

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2009

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: HI 121

Course Title: History of World Civilizations I

Reason for initiating, revising, or canceling:

This course guide is being modified to reflect changes in the department name, the textbook, curriculum content, student learning outcomes, and assessment measures.

Frank Sobolewski August 6, 2009

Proposer

Date

Frank Sobolewski August 6, 2009

Department Chair

Date

[Signature] *8/14/09*

English and Format Reviewer

Date

[Signature] *08-08-09*

Dean of Academic Programs and Services

Date

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Course Guide

Course: HI 121 History of World Civilizations I

1. Department

Social Sciences and Fine Arts

2. Purpose

This is the first half of a comprehensive two-course sequence. This course provides students with a general overview of world history from the Paleolithic Period (the Old Stone Age) and the origins of civilizations (agriculture and the first cities) in the Neolithic Period (the New Stone Age) to the Renaissance, the Protestant Reformation in the 16th century, and the age of European exploration and colonization in the 15th, 16th, and 17th centuries. This course seeks to contribute to a well-rounded education by tracing changes in technologies; social, religious, economic, and governmental structures; and ideologies. Assigned essays will help promote critical thinking and communication skills.

3. Description

A. Required/Recommended Textbook(s) and Related Material

Required: Duiker, William J. and Jackson J. Spielvogel. *World History*. Volume I: to 1800. 6th Edition. Belmont, CA: Thomson Wadsworth, 2010.

Readability level: Grade 11.8

B. Contact Hours

1. **Lecture:** 3 per week / 45 per semester.

Lab:

3. **Other:**

C. Credits

1. **Number:** 3

2. **Type:** Regular degree credits

D. Catalogue Course Description

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governmental structures, and ideologies and religions.

Prerequisites: None. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall)

E. Degree or Certificate Requirements Met by Course

This course fulfills the General Education requirement for Social Sciences--History for the A.A. Degree in Liberal Arts, the General Education requirement for History for the B.S. Degree in Elementary Education, one of the social sciences requirements for the A.A. Degree in Business, and the General Education requirement for Social and Behavioral Sciences for the Associate in Science Degree in Natural Resource Management and for the A.A.S. Degree in Business Administration: Accounting Emphasis, Business Management Emphasis, and Computer Applications Emphasis.

F. Course Activities and Design

This course incorporates lectures, discussions, and educational video presentations. Course activities also include homework assignments (structured essays), unit exams, and a final examination. Students are required to participate fully in discussions, read and discuss textbook assignments, and complete other course assignments.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: None

English Placement Level: EN 101

Math Placement Level: None

5. Estimated Cost of Course; Instructional Resources Needed

To the Student: Tuition for a 3-credit course and the cost of the textbook.

To the College: Instructor's salary.

Instructional resources needed for this course include chalk and chalkboard, TV/VCR, videotaped and DVD programs, wall maps, and library books to be identified by the instructor.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

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A: Excellent – grade points: 4.0;

B: Above average – grade points: 3.0;

C: Average – grade points: 2.0;

D: Below average – grade points: 1.0;

F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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7.0 Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 The Paleolithic (Old Stone) Age and Neolithic (New Stone) Age
 - 1.1 Hunting and Gathering
 - 1.2 Basic social units
 - 1.3 Neolithic invention of agriculture and domestication of animals

- 2.0 Early Civilizations in Mesopotamia and Egypt
 - 2.1 Geography as a determining factor for river valley civilizations
 - 2.2 Trade routes and trade patterns
 - 2.3 Beginnings of writing
 - 2.4 Kingship and law codes
 - 2.5 Polytheism and a priesthood
 - 2.6 Architecture
 - 2.7 Israel and monotheism
 - 2.8 Empires, armies, warfare, slavery

- 3.0 Early civilizations of India and China
 - 3.1 Geography as a determining factor
 - 3.2 Indus River Valley civilization
 - 3.3 Aryan invasion
 - 3.4 The class system in ancient India
 - 3.5 Indian Hinduism and Buddhism and religious concepts
 - 3.6 The Shang and Zhou Dynasties in China
 - 3.7 Origins of Chinese writing
 - 3.8 Confucianism, Daoism (Taoism), Legalism
 - 3.9 The Qin Dynasty

