

**College of Micronesia-FSM  
COURSE OUTLINE COVER PAGE**

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| <u>Historical Geography</u><br><b>Course Title</b> | <u>SS/ED 333</u><br><b>Department and Number</b> |
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**Course Description:** This course emphasizes the history of humans as they have spread and interacted with the physical world. It is designed to give the students the mental (informational & cognitive) frameworks necessary to teach any aspect of the story of humans upon the earth.

**Course Prepared by:** Social Science      **State** National Campus

|                        | Hours per Week |   | No. of Week |   | Total Hours  |   | Semester Credits |
|------------------------|----------------|---|-------------|---|--------------|---|------------------|
| <b>Lecture</b>         | <u>4.5</u>     | x | <u>16</u>   | x | <u>72/16</u> | = | <u>4</u>         |
| <b>Laboratory</b>      |                | x |             | x |              | = |                  |
| <b>Workshop</b>        |                | x |             | x |              | = |                  |
| Total Semester Credits |                |   |             |   |              |   | <u>4</u>         |

**Purpose of Course:**

|                    |                   |
|--------------------|-------------------|
| Degree Requirement | <u>X</u>          |
| Degree Elective    | <u>X</u>          |
| Certificate        | <u>          </u> |
| Other              | <u>          </u> |

**Prerequisite Course(s):** Acceptance into 3<sup>rd</sup> year program.

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| _____<br><b>Signature, Chairperson, Curriculum Committee</b> | _____<br><b>Date Approved by Committee</b> |
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| _____<br><b>Signature, President, COM-FSM</b> | _____<br><b>Date Approved by President</b> |
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## **Course Description**

This course emphasizes the history of humans as they have spread and interacted with the physical world. It is designed to give the students the mental (informational & cognitive) frameworks necessary to teach any aspect of the story of humans upon the earth.

### **Education Division Learning Program Outcomes:**

1. The student will be able to demonstrate a mastery of the content of the elementary school curriculum.
2. The student will be able to develop and demonstrate elementary school curriculum in English and the heritage language.
3. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of bilingual elementary school students.
4. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
5. The student will be able to organize and manage a classroom environment for learning.
6. The student will be able to demonstrate and use background knowledge in the following areas; learning theories and principles, human development, language development, technology, educational foundations, sociocultural issues and individual and group motivation.
7. The student will be able to demonstrate professionalism.

## **I. Course Objectives**

### **General Objectives**

1. The students will be able to explain how the dynamic changing earth came to its present form and the forces still operating to bring about changes to its landforms.
2. The students will be able to explain the processes that bring about weather and climate.
3. The students will be able to trace the earliest development and spread of humans on the earth and the march of global human civilization up to the present time.
4. The students will be able to explain the reasons why civilizations develop where and how they do.

5. The students will be able to describe the key features of the various major civilizations of Eurasia, Africa, the Americas and the Pacific.

6. The students will be able to explain the major global impacts of humans on the earth.

### **Specific Objectives**

#### **Unit 1 --The Earth's Landforms**

1. Describe the physical evidence for and the processes of plate tectonics.
2. Explain the meaning and name of the process that occurs when two plates collide.
3. List the three classes of rocks according to their origin and describe the ways in which they can be distinguished from one another.
4. Explain what is meant by gradation and volcanism
5. Draw a diagram of and explain the processes of folding, jointing and faulting
6. Explain how a tsunami develops
7. Explain the distinction between mechanical and chemical weathering
8. Describe how glaciers form and the ways in which they shape the land
9. Describe how ocean waves and currents alter the land they come into contact with.
10. On a map of the world draw the outlines of the world's tectonic plates
11. Describe the geographic features of the islands and atolls of the FSM including landforms, flora & fauna, soil, climate and weather.
12. Explain the process that account for the landform features of Micronesia
13. Describe the characteristics of the patterns of settlement on the islands and atolls of the FSM
14. Draw an approximate map of the islands and atolls of the FSM
15. On a map identify all of the nations of Oceania
16. Draw a detailed map of the state to which an individual student belongs

