

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: History 101		Course Title: World Civilizations to 1500	
Number of Units: 3			
College or Program: x <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: x <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year 2014	Mode of Delivery: x <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Darel Engen		Email: dengen@csusm.edu	Submission Date: 2/12/14

1. Course Catalog Description:Surveys the history of the world from the early river-valley civilizations to the year 1500. Emphasis upon Afro-Euroasia and the Americas. Subject matter includes politics, society, religion, and global interactions. May not be taken for credit by students who have received credit for History 201.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Darel Engen 2/18/14
 Course Proposer Date Department Chair date
Please note that the department will be required to report assessment data to the GEC annually. _____
 DC Initial

Yvonne Mal... Support Do not support* Support Do not support*
 Library Faculty Date
 Impacted Discipline Date Impacted Discipline Chair Date
 Chair

Support Do not Support* Approve Do not Approve

 Impacted Discipline Date GEC Chair Date
 Chair

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C2: Humanities

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Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.	The course analyzes and interprets the origins, beliefs, and development of a variety of world religions and philosophies, social, economic, and political institutions, the formation of identities and interactions among various national, ethnic, and racial groups, gender roles and the rights of men and women in society, and the expression of human hopes, fears, and aspirations in the visual, material, and literary arts.	Customarily through in-class and online discussions, in-class presentations, objective quizzes, essay exams, short formal papers, research assignments For example, students may be required to write an essay for an in-class exam on a question that asks them to explain how historical context, such as changing political, social, and cultural institutions, may have shaped the origins and developments of world religions. Students may be required to take a quiz in which they must provide short answers to factual questions about the role of race in the determination of social class and status in a given world civilization.
C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.	The course explores how religion, philosophy, science, and art have been employed historically by various world cultures to understand and evaluate the social, political, economic, and environmental influences on human life.	Customarily through in-class and online discussions, in-class presentations, objective quizzes, essay exams, short formal papers, research assignments For example, students may be required to write a short formal paper on how philosophers from a particular world civilization attempted to justify or criticize the institution of slavery. Students may be required to participate in an online discussion that addresses a question about how religion and science have attempted to explain humanity's relationship with the natural environment.
C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.	The course applies such theoretical, critical, and analytical perspectives as feminism, the "great man" approach, Marxism, and environmentalism to the study of history, the arts, and the humanities in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.	Customarily through in-class and online discussions, in-class presentations, objective quizzes, essay exams, short formal papers, research assignment For example, students may be required to write a research paper that compares and contrasts environmental and "great man" approaches to an explanation for the success or failure of a world civilization's attempt to colonize another world area. Students may be required to perform an in-class

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		presentation that analyzes artistic depictions of women from a feminist approach.
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]	NA	NA
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. [Methods Courses]	NA	NA
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]	NA	NA

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students are required to read and analyze written works of various types from various world cultures and to express their analyses in writing.	Customarily through online discussions, essay exams, short formal papers, research assignments Students may be required to write for their fellow classmates in an online discussion forum. Students may be required to write for an academic audience in short formal papers or research assignments.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students are required to read and analyze written works of various types from various world cultures on a variety of issues, ideas, and problems, to listen to and analyze lecture material on similar topics, and to present their analyses orally in class discussions and in writing on exams and in papers.	Customarily through in-class and online discussions, in-class presentations, essay exams, short formal papers, research assignments Each of the aforementioned assignments is built around questions that require students to exhibit critical thinking through analysis of textual, material, and/or visual evidence as well as of issues, ideas, and problems that are illuminated by such evidence.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students are required to learn and exercise skills in research and information gathering both in the library and online.	Customarily through research assignments Typical historical research assignments require students to gather both primary and secondary sources of historical evidence on a topic, using CSUSM's library collection, the Circuit of San

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

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		Diego university libraries, interlibrary loan, online resources, such as journal databases and digital archives, oral testimonies, and/or local historical collections and archives.
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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This course covers a wide variety of world civilizations and the interactions both among them and among various social, ethnic, gender, and age groups within them. Specific issues addressed include the causes and consequences of cultural, economic, and bellicose interactions among civilizations as well as inequalities among groups within civilizations and efforts to remedy them.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This course emphasizes the often common origins, physical, economic, and cultural interactions and influences, and shared needs and environmental contexts of local, national, and global groups and requires students to think critically about how these groups have both cooperated and competed (as well as the consequences of these disparate paths) to fulfill their needs and desires in these contexts.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	Customarily through in-class essay exams, short formal papers, research assignments
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	Customarily through in-class essay exams, short formal papers, research assignments
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.	Customarily through in-class essay exams, short formal papers, research assignments
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	Customarily through research assignments

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C2: Humanities

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Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	Customarily through in-class and online discussions, in-class presentations, objective quizzes, essay exams, short formal papers, research assignments
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World Civilizations to 1500 C.E.
Common Challenges, Unique Solutions, and the Fruits of Interaction
History 101, Fall 2013

Lecture section 01: MW 1:00-2:15 p.m., MH 214
Professor: Darel Engen
Office: MH 261
Office phone: (760)750-8019
Office hours: M 2:30-4:30, W 2:30-3:30
E-mail: dengen@csusm.edu
Website: Cougar Courses: <http://cc.csusm.edu/>

Course description: History 101 examines the major civilizations of the world from their origins in c. 3000 B.C.E. to the dawn of the modern era and the formation of a global community in c. 1500 C.E. The course will trace key themes among these civilizations, including human attempts to cope with the natural environment and the growth and movement of human populations, to understand themselves and their place in the world through religion and philosophy, to live together through political, social, economic, and legal organizations, and to communicate their concerns, knowledge, and aesthetics in writing and art. Special emphasis will be placed on comparisons of the institutions developed by various civilizations and to the interactions between them that were sometimes destructive, but other times mutually beneficial and enriching.

Format: Class meetings will consist of lectures and discussions of assigned readings. Reading the books (Bulliet et al. and Andrea et al.) alone will not be an adequate substitute for attending both the lectures and the discussions. Although the lectures, discussions, and readings will often overlap in subject matter, they will also often differ in emphasis and point of view, with the lectures and discussions serving to clarify key historical issues and themes and to present some material that is not in the books. The books, on the other hand, contain information that will be an essential supplement to the lectures and the focus of discussions. Thus, it is necessary that students attend the lectures and discussions as well as read the books.

Attendance: Attendance will be taken on a daily basis with a sign-in sheet, and it will be factored into your course grade. I assume that you are attending Cal State San Marcos and this course because **you want** to get a higher education, because **you want** to expand your knowledge, and because **you want** to have the kind of career and life to which a higher education can contribute. If you find that you are not attending lectures and discussions on a regular basis, you should take a moment to re-evaluate your life and your goals. Perhaps a university education is not for you, especially since there is a strong correlation between regular attendance and learning (i.e. good grades) and between poor attendance and not learning (i.e. bad grades).

Course requirements/Grades: Overall course grades will be determined on the basis of the following requirements:

- Three (3) objective quizzes (3 x 5% = 15% total)
- Four (4) one-page papers (4 x 5% = 20% total)
- One (1) essay midterm examination (20% total)
- One (1) essay final examination (20% total)
- One (1) research assignment (20% total)
- Attendance and participation in class discussions (5%)

Late papers and Make-ups: **LATE PAPERS WILL NOT BE ACCEPTED** unless students provide official documentation of legitimate emergencies. **NO MAKE-UPS** for quizzes or examinations will be given unless students provide official documentation of legitimate emergencies.

Academic honesty: Students are required to do their own work for this course. Any form of cheating (including plagiarism and using notes on quizzes and exams) will be punished to the fullest extent allowed by university rules, which may include an "F" on the assignment, an "F" in the course, suspension from school, or expulsion from school. Students are expected to have consulted and understood the definitions and guidelines concerning Academic Honesty set out on pages 92-93 of the 2012-2014 CSUSM General Catalog.

Course objectives: *It is hoped that students come away from this course having achieved the following:*

1. A general knowledge of the history of World Civilization.
2. The ability and desire to gather and critically evaluate information (in this case from primary and secondary historical sources).
3. The ability to formulate an argument for a historical interpretation and to present it in writing.
4. An understanding that knowledge of history, which displays both the possibilities and limitations of humanity, is a useful tool for those who wish to make the world a better place.

History department student learning outcomes:

1. Develop historical research questions, formulate appropriate research strategies, and critically evaluate evidence about the past
2. Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation
3. Effectively communicate in clear and convincing prose an understanding of the causes of historical change
4. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history
5. Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history

General Education Program student learning outcomes (area C2: humanities) for non-methods and non-creative activity courses:

1. Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and disability.
2. Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.
3. Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

Required books:

1. R.W. **Bulliet** et al., *The Earth and Its Peoples: A Global History*, Vol. 1 to 1550, 5th ed.
2. A.J. **Andrea**, J.H. Overfield, *The Human Record: Sources of Global History*, Vol. 1 to 1700, 7th ed.
3. Additional required readings will be available through the Kellogg Library's electronic reserve system (E-Res).

Note: Reading assignments, particularly those in **Andrea**, should be completed **before** class meets in the week in which the assignment is listed. Assignments in **Bulliet** are listed by page number. Assignments in **Andrea** are listed by selection number.

Syllabus

Part 1: Environment and "Civilization" (3000 to 500 B.C.E.)

