

**CHESTERFIELD-MARLBORO TECHNICAL COLLEGE
COURSE OUTLINE**

COURSE:	PREFIX:	NO:	EFFECTIVE DATE	NEXT REVIEW DATE		
	HIS	104	July 1997	August 1998		
TITLE:			CREDITS	CONTACTS		
				CLASS	LAB	TOTAL
World History I			3	3	0	3

PREREQUISITES: NONE

DESCRIPTION: This course covers world history from prehistory to circa 1500 A.D., focusing on economic, social, political, and cultural aspects of people before the onset of western dominance and identifying major patterns and trends which characterized the world in each era.

PURPOSE: This is a course that is global in scope and includes both western and non-western historical developments. The course is intended to introduce the student to major themes in world history, the techniques of historical analysis, and the interconnections of historical events in the western and non-western world. World History I is a **survey** course which covers a wide range of global historical developments. The course competencies and enabling objectives support the purpose of the course.

TEXTBOOK(S) OR ALTERNATIVE: Stavrianos, L. S., The World to 1500, 6th edition. The book is available in the bookstore and will be used throughout the session.

MATERIALS (specifying those to be purchased by student):

COLLATERAL READING: NONE

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):

ATTENDANCE:

Day students enrolled in any 4.0, 4.5, 5.0, or 6.0 credit hour course are allowed a maximum of 8 absences (hours) of any kind. For evening students, no more than 2 nights may be missed (a total of 8 hours). Students will be notified in writing if different standards apply for attendance.

TARDY POLICY:

Realizing that regular attendance in classes is a contributing factor toward academic success, it is also important that students arrive promptly for classes. Arriving late for a class not only disrupts a class in progress but interrupts the learning process. A tardy is defined as the arrival of the student to class after attendance has been taken. Three tardies will constitute one full absence.

ACADEMIC DISHONESTY:

CMTC honors the state TEC Student Code with regard to Academic Dishonesty. Students should read pages 6-8 of the Student Code. Copies of the Student Code are available in Student Services. In addition copies may be posted in instructional areas.

CLASSROOM ETIQUETTE:

An integral part of an education is developing a sense of integrity and responsibility not only toward ourselves but also toward others. In the classroom, as on the job or in your home, exhibiting appropriate behavior reflects on your maturity. Arriving late to class, being unprepared, inappropriate talking while class is in session, etc. negatively reflect on you and your fellow students. Please be considerate.

STATEMENT ON WRITTEN ASSIGNMENTS:

The instructor reserves the right to refuse any paper which is messy or unreadable or appears to be copied. Incorrect grammar and spelling errors will be noted. Papers will be graded on the basis of content, organization, grammar, and neatness.

MAKE-UP PROCEDURES:

Occasionally a student must be absent due to sickness, death in immediate family or work conflicts. If an announced test is to be missed, prior (before class) notification must be given by the student. No one will be guaranteed a make-up test and each case will be evaluated on its own merit!

RESOURCES (A-V, persons, tools/equipment):

Audio-visual:

China: Mandate from Heaven	- videotape
Hinduism	- videotape
Rise of Islam	- videotape
Understanding History	- slide set
Problem Solving	- slide set

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and Calendar or approximate length of time devoted to topic.

TENTATIVE COURSE OUTLINE

WEEK TOPIC

1-3 Course Introduction, distribution and review
of syllabus, introduction to world history/
geography

Read, Chapter 1, "Humans as Food Gatherers"
Read, Chapter 2, "Humans as Food Growers"

TENTATIVE COURSE OUTLINE (Continued)

WEEK TOPIC

4-5	Read, Chapter 3, "First Eurasian Civilizations" Read, Chapter 4, "Classical Civilizations Begin Eurasian Unification"
	TEST #1
5-6	Read, Chapter 5, "Greco-Roman Civilization"
7	Read, Chapter 6, "Indian Civilization"
	TEST #2
8-9	Read, Chapter 7, "Chinese Civilization"
10-11	Read, Chapter 10, "Rise of Islam" Research Inquiry
12-13	Read, Chapter 13, "Traditional Confucian Civilization"
14-15	Read, Chapter 15, "Africa"
15	Read, Chapter 17, "Epilogue"

OBJECTIVES OF COURSE: Upon successful completion of HIS 104, at a minimum competency level of 70%, the student should be able to:

1. Identify major land masses and regions of the world:

Europe	Egypt	India
Mesopotamia	Africa	China
Eurasia	Japan	Americas

2. Integrate the study of world civilizations from geographic region to geographic region.
3. Identify major transition of human being in prehistory from hunter-gatherer to food producer (Paleolithic/Neolithic).
4. Analyze the major periods and movements of world history from prehistory to 1500 A.D.
5. Identify major political, social, cultural, economic developments in river valley civilizations:

Mesopotamia	China	Egypt	India
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6. Identify major technological advances that altered global historical developments.

OBJECTIVES OF COURSE: (Continued)

7. Investigate the cause-effect relationship in terms of historical developments in western/non-western worlds.
8. Define ethnicity, ethnocentrism, cultural relativism and apply those terms to the study civilizations.
9. Identify major political-cultural figures who influenced the course of world events.
10. Trace and explain social, cultural, political contributions of major world civilizations.
11. Use critical thinking skills (inductive and deductive reasoning).
12. Differentiate fact/myth (especially about non-western cultures - Africa, Asia).
13. Identify major human trends--security, permanence, stability, cooperation for the development of civilizations.
14. Identify religious forces: Confucius, Christianity, Islam.
15. Identify major historical reasons for the rise/fall of civilizations in Eurasia, India, Africa, China.
16. Trace nomadic development to civilized development.
17. Question suppositions, myths, historical hypothesis and theories, (western/non-western society).

INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:

1. Lecture/Discussion
2. Small/Large Group Discussion
3. Research Inquiry
4. Written in-class assignments

EVALUATIVE METHODS TO APPRAISE OBJECTIVES:

Research Inquiry:

One research inquiry is required. Satisfactory standard for the paper includes:

Four to five content pages
Parenthetical references
Works Cited
Word Processed

Use MLA Handbook for documenting references in research.
Handout on documentation is available from the instructor.

Tests:

Three tests will be administered during the term. Tests will consist of objective/essay test items and will be derived from lecture, assigned reading, and class discussion. Quizzes will be given at the discretion of the instructor.

GRADE EVALUATIONS: Include an average of the following:

1. Test grades
2. Research Inquiry
3. Participation/Discussion

GRADING SCALE:

A = 100 - 90	EXCELLENT
B = 89 - 80	ABOVE AVERAGE
C = 79 - 70	AVERAGE
D = 69 - 60	BELOW AVERAGE
F = 59 - BELOW	FAILING