



COLORADO

COMMUNITY COLLEGE SYSTEM

Course Prefix and Number: HIS111

Course Title: The World: Antiquity – 1500: HI1

Course Credits: 3

Course Description: Explores a number of peoples, groups, ideas, institutions, and trends that have shaped World History from the prehistoric era to 1500. Reflects the multiple perspectives of gender, class, religion, and ethnic groups in a broad global sense. Focuses on the common denominators among all people. This approach goes beyond political borders to provide a better appreciation for different cultures. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in this discipline. This is a statewide Guaranteed Transfer course in the GT-HI1 category.

Guaranteed Transfer (GT) Pathways Course Statement:

The Colorado Commission on Higher Education has approved HIS 111 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to

<https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

GT-HI1: HISTORY CONTENT CRITERIA

Students should be able to:

- a. Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- b. Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- c. Investigates multiple historical primary sources and secondary accounts.
- d. Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

GT-HI1 COMPETENCIES & STUDENT LEARNING OUTCOMES

Competency: Critical Thinking:

Students should be able to:

3. Formulate an Argument

- a. Ask a question relevant to the discipline.
- b. Synthesize perspectives that answer it.
- c. Take a specific position.

4. Incorporate Evidence

- a. Interpret/evaluate sources to develop an analysis or synthesis.

5. Understand Implications and Make Conclusions

- a. Establish a conclusion that is tied to the range of information presented.

- b. Reflect on implications and consequences of stated conclusion.

Competency: Information Literacy:

Students should be able to:

3. Evaluate Information Critically

- a. Utilize a variety of information sources appropriate to the scope and discipline of the research question.
- b. Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.

4. Use Information Effectively to Accomplish a Specific Purpose

- a. Synthesize information from sources to fully achieve a specific purpose.

5. Use Information Ethically and Legally

- a. Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

REQUIRED COURSE LEARNING OUTCOMES

- I. Identify the major trends, individuals, groups, and events involved with the rise of early civilizations around the world.
- II. Explain the development of early religious thoughts such as Hinduism, Buddhism, Christianity, and Islam, and examine early dynasties in regions such as India, China, Classical Greece, Macedonia, and the Roman Republic.
- III. Compare African and Latin American religions and cultures to other world religions and cultures
- IV. Describe the Germanic tribes, the importance of Christianity, feudalism, the importance of agriculture, and trade.
- V. Explore the impact of the Silk Road, the eastward expansion of Islam, and the economy and daily life in India, Mongolia, and China.
- VI. Question why religions became popular in some world regions, but not in others.
- VII. Describe the rise of the Japanese state, the economic and social structures, and religion and culture, comparing them to other world religions and cultures.
- VIII. Describe the European economic and social crisis, the onset of political instability, the decline of the church, and the effect of the Renaissance on all of the above.
- IX. Four general goals integrate history with workplace skills:
 - A. Acquire information from many sources
 - B. Break complex and multiple sources of information down into parts to create clearer understanding
 - C. Understand the impact of time and space on perspective
 - D. Develop narrative structures and arguments based on evidence
- X. Throughout the course, students should be introduced to course content, practice using course content, and demonstrate they can:
 - A. Describe how peoples, groups, cultures, and institutions covered in this course change over time
 - B. Understand the events covered in the course in historical context and recognize how social, cultural, gender, race, religion, nationality and other identities affect historical perspective

- C. Communicate orally and in writing about the subject of the course and select and apply contemporary forms of technology to solve problems and compile information
- D. Use different resources for historical research, including libraries, databases, bibliographies and archives
- E. Analyze secondary sources and recognize differences in historical interpretation
- F. Identify types of primary sources, the point of view and purpose of their author or creator
- G. Create substantive writing samples which employ critical analysis of primary and secondary sources, and document those sources correctly
- H. Construct knowledge in the discipline and synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts and critically analyze, interpret and evaluate many different points of view to construct historical arguments.

REQUIRED TOPICAL OUTLINE

- I. The First Civilizations: The peoples of western Asia and Egypt.
- II. Ancient India: Background.
- III. Ancient China: The land and people.
- IV. Civilization of the Greeks: Early Greece.
- V. The Romans: The Emergence of Rome.
- VI. The World of Islam: Rise of Islam.
- VII. Early Civilizations in America
- VIII. The Emergence of Civilizations in Africa.
- IX. European Civilization: 400 to 1000 A.D. in Europe.
- X Europe in the High Middle Ages: 1000 to 1300 A.D.
- XI. India: Maurya to the Mughals.
- XII. China: Traditional China.
- XIII. Early Japan: The land and people of Japan.
- XIV. Southeast Asia: The land and the people.
- XV. The New World: The Native American experience.
- XVI. Europe: Europe in the 14th and 15th centuries.
- XVII. Summation: Common denominators among all people.

Effective Implementation date: Spring 2018, 201830