Week 1

Mon, 8/26 Introduction to the course, "Civilization" and World History
Wed, 8/28 Mesopotamia: "the land between the rivers"
Reading: Bulliet pp. 3-24, 27-38
Andrea #1

Week 2

Mon, 9/2 **No meeting** (Labor Day holiday)
Wed, 9/4 Mesopotamia: religion, law, and society
Reading: Bulliet pp. 27-38 (especially pp. 36-37)
Andrea #2

Week 3

Mon, 9/9 Egypt: "the gift of the Nile"
Wed, 9/11 Egypt: variations on a theme
Reading: Bulliet pp. 38-45
Andrea #3
E-Res (*Three Mortuary Texts [A Pyramid Text, A Coffin Text, The Negative Confession]*)

Week 4

Mon., 9/16 Early India and China: rivers and civilization in East Asia

Wed., 9/18 **Paper #1 due** (see website for assignment)

Early Chinese culture

Reading: Bulliet pp. 45-49, 53-65 (especially pp. 62-63)

Andrea #20-22

Week 5

Mon., 9/23 Interaction: politics, population movements, and cultural exchange and the end of the Bronze Age in the Eastern Mediterranean

Part 2: Mastering the Environment (1000 B.C.E-400 C.E.)

Wed., 9/25

Objective Quiz #1

Israel: "the chosen people"

Reading:

Bulliet pp. 81-98

E-Res (*Hymn to the Aten*)

Andrea #12-13

Week 6

Mon., 9/30 Israel and its neighbors

Wed., 10/2 Greece: the Classical city-states

Reading: Bulliet pp. 98-102 (especially pp. 100-101), 117-134 (especially pp. 124-125)

Andrea #19

E-Res (Thucydides, *Pericles' Funeral Oration and the Plague*; Euripides, *Medea*)

Week 7

Mon., 10/7 Greece: the rule of reason

Wed., 10/9 **Paper #2 due** (see website for assignment)

Interaction: the Hellenistic Period in Greece and the Middle East

Reading: Bulliet pp. 134-145

E-Res (Plato, *The Apology of Socrates*; Philo of Alexandria; *The Book of Maccabees*)

Week 8

Mon., 10/14 Rome: from city-state to world state, from Republic to Empire

Wed., 10/16 Interaction: rulers, subjects, allies, and the Roman Empire

Reading: Bulliet pp. 149-160

Andrea #34

E-Res (Polybius, *The Histories*; Tacitus, *The Histories* ["The Speech of Cerialis"]; Tacitus, *Agricola and Annals*)

Week 9

Mon., 10/21 The Rise of Christianity and the fall of Rome

Wed., 10/23 **Midterm Examination** (see website for instructions)

Reading: Bulliet pp. 160-164

Andrea #41-42

Week 10

Mon., 10/28 China: ordered societies, the Qin and Han Empires

Wed., 10/30 **Objective Quiz #2**

India in the Vedic Age and formation of the Caste System

Reading: Bulliet pp. 164-175, 179-197 (especially pp. 194-195)

Andrea #28 (Ban Zhao, *Lessons for Women*)

E-Res (*The Laws of Manu*)

Part 3: Connecting the Dots, the Beginnings of Globalism (500 B.C.E.-1500 C.E.)

Week 11

Mon. 11/4 India: Hinduism and Buddhism

Wed., 11/6 **Paper #3 due** (see website for assignment)

Interaction: the Silk Road

Reading: Bulliet pp. 207-213, 230-232, 256-259, 283-297

Andrea #14-16, "Multiple Voices III" (#1)

Week 12

Mon., 11/11 **No meeting** (Veterans Day)

Wed., 11/13 Interaction: the Indian Ocean and Trans-Saharan trade routes and early Africa

Reading: Bulliet pp. 213-226 (especially pp. 214-215)

Andrea "Multiple Voices III" (#5)

E-Res (Jared Diamond, "The Shape of Africa")

Week 13

Mon., 11/18 Islam: Arabia and Muhammad

Wed., 11/20 **Paper #4 due** (see website for assignment)

Islam: the Caliphate, law, culture, and society

Reading: Bulliet pp. 229-230, 232-252

Andrea #46, #48, "Multiple Voices V" (#1-3)

Week 14

Mon., 11/25 Europe without the Roman Empire: the Early Middle Ages

Wed., 11/27 Interaction: the High Middle Ages and European expansion

Reading: Bulliet pp. 255, 260-280, 391-404

Andrea #67

E-Res (*The Theodosian Code*; *Pope Urban II Calls for a Crusade*; Christine de Pisan, *The Book of the City of Ladies*)

Part 4: Toward the Modern World, a Smaller Place (1000 C.E.-1500 C.E.)

Week 15

- Mon., 12/2 **Research Assignment due** (see website for instructions)
Central and South American civilizations
- Wed., 12/4 Epilogue: the Mongol unification of Asia, Islam in Africa and India, Europe's
"Renaissance," and the "modern" world
- Reading: Bulliet pp. 72-77, 307-329
Andrea #77
E-Res (Jared Diamond, "The Last Americans")

Finals Week

- Wed., 12/11 **Final Examination AND Objective Quiz #3: 1:45-3:45 p.m.** (see website for instructions)