## **Unit 2 -- Weather and Climate**

### **Objectives**

1. Explain the difference between weather and climate
2. List the factors that determine the amount of insolation received at any given point on the earth.
3. Explain the ways in which land and water areas respond differently to equal insolation and how these responses relate to atmospheric temperatures and pressures
3. Draw a diagram of and explain the characteristics of stratus, cirrus and cumulonimbus clouds.
4. Draw and diagram of and explain the characteristics of convectional, frontal and orographic precipitation
5. List the distinguishing temperature, moisture, vegetation and soil characteristics of each type of climate

## **Unit 3 -- Objectives – Human Origins and Early Civilizations**

### **Objectives**

1. On a map of Africa roughly outline the areas where our human ancestors (Australopithecus and Homo) evolved.
2. On a map of the world draw lines with arrows showing the migrations of our homo erectus ancestors
3. On a map of the world draw lines with arrows showing the migrations of the first homo sapiens
4. Describe the technology, economic way of life and social organization of our hunter-gatherer ancestors and show how these provided a foundation for later patterns of human existence.
5. Describe the major economic changes that resulted from the occurrence of the Neolithic Revolution focusing on social lifestyle changes and its impact on both the group and the individual

6. On a map of the world show where the ancient civilizations of Mesopotamia and Egypt developed.
7. List the major characteristics of a civilization.
8. List the major achievements of the Mesopotamian and Egyptian civilizations
9. Compare and contrast the ideas of Zoroaster, Judaism and Akhenaten

#### **Unit 4 -- Ancient India and China**

##### **Objectives**

1. Describe the characteristics of the civilizations of Harappa and Mohenjo Daro
2. Describe the development of the caste system. Explain the social, political and religious aspects of the caste system.
3. Explain the concept of reincarnation as it is understood by Hindus
4. Identify Siddhartha Gautama and describe the early development of Buddhism
5. On a map of central Asia and the Indian subcontinent show the locations of Harappa and Mohenjo Daro and using lines with arrows show the invasion route of the Aryans
6. Describe the major achievements of the ancient Shang, Zhou, Qin and Han dynasties in China
7. Compare and contrast the ideas of Confucianism, Legalism and Daoism.
8. On a map show where the first Neolithic rice farming settlements developed and also where the first Zhou state later developed

#### **Unit 5 -- The Greeks and Romans**

##### **Objectives**

1. Describe the Mycenaean and Minoan civilizations
2. Compare and contrast the values and actions of the city-states of Sparta and Athens.
4. Describe the ideas of Socrates, Plato and Aristotle

5. Compare and contrast the Hellenistic philosophies of Epicureanism and Stoicism.
6. Describe the Hellenistic achievements in science and literature
7. On a map identify the islands of Crete and Cyprus as well as the sites of ancient Mycenae and Troy and classical Athens and Sparta
8. On map show the area of the empire conquered by Alexander the Great
9. Describe the political and social organization of the Roman Republic
10. Describe the political and social organization of the Roman Empire
11. Describe the rise of Christianity in the early and late Roman Empire period
12. On a map show the area of the Roman Empire

## **Unit 6 -- Early Africa, America and The Pacific**

### **Objectives**

1. Describe the characteristics of the various geographical regions of Africa
2. Discuss how the discoveries about early developments on Nubia, Kush and the Sahara have challenged historians thinking about the origins of civilization in Africa and the world
3. List the major factors that determined the strength and spread of Islam and Christianity in northern and eastern Africa.
4. On a map show the classical kingdoms of Axum, Nubia, Kush, Numidia and Mauretania
5. Describe the early developments and major achievements of the Olmec and other pre-Aztec Central American societies.
6. Compare and contrast the achievements of the Mayan, Incan and Aztec civilizations
7. On a map show the areas inhabited by the Olmec, Maya, Aztec and Inca civilizations
8. On map show the areas called Sunda and Sahel
9. On a map using lines with arrows show the migration routes of Micronesians, Polynesians and Melanesians throughout the Pacific

