

COLLEGE OF THE DESERT

Course Code HIST-003

Course Outline of Record

1. Course Code: HIST-003
2. a. Long Course Title: History of World Civilization I
b. Short Course Title: HISTORY/WORLD CIV I
3. a. Catalog Course Description:
This course is a broad study of the major elements of history from ancient times to the Renaissance. It is designed to develop understanding of institutions basic to world civilization.
b. Class Schedule Course Description:
An overview of major ancient world civilizations and religions in a comparative context.
c. Semester Cycle (if applicable): N/A
d. Name of Approved Program(s):
 - HISTORY Associate in Arts for Transfer Degree (AA-T)
4. Total Units: 3.00 Total Semester Hrs: 54.00
Lecture Units: 3 Semester Lecture Hrs: 54.00
Lab Units: 0 Semester Lab Hrs: 0
Class Size Maximum: 50 Allow Audit: No
Repeatability No Repeats Allowed
Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
Advisory: ENG 001A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. REQUIRED: Pollard, E., C. Rosenburg, R. Tignor (2015). *Worlds Together, Worlds Apart, Beginnings Through the 15th Century, Volume 1*, (concise edition/e). W.W. Norton & Co.. ISBN: 9780393918472
College Level: Yes
Flesch-Kincaid reading level: N/A
 - b. Pomeranz, Kenneth L., Given, Mitchell (2010). *Worlds Together, Worlds Apart: A Companion Reader (Volume 1)* W. W. Norton & Company. ISBN: 9780393911602
College Level: Yes
Flesch-Kincaid reading level: 12
 - c. Handouts, photo copy of journal articles, copy of primary documents.
7. Entrance Skills: *Before entering the course students must be able:*
 - a.
Use theses to organize paragraphs into coherent analysis.
ENG 1A- Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.

ENG 1A- Develop ideas coherently in writing through the drafting process.
 - b.
Recognize features of style such as: purpose, audience, and tone and integrate these elements into academic and professional writing.
ENG 1A- Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).

ENG 1A- Incorporate complex sentence -structure and variety of word choice.

c.

Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

ENG 1A- Find, read, analyze, evaluate, interpret, and synthesize outside sources including online information.

ENG 1A- Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).

ENG 1A- Understand how readers' experiences influence the readings of texts.

d.

Utilize a handbook to properly cite and document source material in MLA format.

ENG 1A- Correctly use MLA or APA documentation as appropriate both within essays and works cited entries.

ENG 1A- Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

8. Course Content and Scope:

Lecture:

1. Paleolithic and Neolithic Cultures around the World
2. Early Civilization in West Asia, Africa, the Aegean, and the Western Hemisphere
3. The Early Civilizations of South and East Asia
4. The Flowering of Great Faiths and Philosophies
5. The Age of Great Empires: Europe, Byzantine and Islamic
6. Disruption and Renewal in West Asia and Europe
7. Disruption and Renewal in South and East Asia
8. Developing Civilizations: Mesoamerican, Andean and African
9. Three Continents: Conflict and Commerce
10. Emerging Global Interrelations

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1. Identify the distinctive characteristics that comprise the major ancient civilizations and religions.
2. Describe the rise of Christianity, Islam, and Judaism in relation to the development of western and non-western societies.
3. Recognize the value of historical knowledge.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Exhibit knowledge of important historical facts of the modern and contemporary civilization of the world.
- b. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- c. Analyze and articulate the reasons behind critical historical events in the development of civilization throughout the world.
- d. Cite the salient contributions of outstanding individuals toward the development of world civilization and explain the importance of the contributions in question.
- e. Identify the contributions of Middle Eastern and Mediterranean cultures to the development of world civilization and explain the importance of these contributions.
- f. Identify the Asian, African and American contributions to world civilization and explain their importance.
- g. Cite the contributions of specific civilizations of the past to modern world culture.
- h. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- i. Explain how the geographical environment has affected the development of civilization throughout the world.
- j. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.

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- k. Distinguish those achievements of civilizations that are likely to have enduring value from those of fleeting importance and give the underlying rationale of the judgment of their relative importance.
- l. Critically analyze world events in the light in evaluating historical truth-claims.
- m. Demonstrate how events in history may have causes both in the environment and the psychological nature of human kind.
- n. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- o. Show in specific cases how historical events usually have a constellation of causes and are not amenable to a simple one cause explanation.
- p. Identify the significant contributions of the various cultures of the world to the arts and be able to place these contributions in their appropriate historical context so they may be seen as part of the development process of world civilization.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Discussion
- b. Distance Education
- c. Individualized Study
- d. Lecture
- e. Participation
- f. Technology-based instruction

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

Watch and discuss on-line and DVD documentaries as alternative and supplemental information in small groups or as an individual.

Participation during lectures, including the taking of detailed notes.

Special reports by students, in panel or as group spokesperson.

Present written responses to assigned reading from the textbook at different points in the course.

Analyze a book review on an historical issue as a group exercise.

Examinations of various types, such as essay and multiple choice, e.g., "Does the emphasis placed by many religions on 'bearing witness' to one's faith, whatever the consequences, strike you as in fact essential to true belief, simply misguided, or something else?" or "What would you say were the chief advantages and disadvantages of living in a great empire throughout history?"

b. Out-of-class Assignments

Readings in the textbook and in recommended supplementary literature (book reviews, photocopies of primary documents, class handouts, etc.)

Research essay on assigned subject: Example: "Do rationalist approaches seem to you to be superior to religious approaches to explain the nature of the universe, based on the history of ancient people examined in our textbook? Why or why not?"

Participation in class research projects involving the collection, compilation and interpretation of data, including the composition of written or oral report. Example: "Was the imperialism of Asian powers more similar or dissimilar to western imperialism?" or "Describe what you would consider to be the five common markers of civilization.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Critiques
- Term or research papers
- Group activity participation/observation

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- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

IGETC Area 3: Arts and Humanities

B: Humanities

IGETC Area 4: Social and Behavioral Sciences

F: History

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical

D6 - History

PO-GE C3 – Arts, Humanities, and Culture

Understand and appreciate diverse local, national, and world context.

Articulate the differences and similarities between and within cultures.

IO - Global Citizenship - Ethical Behavior

Appreciate the complexity of global relationships between self and others, as well as self and the environment.

Integrate universally accepted values such as honesty, responsibility, respect, fairness, courage and compassion into judgments and decision-making.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

ENG 70/71 advisory update

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000222782
b. T.O.P. Code [CB03]: 220500.00 - History
c. Credit Status [CB04]: D - Credit - Degree Applicable
d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
e. Basic Skills Status [CB08]: 2N = Not basic skills course
f. Vocational Status [CB09]: Not Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: *N/A*
j. Course Prior to College Level [CB21]: Y = Not Applicable
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable

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m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): HISTORY

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Oceana Collins Origination Date 10/24/17