



COURSE OUTLINE FALL 2008

<u>HIS 112</u> Course Number	<u>World History to 1500</u> Course Title	<u>3</u> Credits
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<u>3</u> Class or Lecture Work Hours	<u> </u> Laboratory Hours	<u> </u> Clinical or Studio	<u> </u> Practicum, Co-op, Internship	<u>15 weeks</u> Course Length (15 week, 10 week, etc.)
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<u>Not Applicable</u> Performance on an Examination/Demonstration (Placement Score (if applicable); minimum CLEP score)	<u>none</u> Alternate Delivery Methods (Online, Telecourse [give title of videos])
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Required Materials:

Edward Judge and John Langdon, *Connections: A World History*. NY: Pearson Longman, 2009.

Catalog Description:

A survey of World History from prehistory to 1500 examining the development of ancient societies in Asia, Europe, Africa, the Americas, and Oceania. The course charts the development of individual societies focusing on interactions between peoples of different societies including ancient Egypt and Nubia, India, classical Greece and Rome, the Islamic states, Han China, early Korea and Japan and Andean and Mesoamerican societies.

Prerequisites:

None

Corequisites:

None

Latest Review: Summer 2008

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Available Resources:

Textbook website – [New book; website available August 2008]
Video series on ancient China, Mexico, Andean Civilization.

Learning Center Resources:

No tutors or study groups as of now.

Course Competencies/Student Learning Objectives.

Students will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources (whether they seem more “historical,” “literary,” or “philosophical”) and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of western civilization.
6. use information technologies in acquiring new knowledge and perspective.
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence.
8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature.

General Education Objectives.

Gen Ed Mission:

- Students will be competent in critical...thinking;
- Students will be immersed in the critical study of what it means to be human;
- Students read, evaluate, appreciate and write about a wide range of texts and experiences;
- Students will learn how to integrate their learning into a lifelong process of understanding themselves, others, and the world

General Education Knowledge Goals:

- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- **Goal. 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- **Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
 - 7.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.
 - 7.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers’ point of view.

- 7.3. Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.
- **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

Gen Ed Core Skills:

- **Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.
- **Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.
- **Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
- **Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Examinations and Required Work.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course are designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors will emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses will, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ◆ Textbook as well as primary documents (from MyHistoryLab and other sources) will be clearly assigned to the students

Exams & Quizzes

- ◆ At least two (2), one-hour exams
- ◆ A Final Exam
- ◆ Exams should include at least a short essay component

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the

evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- A minimum of two (2), but preferable three (3), writing assignments
 - At least one (1) essay should concentrate on primary documents
 - At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- Length of the essays may be determined by the instructor; short (e.g., two-three page) essays are acceptable.
- Writing assignments should all be designed to develop student learning outcomes in critical thinking, information literacy, and writing (**Course Competencies 1, 2, 6, 7, 8; Gen Ed Goals 1, 7; Gen Ed Core Skills: Critical Thinking, Information Literacy, Intra-Cultural and Inter-Cultural Responsibility**)

For further tips on the preparation of class assignments, see the document, “Tips for Making Assignments in the Western Civilization Classroom: Papers, Reports, and Projects”

Units of Study in Detail. The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer’s Western Civilization survey courses.

Introduction to the Scope and Sources of World History

Learning Objectives: *Students will be able to*

- Describe the geographical and chronological parameters of World history. (**Course Competencies 3, 4, 5, 8; Gen Ed Goal 7**)
- Demonstrate an understanding of the periodization and chronology of the course. (**Course Competency 4; Gen Ed Goal 7**)
- Identify primary vs. secondary sources and discuss the uses and limitations of each. (**Course Competencies 1, 2; Gen Ed Goals 1, 7**)

Unit I: The Emergence of Human Communities, to 500 B.C.E.

1. The Emergence of Human Societies: The First 4 Million Years

Learning Objectives: Students will be able to

- Describe the types of evidence historians draw on in the study of the Paleolithic and Neolithic periods and how these sources differ from the information used for studying later periods. (**Course Competencies 1, 2; Gen Ed Goals 6, 7**)
- Discuss the significance of the fact that humans evolved as part of the natural world. (**Course Competencies 3, 4; Gen Ed Goal 7**)
- Describe how the physical and mental abilities that humans gradually evolved gave them a unique capacity to adapt to new environments. (**Course Competencies 3, 4; Gen Ed Goal 7**)
- Explain how human communities in different parts of the world learned how to manipulate the natural works, domesticating plants and animals for their food and use. (**Course Competencies 3, 4; Gen Ed Goal 7**)
- Describe the Agricultural Revolution(s) and explain how they affected gender roles and changed the way people lived. (**Course Competencies 3, 4; Gen Ed Goal 7**)

