

Maui Community College
Course Outline

4/09
Received March 2004
Under Amnesty Program
SLOs Updated & Linked To Content
COWIQ Grid Prepared

1. Alpha HIST Number 151
Course Title World Civilization I (2)
Credits 3
Department Humanities Author Dorothy Pyle
Date of Outline Nov '08 Effective Date Fall '08 5-year Review Date Fall 2013
2. Course Description: Surveys spread of civilization from its Near Eastern origins, with emphasis upon cultural contributions from Egypt, Mesopotamia, India, china, Japan, Greece, Rome, and post-Roman Europe up to 1650.

Cross-list

Contact Hours/Type 3 hr. lecture

3. Pre-requisites ENG 22 with a C or better or placement at ENG 100, or consent.

Pre-requisite may be waived by consent yes no

Co-requisites

Recommended Preparation

4. Function/Designation AA Category FG - Global and Multicultural Perspectives

AS Program HU - Humanities List Additional Programs and Category:

AAS Program HU - Humanities List Additional Programs and Category:

BAS Program HU - Humanities Developmental/Remedial

Other/Additional: Explain:

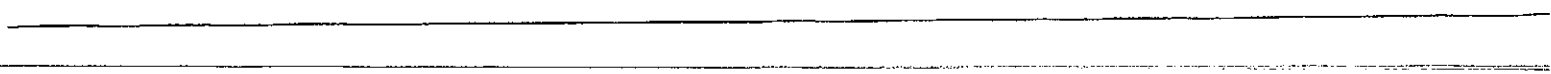
See Curriculum Action Request (CAR) form for the college-wide general education and/or program SLOS this course supports.

Chancellor

Approval Date

This course outline is standardized and/or the result of a community college or system-wide agreement.
Responsible committee:

AK



5. Student Learning Outcomes (SLOs): List one to four inclusive SLOs.

For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use roman numerals (I., II. III.) to designate SLOs

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

- I. Demonstrate an understanding of the actions and interactions of human beings over time.
- II. Relate and evaluate the multiple causes of events, both globally and locally.
- III. Discuss the relationship of past events to present day situations
- IV.

6. Competencies/Concepts/Issues/Skills

For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use lower case letters (a., b., c...n.) to designate competencies/skills/issues

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

- a. distinguish the characteristics of the world's major civilizations in their geographic settings
- b. trace the development of traditional civilizations
- c. describe the interactive roles which social, religious, political, economic and scientific forces have played among the civilizations of the world
- d. discuss the historical dimensions of contemporary world affairs
- e. analyze cause and effect in relationships in history
- f. discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history

7. Suggested Course Content and Approximate Time Spent on Each Topic

Link to #5. Student Learning Outcomes and # 6 Competencies/Skills/Issues

Weeks 1-5 Section I (I, II, III) (a,b,c,d,e,f)

Early Civilizations.

Early Man

Stone Age Societies

animism

River Civilizations--Mesopotamia, Egypt, China, Indus River (India)

Smaller areas--Phoenicia, Hebrews/Israel, Persia, etc.

Developments in religion and philosophy

monotheism, Vedic religion (Hinduism), non-Vedic religion (Buddhism), Chinese philosophies (Confucianism, Daoism, Legalism)

Development of government systems

Dynasties, monarchies

Weeks 6-9 Section II (I, II, III) (a,b,c,d,e,f)

Classic Civilizations

Hellenic/Hellenistic World

geographic parameters/resources

government development

cultural advancements/major ideas

heritage in western civilization
 Roman World
 geographic parameters/resources
 government development
 cultural advancements/major ideas
 heritage in western civilization
 rise of Christianity
 Byzantine Empire

Weeks 10-15 Section III (I, II, III) (a,b,c,d,e,f)

Global Interactions
 Developments in Africa
 Rise of Islamic Empires
 Asian Changes
 China's centralizing dynasties
 developments in Japan
 Formation of European nation states
 Renaissance

Week 16 Final assessment.

8. Text and Materials, Reference Materials, and Auxiliary Materials
 Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Civilizations Past and Present, vol. I Pearson/Longman
 Ways of the World, vol. I to 1500 Bradford, St. Martins Press
 A History of World Societies, vol. I to 1500 Houghton Mifflin

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Primary source materials available through the library or internet research, historical atlases, standard religious texts.

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Appropriate websites, newspaper articles, biographies/autobiographies, appropriate poetry/drama, visual reproductions of major art and architecture.

9. Suggested Course Requirements and Evaluation

Link to #5. Student Learning Outcomes (SLOs) and #6 Competencies/Skills/Issues

Specific course requirements are at the discretion of the instructor at the time the course is being offered.

Suggested requirements might include, but are not limited to:

- 5-15% Map work (I, II) (a, b, c,)
- 50-60% Examinations including quizzes/exams covering reading assignments and lectures (I, II, III) (a,b,c,d,e,f)
- 10-30% Reading assigned materials, writing outlines, answering essay questions (I, II, III) (a,b,c,d,e,f)
- 10-20% Final Assessment (I, II, III) (a,b,c,d,e,f)
- 5-10% Attendance and attention in class (I, II, III) (a,b,c,d,e,f)

10. Methods of Instruction

Instructional methods will vary considerably by instructor. Specific methods are at the discretion of the instructor teaching the course and might include, but are not limited to:

lectures, discussion
student presentations
video presentations
readings with follow-up discussion/assessment
internet searches and reports
exams and quizzes with follow-up discussions
projects connecting past events to present day situations.

11. Assessment of Intended Student Learning Outcomes Standards Grid attached

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for HIST 151 Fall '08

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

Standard 1: Written Communication	HIST 151
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	2
1.1 Use writing to discover and articulate ideas	1
1.2 Identify and analyze the audience and purpose for any intended communication	2
1.3 Choose language, style and organization appropriate to particular purposes and audiences	2
1.4 Gather information and document sources appropriately	1
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	2
1.6 Develop a main idea clearly and concisely with appropriate content	2
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	1
1.8 Demonstrate proficiency in revision and editing	1
1.9 Develop a personal voice in written communication	1
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	0
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
2.6 Assess the validity of statistical conclusions	0
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	1
3.1 Use print and electronic information technology ethically and responsibly	1
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	0
3.3 Recognize, identify, and define an information need	1
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	1
3.5 Create, manage, organize, and communicate information through electronic media	0
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	0
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	1
4.1 Identify and analyze the audience and purpose of any intended communication.	0
4.2 Gather, evaluate, select, and organize information for the communication.	0
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	0
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	1
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	0
4.6 Use competent oral expression to initiate and sustain discussion.	1
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	3
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3

5.3 Formulate research questions that require descriptive and explanatory analyses.	2
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
5.7 Synthesize information from various sources, drawing appropriate conclusions.	2
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	2
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2
Standard 6: Creativity	
Program graduates are able to express originality through a variety of forms.	2