- 4.0 Greek Civilizations
 - 4.1 The Homeric Bronze Age
 - 4.2 The Dorian Invasion and the Dark Ages
 - 4.3 Rise of the city-states
 - 4.4 Greek political and social institutions
 - 4.5 Greek religion
 - 4.6 The philosophical schools
 - 4.7 The literature of Classical Greece
 - 4.8 The Persian Wars
 - 4.9 The Peloponnesian War
 - 4.10 Conquest of Greece by Macedonia
 - 4.11 Alexander the Great and Hellenism
 - 4.12 Hellenistic Philosophies: Epicureanism, Cynicism, Stoicism

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- 5.0 Roman Civilization
 - 5.1 Pre-Roman Italy: Italian peoples, Etruscans, Greeks, Phoenicians
 - 5.2 Expansion of the Roman Republic and extension of citizenship
 - 5.3 The government of the Roman Republic
 - 5.4 The Punic Wars (Rome vs. Carthage)
 - 5.5 Julius Caesar and the decline and fall of the Roman Republic
 - 5.6 Augustus Caesar and the Roman Empire
 - 5.7 The rise and spread of Christianity
 - 5.8 The decline and fall of the Roman Empire
 - 5.9 Rome's legacy: art, engineering, and law

- 6.0 The World of Islam
 - 6.1 The life of the Prophet Muhammad
 - 6.2 The Koran, teachings and duties of Islam
 - 6.3 The dynamic spread of Islam
 - 6.4 Trade, wealth, and cities in the Islamic world
 - 6.5 Islamic art, architecture, and literature
 - 6.6 The Crusades
 - 6.7 Muslim-ruled states in India in the 11th to the 14th centuries

- 7.0 The Flowering of Traditional China
 - 7.1 The Han Dynasty
 - 7.2 The Tang Dynasty and its westward orientation
 - 7.3 The Silk Road
 - 7.4 The Song Dynasty
 - 7.5 The Confucian examination system
 - 7.6 The conjunction of cosmopolitanism, religion, art, science
 - 7.7 Chinese cultural exports to other Asian cultures
 - 7.8 Chinese Buddhism and Daoism
 - 7.9 The Mongol Empire (The Yuan Dynasty)
 - 7.10 The Ming Dynasty

- 8.0 Early Japan
 - 8.1 Japan's geography and isolation as important factors
 - 8.2 Japan's feudal society
 - 8.3 Shintoism and Buddhism
 - 8.4 Japanese art, architecture, and literature
 - 8.5 The Mongol threat to Japan and Korea

- 9.0 Europe in the Middle Ages
 - 9.1 The Germanic kingdoms, peoples, and cultures
 - 9.2 The Christian Church as a reservoir of Classical learning
 - 9.3 Christians and Vikings

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- 9.4 The split between the Roman Catholic Church and the Eastern Orthodox churches;
- 9.5 The Crusades
- 9.6 Feudalism
- 9.7 The rise and growth of cities, commerce, and universities
- 9.8 The rise of Kingdoms: England, France, Poland, Bohemia, Hungary, and Russia
- 9.9 Conflicts between Kings and Popes
- 9.10 The Hundred Years' War

- 10.0 The Renaissance
 - 10.1 The effects of the Crusades and the Fall of Constantinople
 - 10.2 The Italian Renaissance and Northern Humanism
 - 10.3 The rise of naturalism and commerce

- 11.0 The Protestant Reformation
 - 11.1 Martin Luther
 - 11.2 John Calvin
 - 11.3 The Church of England
 - 11.4 The Council of Trent and the Response of the Catholic Church
 - 11.5 Religious Wars in Europe
 - 11.5.1 The First German Religious War: Holy Roman Emperor Charles V vs. the Lutheran Schmalkaldic League (1546-1555)
 - 11.5.2 The French Wars of Religion: Kings Charles IX and Henry III and Catholics vs. Huguenots (Calvinists) (1562-1598)
 - 11.5.3 The Dutch War of Religion: King Philip II of Spain vs. Dutch Calvinists (1566-1609)
 - 11.5.4 The War of the Spanish Armada: King Philip II of Spain (Catholic) vs. Queen Elizabeth I of England (Anglican) (1588)
 - 11.5.5 The Thirty Years' War: the Hapsburg Holy Roman Emperor (Catholic) v. Calvinists in Bohemia (1618-1648)
 - 11.5.6 The English Civil War: King Charles I and the Royalists vs. Oliver Cromwell and the Puritans (1642-1648)

