HIST M150: WORLD HISTORY: FROM PREHISTORY TO 1500

Originator
hhernandez

College
Moorpark College

Discipline (CB01A)
HIST - History

Course Number (CB01B)
M150

Course Title (CB02)
World History: From Prehistory to 1500

Banner/Short Title
Wrld Hist: Prehistory to 1500

Credit Type
Credit

Start Term
Fall 2022

Formerly
HIST M20A - World History I

Catalog Course Description
Introduces the world's major civilizations of Asia, Europe, Africa and the Americas from pre-history through 1500 C.E. Examines each civilization's religions and cultural achievements, as well as its political, economic and social structures.

Taxonomy of Programs (TOP) Code (CB03)
2205.00 - History

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Historic sites or museum visits or galleries

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5

Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	compose an argument contextualizing primary and secondary sources regarding world history from prehistory to 1500 C.E.
2	identify connections between world history from prehistory to 1500 C.E. and their current roles and challenges in the United States today.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	evaluate human development and identify the significant achievements of pre-historic communities.
2	analyze the principal characteristics of the earliest complex societies of both hemispheres.
3	appraise the development of the classical civilizations of Europe, Asia and the Middle East.
4	examine the unique position of the Americas within world history.
5	explain the rise and key characteristics of the world's major religions.
6	describe the expansion of civilization during the post-classical era from its core regions.
7	explain the increasing cross-cultural interaction that developed during the post-classical era.
8	recognize the changing world balance that occurred by 1500 CE.
9	evaluate the role of gender, race, and ethnicity in world history.

Course Content

Lecture/Course Content
25% Part I: The Origins of Early Complex Societies (to 500 BCE)

A. Introduction and Pre-historic Era
  1. Human Development
  2. Pre-historic Era
B. First Complex Societies
  1. Mesopotamia
  2. Africa
  3. Indus River Valley
  4. China

25% PART II: The Classical Period (500 BCE to 700 CE)
 A. The Axial Age
  1. East Asian Philosophy and Religion
  2. South Asian Philosophy and Religion
  3. Southwest Asian Philosophy and Religion
  4. Mediterranean Philosophy and Religion
B. The Age of Empires
  1. Empire in China
  2. Empire in India
  3. Empire in Southwest Asia
  4. Empire in the Mediterranean
 C. Societies and People
  1. Everyday Life of People in Agrarian Societies
 D. Major World Religious Formation
  1. Christianity
  2. Devotional Hinduism
  3. Islam
  4. Mahayana Buddhism

25% PART III: The Post-Classical Era (400 CE to 1100 CE)
 A. Traditional Worlds in Post-Classical Core
  1. Post-Classical China
  2. Post-Classical India
  3. Post-Classical Islamic World
  4. Post-Classical Rome: Byzantium
  5. Pastoral Nomadic Central Asia
 B. Traditional Worlds in Post-Classical Peripheries
  1. Post-Classical East Asia
  2. Post-Classical Indian Ocean Worlds
  3. Post-Classical Sub-Saharan Africa
  4. Post-Classical Western Europe
 C. Traditional Worlds Apart
  1. The Americas
  2. Oceania
  3. South Africa

25% PART IV: Age of Cross-Cultural Interaction (1100 CE to 1500 CE)
 A. War, States, and Religion
  1. Empires and Cultures Collide
  2. Islam and Christianity in Eastern Mediterranean
  3. Europeans and Muslims in the Western Mediterranean
  4. Muslims and Hindus in India
 B. The Crisis of the Mongol Age
  1. The Rise of the Mongols and their Empires
  2. The Black Death
  3. Impact of the Mongols and the Black Death throughout Afro-Eurasia
 C. Innovation and Tradition
  1. State-building in Western Europe and Japan
  2. Ming China
  3. North Indian States
  4. The Ottoman Empire
 D. Changing World Balance

Laboratory or Activity Content
None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Projects
Problem-solving exams
Participation
Quizzes
Reports/Papers/Journals
Reports/papers
Research papers
Written analyses
Written homework

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Large group activities
Lecture
Readings
Small group activities

Describe specific examples of the methods the instructor will use:

1. To explain course content, the instructor will use PowerPoint, board work, and educational videos.
2. To explain course content, the instructor will facilitate classroom discussions and small group work.