## **Unit 7 -- Medieval Europe and the Rise of Islam in the Middle East**

### **Objective**

1. Describe the ways in which the early Germanic kingdoms in Europe were a synthesis of German and Roman culture
2. Describe the societal needs and social and political trends that were involved in the development of feudalism.
3. Describe the manorial system of agriculture and its relation to feudalism
5. On a map show the kingdoms of the Lombards, Franks and Anglo-Saxons between 600—814 AD
7. Compare and contrast the founding and development of Islam with Christianity and Judaism
8. Describe the beliefs and practices of the Islamic religion and explain how they reflect the experiences of Muhammad and the culture of Arabian society in this time
9. List the significant political, social and cultural achievements of medieval Islam
10. On a map show the area of the Arab conquests between 632-750 AD and identify the cities of Mecca, Medina, Jerusalem, Damascus and Bagdad

## **Unit 8 -- Medieval India and China**

1. List the most significant political, social and cultural achievements of the Kushan and Guptan kingdoms
2. Compare and contrast the beliefs and practices of Theravada and Mahayana Buddhism.
3. On a map of the Indian subcontinent show the extent of the Kushan and Gupta Empires
4. Describe the most significant political, social and cultural achievements of the Sui and Tang dynasties possible
5. Describe how details of the Chinese civil service examination process related to Confucianism and the development of Chinese society

6. Describe most significant political, social and cultural achievements of the Tan, Song and Yuan dynasties
7. On a map of China show the extent of Sui and Tang empires

## **Unit 9 -- The Renaissance and Reformation in Europe**

### **Objectives**

1. Explain how the papacy of Boniface VIII, the Avignon papacy, and the Great Schism contributed to the decline of the Roman Catholic Church and the rise of secularism.
2. Describe the causes, nature and results of the Italian Renaissance
3. Describe the impact of printing on European society
4. Describe the conditions and events that led to European maritime expansion, particularly factors related to Islam and the Spice Trade
5. On a map of the world with lines and arrows show the voyage routes of Columbus and Magellan
6. Discuss the most significant individuals and events involved in the rise of Protestantism in Germany, Switzerland and England
7. On a map of Europe show the areas of Roman Catholicism, Lutheranism, Calvinism and Anglicanism

## **Unit 10 -- The Enlightenment and Scientific Revolution in Europe**

### **Objectives**

1. Describe the links that existed between the ideas of the Renaissance and the ideas about the world and its inhabitants held by Bacon, Descarte and other Scientific Revolution luminaries
2. List the major contributions made in the fields of medicine and astronomy during the Scientific Revolution
3. Describe Cartesian dualism and explain how it changed views about humanity and the world.
4. Explain how the Enlightenment related to the Scientific Revolution



5. Discuss the emergence of the social sciences in terms of their philosophical foundations and the ideas of individuals such as John Locke and Adam Smith

### **Unit 11 -- The American and French Revolutions**

1. Describe the nature of British rule in North America and compare and contrast it with the ruling styles of the French and Spanish in America
2. Describe the conditions and events that led to the American Revolution
3. Trace the major military operations of the American Revolutionary War
4. Describe the conditions and events that led to the French Revolution
5. Explain how and why Napoleon came to power, built his empire and met his ultimate fate
6. Describe the impact that Napoleon had on European society
7. On a map of Europe show the extent of the area of Napoleon's French empire

### **Unit 12 -- The Beginnings of Modernization: Industrialization, Nationalism and Imperialism**

1. Explain why the industrial revolution began in England
2. Explain how the nature and pace of the Industrial Revolution was influenced by technological development.
3. Describe the impact of industrialization on European societies and why these impacts led to outbreaks of revolutionary fervor.
4. Describe the ideas of Karl Marx
5. Describe the ways in which Western imperialism was an inevitable result of Industrialization
6. Describe the institutionalization of European colonialism in terms of its philosophical underpinnings and the actual practices and policies that its practitioners employed.
7. Explain the ways in which European imperialism and colonialism led to the birth and growth of nationalism among the colonized people

8. On a map of Africa identify the colonial holdings of England, France, Germany, Belgium and Portugal

### **Unit 13 -- World War I and World War II**

#### **Objectives**

1. Describe the conditions and event that led to World War I
2. List the members of the Allied and Central Power of World War I
3. Describe the technological and military characteristics of this first fully mechanized war
4. On a map of Europe show the extent of the areas under the Allied and Central Powers
5. Describe the conditions and events that led to the Russian Revolution and the rise of the Soviets
6. Describe how the Paris Peace Conference ultimately set the stage for the rise of Fascism, Adolf Hitler and World War II
7. Trace the events which led to the acquisition of Micronesia by Japan under the auspices of the League of Nations
8. Describe the rise of Adolf Hitler in the 1930's and the event that led to the outbreak of World War II in Europe.
9. Trace the major events of World War II in Europe from 1939 to 1945
10. Trace the major events of the War in the Pacific from 1941 to 1945
11. On a map of Eurasia and Africa show the extent of the areas of the Allied and Axis powers
12. On a map of the Pacific show with lines and arrows the course of the American conquest of the Japanese empire

### **Unit 14 -- From the Cold War to the Present**

1. Describe the ideas, fears and events that led to the U.S. – Soviet tension known as the Cold War.
3. Trace the rise of Mao Tse Tung and the events of the Chinese Revolution.

4. Describe the decolonization processes for India, Africa, the Middle East and Southeast Asia.
5. Describe the Trust Territory system for the former Japanese mandate of Micronesia and the developmental trends under the American administration.
6. Describe the events that led to the Korean War and its final outcome.
7. Describe the events that led to the Vietnam War and its final outcome.
8. Describe the events that led to the decline and fall of the Soviet Union and the thawing of relationships between the United States and Russia.
9. Describe the events that led to the liberalization of the Chinese economy
- 10.. Trace the History of the Middle East Conflict from 1947 until the present, including the conflict with Bin Laden and the Taliban in Afghanistan.
11. Identify the significant Micronesian individuals of the Japanese, American and post-independence periods and explain their significance.

### **Unit 15 – Human Impact on the Global Environment**

1. Describe the impact of industrial technological capitalism on the environment over the past 150 years
2. Describe the population trends since 1945 and their impact on the environment
3. Describe the major sources of air, water and soil pollution and their impact on the environments
4. Describe the problems of ozone layer depletion, the greenhouse effect and global warming
5. Describe the major current and potential environmental problems of the FSM

## **II. Course Contents**

### ***Unit 1 – The Earth's Landforms***

Plate tectonics

Volcanism

Seismology

Weathering of rock

Glaciers

***Unit 2 – Weather & Climate***

Weather

Climate

Precipitation

El Nino

Biomes

***Unit 3 – Human Origins & Early Civilizations***

Human origins in Africa

Homo erectus migrations

Homo sapiens migrations

Neolithic revolution

Mesopotamia

Egypt

***Unit 4 – Ancient India & China***

Harappa & Mohenjo Daro

Aryans

Caste system

Hinduism

Buddhism

***Unit 5 – The Greeks & Romans***

Mycenaean & Minoans

Sparta & Athens

Socrates, Plato & Aristotle

Hellenism

Alexander the Great

Christianity

Roman Empire

***Unit 6 – Early Africa & The Pacific***

Nubia & Kush

Islam

Axum

Olmecs & Toltecs

Mayans, Incans, Aztecs

Sunda and Sahel

Micronesian, Polynesian, Melanesians

***Unit 7 – Medieval Europe & Islam in the Middle East***

Germanic kingdoms

Feudalism

Origin of Islam

Spread & Impact of Islam

***Unit 8 – Medieval India & China***

Kushan and Guptan Kingdoms  
Theraveda & Mahayana Buddhism  
Sui and Tang dynasties  
Confucianism  
Tan, Song & Yuan dynasties

