



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**HIS3510 World History I**  
**3 Semester Hours**

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**Student Learning Outcomes & Enabling Objectives**

1. Explain and utilize historical concepts, terms, and perspectives, e.g. chronology, periodization, historiography, revisionism, interpretation, evidence, causation, and consequence.
  - (a) Apply historical concepts, terms and perspectives in writing, e.g. through the discussion board, the research essay, and the documents exam.
  - (b) Apply historical concepts, terms and perspectives orally, e.g. through regular class engagement and the research presentation.
2. Examine primary sources relevant to prehistory and ancient world history (to c.300).
  - (a) Identify repositories for and types of primary sources particular to prehistory and ancient world history, e.g. written records, physical evidence at historical sites.
  - (b) Evaluate primary sources systematically in order to establish reliability, sufficiency, and utility.
3. Acquire and develop knowledge and understanding of the chronology of prehistory and ancient world history (to c.300).
  - (a) Identify and explain major events, developments, and the role of individuals in prehistory and ancient world history.
  - (b) Assess the significance of these events, developments, and individuals in prehistory and ancient world history.
4. Acquire and develop knowledge and understanding of some historiographical themes and theoretical perspectives relevant to prehistory and ancient world history (to c.300).
  - (a) Evaluate some historiographical debates, e.g. the “Black Athena” thesis, the legacy of Roman civilization, the legacy of the Qin.
  - (b) Apply some theoretical perspectives, e.g. civilization, theocracy, empire.
5. Examine the relationship between geography and prehistory and ancient world history (to c.300).
  - (a) Apply geographical terms and concepts (e.g. region, population, migration) in historical context.
  - (b) Analyze the relevance of physical features (e.g. climate, topography, and natural resources) in shaping global human and environmental developments.
  - (c) Analyze the relevance of cultural factors (e.g. language, religion, race and ethnicity) in shaping global human development and interaction.

6. Examine global economic developments in ancient world history (to c.300).
    - (a) Apply economic terms and concepts (e.g. scarcity, subsistence) in historical context.
    - (b) Analyze the role of trade in ancient world history.
    - (c) Analyze the relationship between wealth and power in ancient world history.
    - (d) Analyze the relationship between economic competition and war in ancient world history.
  
  7. Examine the relationship between politics and ancient world history (to c.300).
    - (a) Apply political terms and concepts (e.g. government, sovereignty, monarchy, empire) in historical context.
    - (b) Analyze different forms of government between and within regions in ancient world history.
    - (c) Analyze the strategic relationship between empires (e.g. Rome and Persia) in ancient world history.
    - (d) Analyze the consequences of changes in military technology in ancient world history.
  
  8. Develop domain-specific and transferable skills.
    - (a) Improve critical thinking (analysis and synthesis of arguments).
    - (b) Improve competence in composition (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, precise spelling and grammar, and accurate referencing).
    - (c) Improve competence in presentation (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, effective use of Information and Communication Technology, confident articulation, and accurate referencing).
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These SLOs are not approved for experiential credit.

**Effective: Fall 2017**