Bemidji State University

HST 1304: World History I, Prehistory-1500

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None


A global and cross-cultural study of the early period of world history, including ancient civilizations and empires, classical China, India, Greece, and Rome, interaction of civilizations, influence of Buddhism, Christianity, and Islam as world religions, the Arab world and culture, Medieval Europe, African and American pre-contact cultures and civilizations. [Core Curriculum Goal Area(s) 5 & 8]

B. COURSE EFFECTIVE DATES: 09/03/2002 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Origins of civilization
2. Egypt
3. Bantu migration & the earliest civilizations
4. Early man in Americas
5. East Asia and the Classical Age
D. LEARNING OUTCOMES (General)

1. develop critical thinking and writing skills. Students will describe and analyze various primary-source documents and formulate interpretations based on their historical and circumstantial contexts in writing and, possibly, discussion. In doing so, the students will consider how the perspective and bias of the author shapes understanding.

2. learn about influential persons, ideas and ideologies, and circumstantial events that shaped human history over more than 4000 years of development. They will also encounter and learn to detect some of the motivating factors that motivated people to seek or embrace (or resist) historical change. And particularly in regard to primary-source accounts, they will learn to notice issues of perspective and bias in how events are seen and understood.

3. develop critical thinking, reading, writing, and, possibly, speaking skills. They will analyze and evaluate the interpretations of past events found in primary sources and they will learn to formulate their own interpretations. Most historical narrative is at least latently analogical. When students encounter Plato’s “Allegory of the Cave,” I expect them to recognize that a crowd of people trapped in a cave, seeing only shadows on the wall cast by things from the world outside, and then trying to determine what is really going on out there is a fable that applies to people now being fed adiet

4. gain knowledge of ancient and medieval civilizations. They will analyze and evaluate the interpretations of past events found in primary sources and they will learn to formulate their own interpretations. As I said above, most historical narrative is, at least latently, analogical. When students encounter the dynamic effects of trade and commercial prosperity in the overwhelmingly agricultural societies of antiquity, and how the growth of wealth and wealth inequality in some sense destabilize those societies, leading to political change, I expect they will sense harmonies with modern political

5. describe and compare the shifting terms of cultural and political identities in these processes from ancient Mesopotamia, China, the Indus Valley, Mesoamerica, and so on. They will see ways in which ethnic and religious perspectives have changed over time and recurred in parallel circumstances.

6. describe and compare cultural identities and how they have interacted in a variety of different historical circumstances. Greeks established Greek culture across the Mediterranean; however, Athenians, Spartans, Corinthians, and Macedonians considered each other too different to get along with for long. India was invaded more than a dozen times by Indo-European people, which resulted in a crazy-quilt of cultural geography instead of a melting pot. Students will learn about religious fusion (for example, by the Romans) and they will also encounter examples of religious persecution (also, for exa

7. develop critical thinking, reading, and writing skills. They will analyze and evaluate interpretations of past events found in primary and secondary sources and formulate their own interpretative responses in writing and discussion. In doing so, students will develop greater flexibility in argumentation.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

Goal 08 - Global Perspective
1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.

Goal 05 - Hist/Soc/Behav Sci
1. Examine social institutions and processes across a range of historical periods and cultures.

Goal 08 - Global Perspective
1. Demonstrate knowledge of cultural, social, religious and linguistic differences.
2. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

Goal 05 - Hist/Soc/Behav Sci
1. Develop and communicate alternative explanations or solutions for contemporary social issues.

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted