

## Department:

History

## Course Description:

This course will study the major developments in the history of the world from the earliest civilizations to the eve of European expansion in the fifteenth century. Comparison of key trends and conditions in different parts of the world. The course will cover the civilizations of the Ancient Near East, Greece, and Rome, as well as the development of European nations from the early Middle Ages to the High Middle Ages. Emphasis will be on political, social, religious, and cultural life.

## Course Competencies:

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course as approved by the Kansas Board of Regents. **(KRSN Course HIS 1030 World History to 1500)**

Upon completion of the course, the student should be able to:

1. Utilize the basic tools of the craft of history:
  - a. Understand the difference between primary and secondary sources and use appropriate critical approaches for both.
  - b. Prioritize, analyze and synthesize historical materials and ideas
  - c. Write and communicate clearly
2. Demonstrate an understanding of chronology and change over time
3. Through clear communication, students should demonstrate an understanding and be able to analyze and synthesize at least three of the following historical lenses:
  - a. Arts and literature
  - b. Cultural identity
  - c. Diffusions and encounters
  - d. Economics
  - e. Environment
  - f. Ethnicity and race
  - g. Gender
  - h. Global thinking
  - i. Influential individuals and ideas of leadership
  - j. Intellectual culture
  - k. Material culture
  - l. Military developments
  - m. Politics
  - n. Religions
  - o. Social constructs
  - p. Scientific/technological developments

4. Relative to tracing and evaluating the origins and characteristics of prehistory, students will do the following:
  - a. Identify stages of human evolution
  - b. Analyze the characteristics of Paleolithic societies
  - c. Evaluate the impacts of the Neolithic transformation/revolution
5. Students will trace and evaluate the origins and characteristics of the earliest major civilizations, including the following:
  - a. Mesopotamia
  - b. Egypt
  - c. Indus Valley
  - d. China
  - e. Sub-Saharan Africa
  - f. Americas
6. Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the ancient and classical worlds, including the following:
  - a. China
  - b. Greece
  - c. India
  - d. Persia
  - e. Hellenistic World
  - f. Rome
  - g. Americas
  - h. Asia
7. Students will describe and analyze the significant political, social, economic, religious, and cultural transformations, developments, and contributions of the post-classical civilizations, including the following:
  - a. Transformation of the Roman world and development of post-Roman societies
  - b. Development of Byzantium and Christian Europe
  - c. Development and spread of Islam
  - d. Development and contribution of Southeast Asian cultures
  - e. Development and contribution of the Indian subcontinent
  - f. Development and contributions of Eurasian trade networks
8. Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the Nomadic societies, including the following:
  - a. Characteristics of nomadic societies
  - b. Impacts of Nomads on the development of civilizations
9. Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the Sub-Saharan Africa, the Americas, and Oceania between 1000 and 1500 C.E., including the following:
  - a. Characteristics of Sub-Saharan Africa, the Americas, and Oceania
  - b. Impacts of Sub-Saharan Africa, the Americas, and Oceania on world cultures
10. Students will describe and analyze the significant political, social, economic, religious, and cultural developments of medieval European civilizations, including the following:
  - a. Characteristics of medieval European civilizations
  - b. Interactions between Western Europe and the Islamic world
  - c. Interactions between Western Europe, Sub-Saharan Africa, and South and East Asia
11. Students will describe and analyze the significant political, social, economic, religious, and cultural developments of global integrations, including the following:

- a. Shaping of the Mongol Empire and its impact
- b. Bantu migration and its impact
- c. Development of trade networks
- d. European voyages of exploration
- e. Formation and consequences of European colonization
- f. Impacts of global interactions on world societies
- g. Transformations of coercive labor systems, including serfdom and slavery
- h. Similarities between Atlantic Basin and Indian Basin trade systems

## Course Content:

- A. Earliest Human Civilizations to 2500 BCE.
- B. Southeast Asia and the Nile Valley 3800 – 500 BCE
- C. The Foundation of Indian Society to 300 CE
- D. China’s Classical Age to 221 BCE
- E. The Greek Experience 3500 – 30 BCE
- F. Rome 1000 BCE – 400 CE
- G. East Asia and the Spread of Buddhism 221 BCE – 845 CE
- H. Change in Europe and Western Asia 250 – 850
- I. The Islamic World 600 – 1400
- J. African Societies 1000 BCE – 1500 CE
- K. The Americas to 1500 CE
- L. East Asia 800 – 1400
- M. Central and Southern Asia 300 – 1400
- N. Europe and Western Asia in the Middle Ages 800 – 1450
- O. Europe in the Renaissance and Reformation 1350 – 1600

## Learning Assessments:

Competencies may be evaluated by multiple measures, including exams, papers, article reviews, research, and projects.

## Instructional Materials:

Textbook: Wiesner-Hanks, M. E. (2021). *A History of World Societies* (12th ed.). Boston: Bedford/St. Martins. ISBN-13: 978-1-319-24453-8

### Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

### A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).