

I. Introductory Information

A. Department Name:	History, Political Science and Economics
B. Department Catalog Number:	HIST 111
C. Course Title:	Global History I
D. Semester Hours of Credit:	3
E. Clock Hours Per Week:	3 hours
F. Overlays:	None
G. Restrictions Upon Student Registration:	Restricted to History and Citizenship education majors

II. Description of the Course

A. Catalog Description

A global survey of the evolution of societies and civilizations from prehistory to the early modern era. It covers the history of Europe and the Mediterranean basin, but also Africa, Asia and the Americas. Recurrent themes are the environment, community, politics, economy, technology, belief systems and culture. Fulfills general education requirement in world history.

B. Comprehensive Description

The content of this course relates to standards for the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Pennsylvania Department of Education. The course addresses Unit Standard One: Subject Matter: "The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students."

III. Exposition

A. Objectives. Upon completion of the course students will be able to do the following:

1. Identify key persons, events and concepts in world history, from prehistory to the early modern era.
2. Locate populations, environments and regions under consideration.
3. Outline major historical periods.
4. Recognize key elements in social organization, i.e., kinship and community, politics, economy, technology, culture and belief systems.
5. Consider the forms through which humans have sought to express and interpret their experiences, i.e., art, literature and philosophy.
6. Identify and examine recurrent themes or problems in the human experience, i.e., power, inequality, conflict, environmental change, invention, or globalization.
7. Explore the diversity of historical and cultural experiences.

Request of General Education Overlay
Writing Emphasis (WE)

Course # <u>Hist 111</u>	Section(s) <u>ALL</u>	Title <u>Global History I</u>	<u>3</u> sh
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Sections of courses designated WE are recommended by the department each semester as part of the scheduling process. Completed criteria sheets for each WE course should accompany the proposed schedule of courses submitted to the Deans for approval. Available resources may limit the number of WE courses that can be offered during a semester. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type.

Criteria for Writing Emphasis (WE)

The purpose is to maintain the writing skills developed in the first-year composition course.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target). 	<p>Enrollment in History 111 is limited to twenty-five.</p>
<ul style="list-style-type: none"> Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class. 	<p>Students in History 111 will engage in a number of writing exercises both inside and outside the classroom. Through these assignments students will demonstrate their ability to identify and examine themes and problems in human history and to explore the diversity of historical and cultural experiences (objectives 6 and 7). Instructors may also use writing assignments to provide students with opportunities to react to literature and art and to demonstrate their mastery of historical periodization (Objectives 3 and 5).</p>
<ul style="list-style-type: none"> Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing conventions particular to the discipline should be emphasized. 	<p>Instructors will provide students with detailed instructions outlining their demands and expectations for each assignment. They will provide model essays as appropriate and refer students to standard writing guides in the discipline. As always, faculty will be available to assist students with writing assignments during office hours and during regularly scheduled conferences.</p>
<ul style="list-style-type: none"> Revise a portion of his/her writing by 	

<p>applying suggestions from the instructor, comments from peer review editors, and/or advice from Writing Center tutors.</p>	<p>Students will submit drafts of longer papers in order to receive editorial suggestions. Opportunities for revision will be integrated into the course schedule. Students will assist one another by reading and commenting upon written work as appropriate. The services of the Writing Center will be well advertised and students will be encouraged, if not required, to take advantage of the facility.</p>
<ul style="list-style-type: none">• Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade.	<p>The majority of each student's grade will be based upon evaluation of their written work. Students will be evaluated on both the quality of the written work submitted and the substance of the ideas offered.</p>