
- e. Mesoamerica: further development of the Maya, the Toltecs, and the Mexica/Aztecs)
- f. The Andes: the Inca Empire and its predecessors
- g. The Renaissance in Europe
- h. Overseas exploration and conquest

### **Course Objectives**

Students will be able to:

- 1) Identify and recall major themes, events, and figures in early world history. Analyze historical developments across national, regional, and cultural boundaries.
- 2) Compare early world societies in historical context (including state formation, social hierarchies, and gender hierarchies).
- 3) Catalog and interpret the role of religion, philosophy, and ideology in defining early world civilizations and societies. Compare ideals, practices, and historical developments of major belief systems.
- 4) Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
- 5) Recognize political geography and changes in political geography.
- 6) Recognize major historical theories relevant to early world history (e.g., geographic and climatic determinism).
- 7) Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from early times to 1500 C.E.
- 8) Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.
- 9) Discriminate between primary and secondary sources. Compose arguments, appropriately using primary and secondary sources.
- 10) Cite sources appropriately in written work using the Chicago Manual of Style (Turabian) or Modern Language Association formats.
- 11) Analyze broad patterns of change on both interregional scales and within complex societies.
- 12) Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- 13) Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- 14) Identify major discoveries, inventions, and scientific achievements and explain their historical significance.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and/or exams that measure the student's ability to identify and recall major themes, events and figures in early world history.
- 2) Quizzes and/or exams that measure and verify the student's ability to identify the relationship between physical geography and climate on the development of early world civilizations and societies and recognize changes in political geography.
- 3) Write a timed in-class essay that evaluates and verifies the student's ability to formulate an argument based on historical theories, organize information chronologically and thematically, and recall major themes, events and figures in early world history.
- 4) Write analytical papers that assess the student's ability to recognize themes, organize information, and interpret the significance of literature in early world history.

- 5) Compile sources and write a research paper that demonstrates the student's ability to discriminate between primary and secondary sources, evaluate the relative quality of sources, organize information, and formulate an informed point of view and argument.

### Special Materials Required of Student

Computer access (available on campus)

### Minimum Instructional Facilities

- 1) Smart classroom with writing board, overhead projector/screen
- 2) Library with adequate collections in Early World History

### Method of Instruction

- 1) Lecture
- 2) Multimedia presentations
- 3) Group projects, discussion

### Out-of-Class Assignments

- 1) Reading, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and historic sites

### Texts and References

- 1) Required (representative examples):
  - a. Bentley, Jerry H. and Herb Ziegler. *Traditions and Encounters: A Global Perspective on the Past. Volume I: From the Beginning to 1500*. 6th edition. McGraw Hill, 2015.
  - b. Fernandez-Armesto, Felipe. *The World: A History*. 3rd edition. Prentice Hall, 2016.
  - c. Duiker, William J. and Jackson J. Spielvogel. *The Essential World History, Volume I*. 8th edition. Wadsworth, 2016.
  - d. Stearns, Peter, et al. *World Civilizations: The Global Experience. Volume I*. 7th edition, Pearson/Longman, 2014.
  - e. Craig, et al. *The Heritage of World Civilizations. Volume I*. 10th edition. Pearson. 2015.
  - f. Siviers, Desnoyers and Stow. *Patterns of World History*. 2nd edition. Oxford. 2014.
  - g. Strayer and Nelson, *Ways of the World: A Brief Global History. Vol I*. Bedford/St. Martin's, 2015.
- 2) Supplemental (representative examples):
  - a. Strayer and Nelson, *Thinking Through Sources for Ways of the World*. 3rd edition. Bedford St. Martin's, 2016.
  - b. Huang, Chichung ed., trans. *The Analects of Confucius*. Oxford University Press, 1999.
  - c. Foster, Benjamin, ed. *The Epic of Gilgamesh*. Norton, 2004.
  - d. Machiavelli, Niccolo. Robert M. Adams ed., trans. *The Prince*. Norton, 1992.
  - e. Davies, Nigel. *The Ancient Kingdoms of Mexico*. Penguin, 1991.
  - f. Davies, Nigel. *The Ancient Kingdoms of Peru*. Penguin, 1998.
  - g. Diamond, Jared. *Collapse. How Societies Choose to Fail or Succeed*. Penguin, 2011.

### Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Identify, recall, and evaluate major themes, events, cultures, ideologies, religions, and figures in early world history.
- 2) Recognize and evaluate connections between the courses of history and geographical and climatic factors and identify locations of historical significance, regional differences, and changes in early world historical geography.
- 3) Evaluate, recognize, and interpret primary sources, secondary sources, art, and literature in historical context and interpret early world history through analytical categories of race, class, gender, and ethnicity.