Representative Course Assignments

Writing Assignments

Write a review of a primary or secondary source monograph, journal article, or novel on a topic such as gender in Han China.

Write a research paper on a topic such as the development of a state-level complex society during the agrarian era.

Write an argumentative paper utilizing primary and secondary source documents, on a topic such as social, political, economic, and/or medical responses to the disease in world history.

Critical Thinking Assignments

Participate in class and small group discussions debating the importance of warfare between agricultural and pastoral societies.

Compare and contrast primary source documents to evaluate authorship.

Compare and contrast hierarchy structures in various agrarian states.

Reading Assignments

Read primary and or secondary source documents such as a monographs, biographies, or historical novels on topics such as Chinese philosophy.

Read Al-Ghazali's Alchemy of Happiness.

Outside Assignments

Representative Outside Assignments

Prepare essays and/or oral presentations on topics such as hierarchy in agrarian civilizations.

Visit an art gallery or museum visit, and write a report or critique.

Complete readings from supplemental primary source documents, secondary source monographs, journal articles, handouts, or Internet websites pertinent to class discussion and/or writing assignments as determined by the instructor.

Articulation

C-ID Descriptor Number
HIST 150

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	HIST 111	World History: Origins to 1500	3
San Francisco State Univ.	HIST 114	World History to 1500	3
UC Merced	HIST 10	Introduction to World History to 1500	4
UC Riverside	HIST 10	World History: Prehistory to 1500	4
CSU Northridge	HIST 110	World History to 1500	3
CSU Channel Islands	HIST 211	World Civilizations: Origins to 1500	3

Comparable Courses within the VCCCD
HIST R150 - World History I
HIST R150H - Honors: World History I
HIST V76 - World History to 1550

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences
Approved

C. Humanities

C2. Humanities
Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1997

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English
Approved

Area D: Social Sciences

D Social Sciences
Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities
Approved

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Morillo, Stephen. *Frameworks of World History: Networks, Hierarchies, Culture. Volume I*. Oxford UP, 2014.

Resource Type
Textbook

Description

Dalley, Stephanie, translator. *Myths from Mesopotamia: Creation, the Flood, Gilgamesh, and Others.* Revised ed. Oxford UP, 2009.

Resource Type

Textbook

Description

Stearns, Peter, et al. *Documents in World History, Volume I.* 6th ed., Pearson, 2011.

Resource Type

Textbook

Description

Bulliet, Richard, et al. *The Earth and Its Peoples: A Global History, Volume I to 1550.* 7th ed., Cengage, 2018.

Resource Type

Textbook

Description

Bentley, Jerry, Herbert Ziegler, and Heather Streets Salter. *Traditions and Encounters: A Brief Global History Volume I.* 4th ed., McGraw-Hill, 2015.

Resource Type

Textbook

Classic Textbook

No

Description

Smith, Bonnie G. et al. *World in the Making: A Global History, Volume 1.* OUP, 2018.

Resource Type

Software

Description

Getz, Trevor. Uncovering World History. Oxford University Press interactive software.

Library Resources

Assignments requiring library resources

Research papers, book and/or journal reviews, oral and/or written reports using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Write an argumentative paper utilizing primary and secondary source documents, on a topic such as social, political, economic, and/or medical responses to the disease in world history.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.

| Telephone | Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations. |
| Video Conferencing | Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom. |

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
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Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
HISTORY

Review and Approval Dates

Department Chair
04/13/2021

Dean
04/13/2021

Technical Review
09/02/2021

Curriculum Committee
9/7/2021

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000430865

DOE/accreditation approval date
MM/DD/YYYY