- 12.0 European Exploration and Colonization
 - 12.1 Motives for Exploration and Colonization
 - 12.2 The Portuguese Maritime Empire
 - 12.3 The Spanish Empire
 - 12.4 Effects of Colonization on Native Peoples in the Americas and Asia
 - 12.5 The African Slave Trade
 - 12.6 The Dutch Empire
 - 12.7 The Columbian Exchange

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8. Instructional Goals

This course will introduce students to:

- 1.0 Economies, societies, and material cultures during the Old Stone Age (Paleolithic Age) and the New Stone Age (Neolithic Age);
- 2.0 The early civilizations in Mesopotamia and Egypt;
- 3.0 The early civilizations of India up to the end of the Mauryan Empire in 183 B.C.;
- 4.0 The early civilizations of China during the Xia, Shang, Zhou, and Qin Dynasties;
- 5.0 Ancient Greek civilizations;
- 6.0 Ancient Roman civilization;
- 7.0 The rise, spread, and triumph of Christianity in the Roman Empire and elsewhere in Europe, and the split of Christianity into the Roman Catholic Church and the Eastern Orthodox Churches;
- 8.0 The Islamic religion, and Islamic civilizations and Islamic empires from the time of Muhammad to the Mongols' capture of Baghdad and the end of the Abbasid Caliphate in 1258;
- 9.0 China during the Han, Tang, Song, Yuan (Mongol), and Ming Dynasties;
- 10.0 Japan from prehistoric times to the end of the Kamakura Shogunate in 1333;
- 11.0 Europe during the Middle Ages, from the end of the Western Roman Empire in 476 to the end of the Hundred Years' War in 1453 and the capture of Constantinople by the Ottoman Turks in 1453;
- 12.0 The Renaissance in Europe (1350 to 1550);
- 13.0 The Protestant Reformation and religious conflicts in Europe up to the end of the Thirty Years' War in 1648; and
- 14.0 European discoveries, exploration, and colonization from 1440 to the founding of a Dutch settlement at the Cape of Good Hope in 1652.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Explain the Neolithic agricultural revolution and its effects;
- 2.0 Contrast the Jewish religion (Judaism) and the religions of ancient Egypt and ancient Mesopotamia;
- 3.0 Compare and contrast Hinduism and Buddhism in ancient India;
- 4.0 Compare and contrast Confucianism and Daoism in ancient China;
- 5.0 Contrast the religion of ancient Greece with the Jewish religion;
- 6.0 Explain how and why the Roman Republic ended and became the Roman Empire, and how and why the Western Roman Empire collapsed;
- 7.0 Explain how Christianity spread in the Roman Empire and later elsewhere in Europe, and explain how Christianity was in conflict with the Roman religion and the Roman government;
- 8.0 Explain the Islamic religion, how it began, and how it spread in North Africa, West Africa, Spain, the Middle East, and India;
- 9.0 Identify and describe the achievements in Chinese art, education, government, literature, and technology during the Tang and Song dynasties;
- 10.0 Explain how Chinese culture and the Chinese governmental system influenced Japan;
- 11.0 Explain how and why conflicts of Popes against kings and emperors occurred in Europe during the Middle Ages;
- 12.0 Identify the leading persons of the Renaissance and their main contributions;
- 13.0 Explain the causes and results of the Protestant Reformation; and
- 14.0 Identify and explain the reasons for and the results of the European explorations and colonization in North America, Latin America, Africa, and Asia in the 15th, 16th, and 17th centuries.

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10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Periodic testing to assess the students' understanding of the course material and their ability to use critical thinking skills;
- 2.0 Writing assignments that assess the students' comprehension and application of various concepts covered in the course; and
- 3.0 Participation in classroom discussions.