

## **COURSE SPECIFICATION DOCUMENT**

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

<b>Academic School/Department:</b>	<b>CASS</b>
<b>Programme:</b>	<b>History</b>
<b>FHEQ Level:</b>	<b>3</b>
<b>Course Title:</b>	<b>World Cultural History</b>
<b>Course Code:</b>	<b>HST 3200</b>
<b>Course Leader:</b>	<b>Neil Mackie</b>
<b>Student Engagement</b>	<b>Hours: 120</b>
<b>Lectures:</b>	<b>22.5</b>
<b>Seminar / Tutorials:</b>	<b>22.5</b>
<b>Independent / Guided Learning:</b>	<b>75</b>
<b>Semester:</b>	<b>FALL and/or SPRING and/or SUMMER</b>
<b>Credits:</b>	<b>12 UK CATS credits</b> <b>6 ECTS credits</b> <b>3 US credits</b>

### **Course Description:**

This is a survey course that examines a variety ancient cultures of the Bronze and Iron ages, across the world. It aims to introduce students to the diversity and parallels that exist in human history. Students will learn about the interaction of politics, arts, ideologies and the economy in shaping the various cultures under study. Material culture and textual evidence will be used to explore how we can know about the past and begin to understand how to read secondary sources in a critical manner. Key areas of focus will be the development of early states, trade and economic development, war and diplomacy, the diverse role and status of women in the ancient world. We will explore the ideologies that acted as glue for these cultures and how they represented themselves.

**Prerequisites:** none

### **Aims and Objectives:**

The class aims to foster the acquisition, development and consolidation of a variety of historical and transferable skills through the study of particular themes in world history from the early Bronze Age to the c200AD. The course particularly encourages

the development of critical thinking around a variety of types of archaeological and written evidence. The particular skills focused on include research and close reading skills, formulating and presenting a coherent argument based upon a critical understanding of a variety of material and written primary sources.

### **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 archive maintained by the Academic Registry and found at:  
<http://www.richmond.ac.uk/admitted-students/programme-and-course-specifications/http://www.richmond.ac.uk/admitted-students/programme-and-course-specifications/>

### **Learning Outcomes:**

By the end of this course, successful students should be able to:

- Demonstrate a knowledge of a variety of the cultures to enhance an intercultural awareness;
- Demonstrate the ability to gather, organise and deploy abstract ideas and detailed information in order to formulate arguments cogently, and express them effectively in written and oral forms;
- Critically read both primary and secondary sources at a basic level;
- Demonstrate an understanding how gender roles vary across cultures and across time periods;
- 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 cultures of the Bronze and Iron Ages
- Using archaeology in the study of ancient history
- An introduction to historiographical debates around the course
- Women in the Ancient World
- Trade, War, Material Culture, Religion and Politics of early world civilizations

**Assessment:**

This course conforms to the Richmond University Standard Assessment Norms approved at Learning and Teaching Policy Committee found at:

<http://www.richmond.ac.uk/wp-content/uploads/2014/10/ALL-ASSESSMENT-NORMS-CATEGORIES-with-descriptions-Jan-2014.pdf>

**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:**

See syllabus for complete reading list.

**Indicative Text(s):**

Bentley, Jerry and Herbert Ziegler, *Traditions and Encounters: A Global Perspective on the Past*. McGraw-Hill Higher Education, 5<sup>th</sup> edition, London, 2010  
Scarre, Chris, *Ancient Civilizations*. Pearson; 3<sup>rd</sup> edition, London, 2007  
Scarre, Chris, *The Human Past*. Thames and Hudson Ltd; 3<sup>rd</sup> edition, London, 2013  
Stearns, Peter, et al., *World Civilizations*. Pearson Longman; 5<sup>th</sup> edition, London, 2006

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry