

HIST-101H: HONORS HISTORY OF CIVILIZATION I

Cuyahoga Community College

Viewing: HIST-101H : Honors History of Civilization I

Board of Trustees:

December 2021

Academic Term:

Fall 2022

Subject Code

HIST - History

Course Number:

101H

Title:

Honors History of Civilization I

Catalog Description:

Introduction to world civilizations from ancient times to beginning of modern era. Study of different world cultures and civilizations and how they have interacted over time to create successive patterns of regional and global integration. Historical development of the world with emphasis on critical examination of primary source documents.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

Appropriate score on English Placement Test to enroll in ENG-101H Honors College Composition I; or departmental approval.

Outcomes

Course Outcome(s):

Critically analyze historical evidence to evaluate objectivity, reliability and integrity of information verbally and in writing.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Outline the flow of historical events from the beginnings of human civilization to the time of the Reformation.
2. Recognize the variant biases within historical sources and be able to examine them comparatively.
3. Read and summarize historical materials and develop evaluative supporting arguments.
4. Analyze historical cause and effect relationships and interpret the impact those relationships have on future societies.
5. Identify the geographical locations of major events and civilizations on a map.
6. Recognize the origins of one's own personal beliefs and the cultural context from which they originated.
7. Examine the cultural, political, and religious overlapping among East/West societies through long distance trade and military conquests.
8. Assess the role of climate and geographical changes in stimulating population migrations to various parts of the world at various times.
9. Develop a well-organized and logically written or oral presentation on a historical topic.
10. Determine the development of early society from the birth of agriculture to beginning of urbanity.

11. Explain the role of patriarchy through laws, institutions, and interactions among various civilizations.
12. Collect and organize information explaining the development of world civilizations.

Course Outcome(s):

Recognize and explain the contributions of the diverse world civilizations to our own culture.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Recognize the origins of one's own personal beliefs and the cultural context from which they originated.
2. Identify the earliest civilizations along the Tigris and Euphrates as well as the Nile River Valley and their contributions to the world.
3. Examine the role of virtue and its relationship to social stability in various societies and its impact on our present world.
4. Analyze the role of democracy in ancient Greece and the development of the Roman Republic in influencing Western societies.
5. Survey the role of the Silk Road in transmitting new ideas, religions, and material commodities from East to West both over land and sea routes.
6. Examine civilizations through the lens of the culture of that civilization.
7. Examine the philosophical, legal, and religious values of various civilizations and how those have changed over time.
8. Determine indigenous advances in administrative, agricultural, and communications networks prior to and during European discovery.

Course Outcome(s):

Compare and contrast diverse ancient societies through cultural, economic, political, and religious innovations and institutions.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Determine cross-civilizational patterns in terms of political, military, and social institutions.
2. Investigate various religions in the world and ways that rulers used religion to unify their empires.
3. Examine ways civilized societies incorporated and assimilated other groups to form new hybrid cultures as was the case with Alexander the Great and Hellenization, or the Spanish conquest of the New World.
4. Compare and contrast outcomes of the crusades on Muslims, Jews, and Christians.
5. Compare the philosophies of Confucianism, Daoism, and Legalism and their impact on various East Asian cultures.
6. Analyze classical texts from various civilizations and be able to determine the philosophical underpinnings of individual and societal behaviors.

Course Outcome(s):

Research and examine a historical problem/theory and present your conclusions orally or in writing, based on diverse and reliable primary and secondary historical sources.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Synthesize, integrate and evaluate knowledge of an applicable historical concept, theory, trend, or event.
 2. Identify a historical problem, articulate its depth and scope, and propose diverse solutions.
 3. Formulate a historical inquiry, execute a methodology, report findings, conclusions and implications.
 4. Produce historical research incorporating primary and secondary sources.
 5. Evaluate primary source materials in history rather than relying solely on history textbooks.
 6. Interpret aspects of the course such as historical development, cultural applications, theoretical or philosophical disputes that lead to the students' heightened appreciation of the discipline--thereby preparing them to succeed in upper division coursework.
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Methods of Evaluation:

1. Quizzes
2. Tests: midterm and final exam
3. Class participation
4. Extensive and enriched bibliographic research on a particular subject in ancient civilizations in the form of a 10-15 page research paper in collaboration with instructor.
5. In-depth book analysis on a particular subject in ancient civilizations in the form of a 10-15 page research paper in collaboration with instructor.
6. Written or oral presentation on a particular subject in ancient civilizations with a detailed project proposal in the beginning of the course for instructor approval.
7. Final written and/or oral assignments/presentations must contain at least 5-10 primary sources and 5-10 reliable and dependable secondary sources.

Course Content Outline:

1. Introduction to course, research methods, and nature of historical study
 - a. Definition of history
 - b. Definition of primary and secondary sources
 - c. Material culture as primary sources
 - d. Reliability and integrity of sources
2. Early civilizations
 - a. Mesopotamia and the Near East (Hebrews, Assyrians, Phoenicians, Hittites)
 - b. North African and East Africa: Egypt and Nubia
 - c. West and Central Africa: Kongo, Ife, Benin, and Bantu migrations
 - d. India (Aryans)
 - e. China (Shang and Zhou)
 - f. Mesoamerica (Olmecs, Maya, and Chavin cultures)
 - g. Oceania (Austronesian speakers and Lapita peoples)
3. Classical Societies
 - a. Persia (Parthians and Seleucids)
 - b. China (Qin and Han)
 - c. India (Mauryan, Gupta)
 - d. Greece (Minoans, Mycenaeans, and the pan-Hellenic world)
 - e. Rome (from Republic to empire)
 - f. African kingdoms (Kushites, Axumites)
4. Greek-like civilization
 - a. Alexander the Great and his conquests of the East
 - b. Hellenistic world (Antigonid, Seleucid, and Ptolemaic empires)
 - c. Early Christianity
5. The Silk Road
 - a. Major Silk Road cities
 - b. Transfer of religion and philosophy across east-west routes
 - c. The Mongolian effect on the Silk Road
6. Post-Classical Asian civilizations
 - a. India (Chola)
 - b. China (Sui, Tang, Song, and Yuan)
 - c. Korea, Japan, and Vietnam
 - d. Southeast Asia (Funan, Srivijaya, Angkor, Singosari, and Majapahit)
7. Early Middle Ages

- a. Byzantines
- b. Franks
- 8. The Islamic World
 - a. Umayyads
 - b. Abbasids
 - c. The Sudanic empires of Africa (Ghana, Mali, Songhay)
 - d. Islamic slave trade
 - e. Swahili (Mogadishu, Lamu, Malindi, Mombasa, Zanzibar, Kilwa, Moambique, and Sofala)
 - f. Islam in India (Ghaznavids, Sultanate of Delhi, Melaka)
- 9. The High Middle Ages and the Crusades
 - a. East-West Church Schism
 - b. Rise of National Monarchies
 - c. Growth of agricultural economy
 - d. Islamic influences on Western Society
- 10. Late Middle Ages
 - a. Trade
 - b. Black Death
 - c. War
 - d. Schism
- 11. The Renaissance
 - a. Scholasticism
 - b. Italian Renaissance
- 12. The Spanish Reconquista and the New World
 - a. Portuguese exploration
 - b. Columbian exchange
 - c. North American indigenous kingdoms (Iroquois, Pueblo, Navajo, Cahokia)
 - d. South American indigenous kingdoms (Toltec, Aztec, Chucuito, Chimú, Inca)
 - e. Native interactions with Europeans
- 13. Northern Renaissance and Humanism
 - a. Germanic contributions to Christian writing
 - b. Literature, history, and moral philosophy
- 14. The Reformation
 - a. Crisis in the church
 - b. Luther
 - c. Protestantism
 - d. Impact

Resources

Jerry H. Bentley, Herbert F. Ziegler, Heather E. Streets-Salter, and Craig Benjamin. *Traditions and Encounters: A Global Perspective on the Past*. 7th ed. Vol. 1. New York City: McGraw-Hill, 2021.

