

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>History</u>								
COURSE RUBRIC AND NUMBER	<u>HIST 2321</u>								
COURSE TITLE	<u>World History to 1500 (C)</u>								
COURSE CREDIT HOURS	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;">3</td> <td style="text-align: center; padding: 0 10px;">3</td> <td style="text-align: center; padding: 0 10px;">:</td> <td style="text-align: center; padding: 0 10px;">0</td> </tr> <tr> <td style="text-align: center; font-size: small;">Credits</td> <td style="text-align: center; font-size: small;">Lec</td> <td></td> <td style="text-align: center; font-size: small;">Lab</td> </tr> </table>	3	3	:	0	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Surveys the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction, and impact of global exchange. **Prerequisite: INRW 0311 or ESOL 0340 or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Unit One: Early Humans and the Neolithic Era (Beginnings-3500 BCE)
 - 1. Discuss the rise and global spread of humankind, to include hunter-gatherer (foraging) societies.
 - 2. Explain the relationship between the Neolithic Revolution and the rise of civilizations.

- B. Unit Two: Developing World Civilizations (3500 BCE-1000 BCE)
 - 1. Identify the ancient river civilizations and compare and contrast their developments over time.
 - 2. Explain the legacy of long-term migrations of peoples such as the Bantu, Indo-Europeans, Austronesians, and Paleo-Indians.
 - 3. Discuss the early development of interregional trade and how it facilitated cross-cultural connections.

- C. Unit Three: The Classical World (1000 BCE-300 BCE)
 - 1. Chart the development of large regional kingdoms and the first empires such as Egypt, The Hittites, Assyria, and the Zhou Dynasty.
 - 2. Track the development of civilization from the Minoan Era to Classical Greece.
 - 3. Explain the rise and fall of Achaemenid Persia and its political legacy.
 - 4. Examine the military campaigns of Alexander the Great and the subsequent spread of Hellenistic culture.

5. Discuss the beginnings of religious and philosophical traditions such as Confucianism, Hinduism, and Buddhism in the classical period.
- D. Unit Four: An Interconnected World (300 BCE-1000 CE)
1. Compare and contrast the origins, expansion, and decline of the Han and Roman Empires.
 2. Discuss the development of the Silk Road and the benefits and drawbacks in Afro-Eurasia.
 3. Explain the rise of Universal Religions such as Mahayana Buddhism, Christianity, and Islam.
 4. Examine China and India's influence on their neighbors in East and Southeast Asia.
 5. Compare and contrast the divergent political and religious traditions between Western and Eastern Europe.
- E. Unit Five: Increasing Encounters and Consequences (1000 CE-1500 CE)
1. Identify the different geographic regions of the African continent and explain the role of trade routes in the development of the Swahili Coast and of the Mali, Ghana, and Songhai states.
 2. Discuss the pre-Columbian civilizations of North and South America
 3. Examine the impact of the incursion of nomadic peoples, such as the Turks, Mongols, and Vikings, into previously settled areas.
 4. Discuss the impact of The Crusades, The Black Death, and The Renaissance on the development of Europe.
 5. Analyze early voyages of exploration in the Indian and Atlantic Oceans.
 6. Describe Africa, Asia, and the Americas during early European contact.

EPCC Core Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate effective written, oral and/or visual **communication skills**.
2. Engage in creative and/or **critical thinking**, innovation and inquiry and demonstrate analysis, evaluation, and synthesis of information.
3. Demonstrate the ability to connect choices, actions, and consequences to ethical decision making in order to improve **personal responsibility skills**.
4. Demonstrate intercultural competence and **social responsibility skills** in the area of civic responsibility and/or the ability to engage effectively in local, regional, national, and global communities.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

IV. Evaluation

A. PREASSESSMENT

Due to the nature of history there is no challenge exam for this course. A reading test can be given to determine preparedness of students. Individual instructors may use a unit pre-assessment at their own discretion. Note will be made of this in the Instructor's syllabi.

B. POSTASSESSMENT

The instructors will maintain records of each student's progress. Number and type of exams will be determined by each instructor. Information on this will be in the Instructor's syllabi.

C. REMEDIATIO

Instructors will determine remediation and make-up policies. Note will be made of these policies in the Instructor's syllabi.

D. GRADING

Grades will be determined by individual instructors based on student performance. Information regarding grading policy will be included in the Instructor's syllabi.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.