***Unit 9 – The Renaissance & Reformation in Europe***

The Great Schism  
The Italian Renaissance  
The impact of printing  
Columbus & Magellan  
Luther & the Reformation  
Catholic Counter Reformation

***Unit 10 – The Enlightenment & Scientific Revolution in Europe***

Bacon & Descarte  
The Scientific Revolution  
Isaac Newton  
The Enlightenment  
Voltaire

***Unit 11 – The American & French Revolutions***

The American Revolution  
The French Revolution  
Napoleon & Empire

***Unit 12 – Modernization, Industrialization, Nationalism & Imperialism***

The Industrial Revolution  
Karl Marx  
European Nationalism  
European Imperialism

***Unit 13 – World War I and World War II***

World War I  
The Russian Revolution  
The League of Nations Mandate  
The Great Depression  
Fascism  
World War II

***Unit 14 – Cold War to the Present***

U.S.- Soviet relations  
Mao Tse Tung and the Chinese Revolution  
The U.S. Trust Territory  
The Korean War

The Vietnam War  
The Middle East Conflict  
Independent Micronesia

### ***Unit 15 – Human Impact on the Global Environment***

The impact of industrial technological capitalism  
Air, water and soil pollution  
Global Warming & the Greenhouse effect

### **III. Textbooks**

Duiker, W. & Spielvogel, J. 2001. *World History Volume One: To 1500*. Belmont: Wadsworth.

Duiker, W. & Spielvogel, J. 2001. *World History Volume Two: Since 1500*. Belmont: Wadsworth.

O'Brien, P. 2002. *The Oxford Atlas of World History*. Oxford: Oxford University Press.

### **IV. Required Course Materials**

NA

### **V. References**

Getis, A. 1998. *Introduction to Geography*. New York: McGraw-Hill.

Salter, C. 2000. *The Essentials of World Regional Geography*. New York: Saunders Publishing.

### **VI. Instructional Cost**

NA

### **VII. Methods of Instruction**

This course strives for intensity in order to bring about both quantitative and qualitative leaps in the students. These leaps are defined in terms of the amount of historical and geographical material acquired by students and also in terms of the level at which students can cognitively manipulate the content i.e. critical analysis and reflection. The means of creating this intensity is by the amount of work the students are given (simply piling it on) and also, importantly, the various ways to get the students to engage the material and process it. More specifically, students are required to do a lot of reading; to extract material from the textbook i.e. reading notes, chronologies and maps; and then they are required to answer questions based upon the reading, and lastly there are lecture notes as well. There will also be assignments and written work from the historical atlas. The textbook related and class work is kept in a portfolio that counts for ½ of their grade.

The pace also adds to the intensity – we move fast and I do a small to medium amount of lecturing. We need to cover one unit per week.

### **VIII. Evaluation**

Evaluation for this course will consist of Unit Test, a Portfolio and an Exit Exam. The portfolio will consist of lecture notes, reading notes and assignments. Unit tests will be directly mapped from the objectives. With regard to the portfolio and textbook reading notes, students will not only extract what they feel to be important points, but will also be responsible for copying all chronologies and maps into their notebooks. The exit exam will test for both recall and the cognitive ability to think in both broad and narrow historical terms and also to synthesize and make analytical comparisons. Students must pass the exit exam with a C (70%) or better in order to matriculate out of the course. Students may take the exit exam as many times as it necessary in order to pass.

### **IX. Attendance Policy**

The standard COM-FSM attendance policy applies to this course.

### **X. Academic Honesty Policy**

The standard COM-FSM academic honesty policy applies to this course.