Albert M. Craig, William A. Graham, Donald Kagan, Steven Ozment, & Frank M. Turner. *The Heritage of World Civilizations To 1700*. 10th ed. Vol. 1. Hoboken: Pearson, 2016.

William J. Duiker and Jackson J. Spielvogel. *World History to 1800*. 9th ed. Vol. 1. Boston: Cengage Learning, 2018.

Valerie Hansen. *The Silk Road: A New History*. New York: Oxford University Press, 2012.

Samuel Noah Kramer. *History Begins At Sumer: Thirty-Nine Firsts in Recorded History*. 3rd ed. Philadelphia: University of Pennsylvania Press, 1981.

N.K. Sanders. *Epic of Gilgamesh*. London: Penguin Group, 1960.

James Brophy et al. *Perspectives From the Past: Primary Sources in Western Civilizations, From the Ancient Near East Through the Age of Absolutism, Vol. 1*. 7th ed. New York: W.W. Norton & Company, 2019.

Kevin Reilly. *Worlds of History: A Comparative Reader Vol. 1: to 1550*. 7th ed. Boston: Bedford/ St. Martin's, 2019.

Elizabeth Pollard and Clifford Rosenberg. *Worlds Together, Worlds Apart: A Companion Reader, Vol. 1*. 3rd ed. New York: W.W. Norton & Company, 2020.

Jennifer A. Rea and Liz Clarke. *Perpetua's Journey Faith, Gender, and Power in the Roman Empire*. Oxford University Press, 2017.

Jonathan Phillips. *The Crusades 1095-1197*. Pearson Education, 2002.

Jill L. Baker. *Technology of the Ancient Near East. From the Neolithic to the Early Roman Period*. London; New York: Routledge, 2019.

Gavin Menzies. *1421: The Year China Discovered America*. Perennial: Harper Collins Publishers, 2003.

Jagjeet Lally. *India and the Silk Roads The History of a Trading World*. Oxford University Press, 2021.

Roy MacLeod. *The Library of Alexandria: Centre of Learning in the Ancient World*. London: New York: I.B. Tauris & Co. Ltd, 2004.

Mann, Charles. *1491: New Revelations of the Americas Before Columbus*. New York: Vintage Books, 2006.

MacQuarrie, Kim. *The Last Days of the Incas*. New York: Simon & Schuster, 2007.

Resendez, Andres. *The Other Slavery: The Uncovered Story of Indian Enslavement in America*. Boston: Mariner Books, 2017.

Harkless, Necia Desiree. *Nubian Pharaohs and Meroitic Kings: The Kingdom of Kush*. Indiana: AuthorHouse, 2006.

Resources Other

"Resources for Teachers & Students." *Asia for Educators | Columbia University*, Weatherhead East Asian Institute, 2021. afe.easia.columbia.edu/

Halsall, Paul. "Ancient Internet History Sourcebooks". Fordham University. Web. Retrieved at <https://sourcebooks.fordham.edu/ancient/asbook.asp>

"BBC Radio 4: In Our Time." Audio blog post. N.p., n.d. Web. Retrieved at <http://www.bbc.co.uk/programmes/p01dh5yg>

Centre, UNESCO World Heritage. "UNESCO World Heritage Centre." *UNESCO World Heritage Centre*. N.p., n.d. Web. Retrieved at <http://whc.unesco.org/>

Stevenson, Daniel A. "The Internet Classics Archive." Massachusetts Institute of Technology. Retrieved at classics.mit.edu/Browse/index/html

"Prehistoric Art". Smarthistory, The Center for Public Art History. N.D., N.P., Retrieved at <https://smarthistory.org/prehistoric-art-landing/>

"Resources for Teachers". Teaching Africa. Boston University Pardee School of Global Studies, African Studies Center, n.d. Retrieved at www.bu.edu/africa/outreach/teachingresources/

Kinsella, Christopher, host. *Engaging History podcasts, World History I*. Anchor, 2020-. Retrieved at <https://www.cekinsella.com/world-history-i>

Instructional Services

OAN Number:

Ohio Transfer 36 TMSBS and Transfer Assurance Guide OHS041 and OHS009 (1 of 2 courses, both must be taken)

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