

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department: Communications, Arts and Social Sciences

Programme: History

FHEQ Level: 3

Course Title: World Cultural History I

Course Code: HST 3100

Course Leader: Professor Michele Cohen

Student Engagement Hours: **120**

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning : 75

Semester: FALL and/or SPRING and/or SUMMER

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

The course serves as a broad introduction to world cultures from the beginnings of humankind in Africa through to the end of Western Roman Empire in AD476. The peoples and cultures covered include: Neolithic society, Sumeria, Egypt, the Hittites, Assyria, Persia, the Greek world (including Alexander the Great and the successor kingdoms of the East), Han China, Rome, Islam, and the Byzantine Empire. The course aims to give the student a general understanding and appreciation of some of the art, architecture, philosophy, literature, religion, and politics of the cultures being studied. It also draws attention to diversity as well as similarities within and between regions and countries, emphasising the considerable interaction that occurred between different places and peoples. Specific attention will be paid to how historians study the past, including different forms of evidence and historiographical debates.

Pre-requisites and/or Co-requisites: N/A

Aims and Objectives:

To gain an understanding of how the interaction of culture, geography, politics and religion shaped the ancient world. To become acquainted with some of the key historical periods and cultures prior to AD700. To gain experience of using a wide range of source materials, including primary, secondary, literary and visual materials, and learn to synthesise this information into a coherent whole. To enhance historical and transferable skills (written and oral) through

seminars, group discussion, presentations, exams, and research papers based upon a critical understanding of various documents (primary and secondary) and other media.

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

3A(i); 3B(i); 3C(i); 3D(i)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental page of the portal.

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes.

- Have a critical understanding of the main developments in world history up until the rise of Islam.
- Be aware of different cultures and peoples across time and space in order to enhance their intercultural awareness.
- Have developed historiographical skills.
- Demonstrates the ability to gather, organise and deploy abstract ideas and detailed information in order to formulate arguments cogently, and express them effectively in written, oral or other forms
- Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions

Indicative Content:

- Historical overview of world cultures up to AD476
- Comparative analysis of different world cultural entities
- Using archaeology in the study of pre-history
- Introduction to historiographical debates
- Art, Architecture, Philosophy, Literature, Religion and Politics of early world cultures
- The importance of primary sources in historical study

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

The course will be taught through a combination of lectures and seminar classes. Lectures are primarily designed to give an overview of the issues and problems on a particular topic, and thereby provide guidance for seminar discussion. Seminars will be used for debates and group/sub-group discussion, and are intended to provide an interactive and participatory learning environment. Students are expected to do the set readings for each week, and to be prepared to contribute to class discussion and discussion sub-groups. The general approach to classes is informal, and discussion is viewed as an essential part of learning.

Bibliography:

- Bentley, J & Ziegler, H . *Traditions and Encounters: A Global Perspective on the Past*

