

Course: History 001: World History to 1500

1. Date of Application: 11/28/201
2. Name, Dept of Proposer: Myrna Santiago, History
3. Name of Dept/Program housing course: History
4. Name of Chair/PD: Myrna Santiago
5. How often is the course taught:yearly
6. Course Prerequisites:none
7. Unit value of course:1
- 8: Normal Class Size: 35
9. Number of sections expected Fall 2012:1
10. Number of sections expected Spring 2013:0
11. Is the course appropriate for first-year students: Yes
12. Relevant Learning Goal(s):Social, Historical, Cultural Understanding, Global Perspectives
13. Chair will oversee submission of student work: Yes
14. Chair will oversee instructor participation in norming/asst: Yes

15. Teaching: "

Coverage: How History 1 will guide students to achieve each learning outcome in social, historical, cultural understanding. How History 1 will guide students to achieve option 2 of global perspective.

Learning outcome #1 asks each course to identify what human activities will be examined in class and to locate the subject matter in its context, that is, the period and place in history such activities take place.

This learning outcome is the basis for History 1. The human activities under consideration include social, political, economic, and environmental changes undertaken by all world societies. The place encompasses the whole world (Asia, Africa, Europe, Latin America, Oceania) and the time period is from the rise of humanity, ca. 200,000 BCE to 1500.

Learning outcome #2 asks that students learn interpretation of historical causation and change. History 1 does that throughout the course, as each chapter or article focuses on one topic, e.g. the rise of empires, and explains the chain of causation led to the development of empire, or any other historical event. This is the daily drama students encounter in readings and lecture.

Learning outcome #3 requires students collect evidence in the way of history. In our discipline, that means teaching students to identify primary sources. The course does that in several ways. There is always a library day with the express purpose of introducing students to the primary source material in world history available at the library; and, if the library doesn't own certain sources, how students can gain access to them through inter-library loans or online data bases. The students also get a list of primary sources from the syllabus itself (see syllabus). They also learn to use the library's electronic reserve system for other primary sources put there by the instructor. Lastly, they search for one specific type of source, news items, on their own for a class presentation (see ?newsbrief? assignment in the syllabus).

Learning outcome #4 expects students to interpret evidence once they have acquired it. History 1 asks them to put their amateur historian skills into practice by writing two

short papers and taking two exams. The papers ask students to select two different primary sources and interpret them (see paragraph on learning and assessment).

Option 2 for global perspectives asks students to demonstrate an understanding of the world from a specific non-US and non-Western European viewpoint. History 1 focuses on the ancient world, so the United States does not figure in the course at all. All the readings and lectures are dedicated to exploring how all societies developed and how they saw themselves, their religion, their environments, their relations with their neighbors across time and geography. Students are then asked to write one short paper articulating the point of view of a narrator from a non-Western culture from a list pre-approved by the instructor (see paragraph on learning and assessment).

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16. Learning: "

Learning: How History 1 coursework is used to measure student learning of each of the core outcomes in social, historical, cultural understanding. How History 1 coursework is used to measure student learning in option 2 in global perspectives.

Social, historical, cultural understanding. History 1 has two writing assignments, two exams, a class presentation (newsbrief), and numerous quizzes (?worksheets?). The newsbrief leads the students to gather their own evidence and to assess its reliability, practicing the skills of the historian as expressed in learning outcomes 3 and 4. The worksheets check up on student reading and work on their interpretation skills, outcome #4. The first paper focuses on interpretation of a primary source chosen by the student, with the specific assignment of identifying the narrator of the text, his/her social location, his/her viewpoint of his/her own society, which ultimately is also the students' own interpretation of the speaker. That assignment helps the student reach learning outcomes 1, 2, 3, and 4. The second paper demands the student to select a primary source and read it extremely closely, not for plot, but for tidbits of historical evidence, that is, facts about the society the text is from. Then from those facts, the student is asked to develop a historical argument, that is, to use historical methodology and write a bit of history. That assignment walks students through learning outcomes 3 and 4.

Global perspectives. History 1 students write one short paper where they select a primary source from a non-Western culture. They identify the narrator, his/her social location, and explain his/her point of view on any topics (politics, gender, environment, justice, economics, culture, et al) that pertain to that narrator's society. The paper requires the student be familiar with the chosen society and try to put him or herself in that person's shoes and see that society from the narrator's point of view.

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