



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**WORLD HISTORY I
HIS6420 3 Credit Hours**

Student Level:

This course is open to students on the college level in either Freshman or Sophomore year.

Catalog Description:

HIS6420 - WORLD HISTORY I (H) (3 hrs)

[KRSN HIS1030]

This course is an introductory history survey of the birth and early development of world societies to the 16th Century. The scope of the course includes the emergence of human communities, the formation of new empires, interaction of cultural communities and patterns of exploration and conquest. Of specific emphasis are the important political, social, economic, intellectual, religious, technological, environmental and cultural trends that have shaped the world to A.D. 1550.

The learning outcomes and competencies detailed in this course meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

Prerequisites:

None

Controlling Purpose:

This course is designed to help the student with an introduction to the birth and development of World History to 1550. Students should recognize the importance of trends to our current state of development based upon understanding of the similarities and differences in human's approach to life. Areas of study may include the economic, social, intellectual, religious and cultural trends that have shaped the modern world.

Learner Outcomes:

Upon completion of this course, the student will be able to have a workable knowledge of important individuals, major events, and important geographic locations which have shaped world history. The student should recognize, understand and appreciate the unique contributions of the various ancient civilizations. In addition, he/she should develop an understanding of the interdependence of one civilization to another, and should also begin to develop personal philosophy of history.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period.

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DISCLAIMER: THIS INFORMATION IS SUBJECT TO CHANGE. FOR THE OFFICIAL COURSE PROCEDURE CONTACT ACADEMIC AFFAIRS.

Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: EMERGING HUMAN COMMUNITIES						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify early hominids; discuss the Out of Africa migrations.
						Explain the Neolithic development of agriculture.
						Describe early religions and art.
						Assess environmental impacts and technological developments.
						Relate the rise of city states towards civilization.

UNIT 2: RISE OF CIVILIZATIONS THE WORLD OVER

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Trace the developments of Mesopotamia, Indus Valley and Egypt.
						Discuss the characteristics of politics, unification by Menes and Sargon's war.
						Compare the focus of cultures from Mesopotamia, Egypt and the Indus Valley on the people and the environment.
						Discuss the relationship of the Nubians, Meroe, and Kush to Egypt.
						Compare the rise of civilization in China, Western Europe, and the Americas.

UNIT 3: MEDITERRANEAN AND MIDDLE EAST DEVELOPMENT

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the New Egyptian Kingdom, the Minoans on Crete, the Mycenaean, and the Assyrian empires.
						Examine the rise of the Hebrew people, their rulers, and their Diaspora.
						Trace the events and the influences of the Phoenicians and the Carthage connection.
						Discuss the Persian Empire, and the rise of the Greeks philosophers.
						Explain the Peloponnesian Wars and the results.
						Discuss the conquests of Alexander and subsequent Hellenistic Egypt and the Ptolemy lineage.

UNIT 4: ROMAN AND HAN CHINESE EMPIRES

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the reasons for the rise of the Roman Empire.
						Discuss the rise of Christianity, Paul and Constantine.
						Trace the rise of the Chinese Han empire.
						Compare technology of the Romans and the Chinese.

UNIT 5: INDIA & SOUTHEAST ASIA CIVILIZATIONS; TRADE AND EXCHANGE FOR CHINA, INDIA AND AFRICA 1500 B.C. – A.D. 1100:

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Compare the religions of India; Hindu, Jainism and Buddhism.
						Describe the Mauryan and Gupta Empires and their relationship with trade routes.
						Discuss the positions South East Asian empires held in the trade routes.
						Compare the Silk Road, the Indian Ocean Routes and the African Saharan trade routes. Explain the diffusion of ideas, religions and technology because of the trade routes.

UNIT 6: ASIAN, AFRICAN AND AMERICAN EMPIRES A.D. 400-1500:

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Compare the reigns of China, Korea, Japan, and Viet Nam A.D. 400-1200.
						Examine the Ceremonial Centers and art of the Maya, Mound Builders, Cliff Dwellers, Moche and Incas.
						Discuss the Mongol empires on the Eurasia Continent A.D. 1200-1500.
						Describe the expansion of Islam A.D. 850-1500.
						Identify the African and Indian empires A.D. 1200-1500.

UNIT 7: RISE OF THE HOLY ROMAN EMPIRE, BYZANTINE, RUSSIA AND ISLAM

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Examine the rise of Islam and Mohammed.
						Discuss the Byzantine Empire and Constantinople.
						Describe the Holy Roman Empire, the Great Schism and the crusades.
						Examine the rise of European nation states from the Carolingian family.
						Trace the rise of Russia.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:**Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.