



## EFFECTIVE: SEPTEMBER 2011 CURRICULUM GUIDELINES

**A:** Division: **ACADEMIC** Effective Date: **September 2011**

**B:** Department / Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES / HISTORY** Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision: **April 2011**

**C:** HIST 1101 **D:** History of World Societies, 3000 BCE to 1500 CE **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits						
<p><b>F:</b> Calendar Description:</p> <p>The History of World Societies will cover the following themes and places: Origins; River Civilizations (Afro-Asia, India and China); Classical Civilizations (Han, Mauryan, Persia, Greece and Rome); the rise of Philosophy and World Religions (Buddhism, Christianity and Islam); the post-Imperial era (from Byzantium to Chinese reunification); Frontier civilizations (South East and North East Asia, Africa, Mesoamerica, and Oceania; the era of Eurasian crises (from Mongol invasions, the Black Death and Peasants revolts); European exploration and the beginning of the first era of globalization.</p>								
<p><b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture and Seminar</b></p> <p>Number of Contact Hours: (per week /semester for each descriptor)</p> <p><b>Lecture:           2 hrs. per week / semester</b> <b>Seminar:           2 hrs. per week / semester</b></p> <p>Number of Weeks per Semester:</p> <p><b>15</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p style="text-align: center;"><b>NONE</b></p>							
	<p><b>I:</b> Course Corequisites:</p> <p style="text-align: center;"><b>NONE</b></p>							
	<p><b>J:</b> Course for which this Course is a Prerequisite</p> <p style="text-align: center;"><b>NONE</b></p>							
	<p><b>K:</b> Maximum Class Size:</p> <p style="text-align: center;"><b>35</b></p>							
<p><b>L:</b> PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input type="checkbox"/>	College Credit Non-Transfer							
<input checked="" type="checkbox"/>	College Credit Transfer:							

**M: Course Objectives / Learning Outcomes:**

At the conclusion of the course the successful student will be able to:

1. Examine historical sources critically and analytically (reading history). These sources include not only survey texts and scholarly articles, but also short monographs and extended primary sources.
2. Create and communicate personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include medium-length essays (from 1500-3000 words), comparative book reviews, short interpretive essays, primary source studies, and final examinations.
3. Independently analyze the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

**N: Course Content:**

A sample course outline would include the following topics.

Note: Content may vary according to the instructor's selection of topics.

1. Introduction / Human Social Origins
2. River Civilizations: Mesopotamia to Egypt / Egypt and Hatti
3. River Civilizations: India and China
4. The Axial Revolution
5. Classical Civilization: Persia to Greece / Hellenism
6. Classical Civilization: The Roman Empire
7. Classical Civilization: China/India / Mid Term Exam
8. Ambiguity and Re-establishment: The Islamic World
9. Ambiguity: Europe – East and West
10. Re-establishment: China / NE Asia, Korea and Japan
11. Frontiers: South East Asia / Africa
12. Isolation: Meso-America-Oceania / Eurasian Challenges (Mongols, Black Death, and Peasant Revolt)
13. A European Global Era: Renaissance, Reformation and Capitalism
14. Review

**O: Methods of Instruction:**

Class sections will be divided between lectures and seminar discussions. The seminar discussion sessions will serve as a forum for the analysis and discussion of scholarly literature and as a testing ground for student hypotheses. The instructor will encourage students to elaborate, refine and revise ideas. Discussion sessions will also include tutorials in conducting historical research, the exploration of primary source documents, and practice in oral presentations. Participation in both lectures and seminar discussions is required for the successful completion of the course.

**P: Textbooks and Materials to be Purchased by Students:**

Texts will be chosen from the following list, to be updated periodically:

An instructor's Course Reader may be required.

Craig, A.M. *The Heritage of World Civilizations*. Ninth Edition. Upper Saddle River, NJ: Pearson, 2011.

Crosby, A.W. Jr. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Second Edition. Westport, CT: Praeger, 2003.

Fernandez-Armesto, Felipe. *The World: A History*. Upper Saddle River, NJ: Pearson (Penguin Academics), 2011.

McKay, John P., et al. *A History of World Societies*. Eighth Edition. Boston: Bedford/St. Martin's, 2009.

Reilly, Kevin. *Worlds of History: A Comparative Reader*. Volume One: To 1550. Boston: Bedford/St. Martin's, 2010.

Stearns, Peter, et al. *Documents in World History*. Fifth Edition. New York: Pearson/Longman, 2009.

Stearns, Peter, et al. *World Civilizations: The Global Experience*. Sixth Edition. Boston: Longman, 2011.

Wolf, Eric. *Europe and the People Without History*, with a new foreword by T.H. Erikson. Berkeley, CA: University of California Press, 2010.

**Q: Means of Assessment:**

Assessment will be in accord with the Douglas College student evaluation policy. Specific components of evaluation will include some of the following: mid-term and final exams consisting of short answer questions and essay questions; in-class written work, quizzes, research paper; seminar presentations; short debate/position papers; participation in class discussions.

Specific evaluation criteria will be provided by the instructor at the beginning of the semester and will vary according to the instructor's assessment of appropriate evaluation methods.

An example of one evaluation scheme:

Any combination of the following totalling 100%

Essays (one to four)	20% - 60%
Tests (at least two)	20% - 60%
Instructor's General Evaluation (Participation, quizzes, etc.)	10% - 20%

No single essay or test will constitute less than 10% or more than 35% of the grade

Total value of all essays will not be less than 20% or more than 60%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

---

Course Designer: R. Wylie, Ph.D.

---

Education Council / Curriculum Committee Representative

---

Dean: Catherine Carlson, Ph.D.

---

Registrar