2. The First River Valley Civilizations: Mesopotamia, Egypt, and India, 3500-1200 B.C.E.

Learning Objectives: *Students will be able to*

- Define the term “civilization” and discuss some explanations for the emergence of early civilizations. **(Course Competencies 3, 4, 7, 8; Gen Ed Goal 7)**
- Discuss how the need to organize labor resources shaped the political and social structures of the societies of Mesopotamia, Egypt, and the Indus Valley. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe how the interaction of these societies with the environment was reflected in their religious beliefs and world-views, providing specific examples from relevant ancient documents. **(Course Competencies 3, 4; Gen Ed Goals 7, 8)**
- Evaluate how differences in the environment and geographical location affected the development of civilization in Mesopotamia, Egypt, and the Indus Valley. **(Course Competencies 3, 4; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**
- Discuss the evidence for interaction between the civilizations of Mesopotamia, Egypt, and the Indus Valley and other peoples (including interaction between the three civilizations themselves) and evaluate the importance of interaction with other peoples for the development of the three civilizations. **(Course Competencies 3, 4; Gen Ed Goals 7, 8)**
- Discuss some of the possible reasons for the decline and fall of the Indus civilization, paying careful attention to those factors that might explain the decline of civilizations in general. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare and contrast the types of evidence historians have available for the study of civilizations in Mesopotamia, Egypt, and the Indus Valley with a focus on explaining how the differences in these sources affect our understanding of these civilizations. **(Course Competencies 1, 2, 3, 4, 7, 8; Gen Ed Goals 6, 7)**
- Describe the major political and cultural developments in New Kingdom Egypt and explain why Egypt became an expansive and aggressive state during the New Kingdom.
- Discuss how technological and cultural influences of ancient centers (such as Egypt) affected the formation of new civilizations (such as Nubia). **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe the reasons for the nearly simultaneous collapse of several civilizations in the Middle East and Mediterranean during the Late Bronze Age. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Discuss the written and archaeological sources historians use in order to understand the history of the civilizations of the Late Bronze Age, focusing on their advantages and limitations. **Course Competencies 1, 2, 3, 4, 7, 8; Gen Ed Goals 6, 7)**
- Assess key written and archaeological sources available for the study of early civilizations (e.g., archaeological finds, the Code of Hammurabi, Egyptian and Mesopotamian Royal Inscriptions, etc.) **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 6, 7, 9; Gen Ed Core Skill: Ethical Decision-making)**

3. Early Society in China, 2200-500 B.C.E.

Learning Objectives: *Students will be able to*

- Describe the rise of civilization in China. **(Course Competencies 3, 4; Gen Ed Goal 7)**

- Discuss the ideology of kingship during China’s Shang dynasty and compare it with that of the Zhou dynasty. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe the philosophy of Legalism as it was instituted in the Qin empire and evaluate its short-term success and long-term legacy. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare and contrast the political philosophies of the Mandate of Heaven, Confucius, Daoism, and Legalism and make a judgment concerning the relative short-term success and long term legacy of each. **(Course Competencies 3, 4; Gen Ed Goals 7, 9; Gen Ed Core Skill: Critical Thinking)**
- Assess key written sources available for the study of Confucianism, Legalism, and Daoism **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 6, 7, 9; Gen Ed Core Skill: Ethical Decision-making)**

4. The Ancient Near East in the 1st millennium B.C.E.

- Explain why historians call the Assyrian Empire of the 1st millennium B.C.E. the first “true empire,” focusing on ways the Assyrians were able to conquer and control such a large and ethnically diverse empire. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Discuss how the religion of the Hebrews differed from those of their contemporary cultures (for example, Mesopotamia, Egypt, and the Hittites) and how the extant sources for understanding the religious beliefs and rituals of the various cultures differ. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 1, 6, 7, 9; Gen Ed Core Skill: Ethical Decision-making)**
- Describe the development and spread of Phoenician culture and the contributions of the Phoenicians to Mediterranean civilization. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain how the Persian Empire brought diverse peoples together in a stable realm. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**
- Describe the key tenets of Zoroastrianism and discuss the place of Zoroastrianism as a Great Tradition. **(Course Competencies 3, 4; Gen Ed Goals 7, 8)**

Unit II: The Formation of New Cultural Communities, 1000 B.C.E. – 400 C.E.

5. Early Civilizations in the Americas, 1200-250 B.C.E.

Learning Objectives: *Students will be able to*

- Analyze the key characteristics of early Mesoamerican civilization. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Discuss the ways that environmental challenges shaped the early civilizations of Central and South America. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare the development of complex civilizations in the Western Hemisphere with those of the Eastern Hemisphere, describing the factors that account for the major differences. **(Course Competencies 3, 4; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**

6. Greece and Iran, 1000-30 B.C.E.

Learning Objectives: *Students will be able to*

- Discuss the reasons for the sudden growth of the Persian Empire. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe how and why the governments of Sparta and Athens developed and changed from the Archaic through the Classical periods. **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Explain the reasons and outcomes of the conflicts between the Persians and the Greeks in the 5th-4th centuries B.C.E. (Persian Wars and Alexander's conquest). **(Course Competencies 3, 4, 5; Gen Ed Goal 7)**
- Describe and explain the influence of the Persians and of the Greeks on western Asia and Egypt. **(Course Competencies 3, 4; Gen Ed Goal 7)**

7. An Age of Empires: Rome and Han China, 753 B.C.E.-330 C.E.

Learning Objectives: *Students will be able to*

- Discuss the key characteristics of Roman government during the Republic and Empire. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain how Augustus transformed Roman from a republic into an empire. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe the causes and consequences of Roman expansion during the Republic and Empire. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain why Christianity developed when and as it did and analyze the context for how Judaism and Christianity posed challenges to the Roman belief system. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**
- Describe the roles of Jesus, St. Paul, and Emperor Constantine in the ultimate survival and success of Christianity. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare the success of the empires of Rome and Han China, describing the sources of their stability or instability and the weaknesses that eventually led to their downfall. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**
- Describe how the Roman and Han Chinese Empires were both quantitatively and qualitatively different from earlier empires. **(Course Competencies 3, 4, 5; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**
- Analyze how environmental, geographical, religious, and ideological factors explain the different long-term legacies of the Roman and Han empires. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare and contrast the role and status of women in Han China and Rome, citing specific examples from primary source documents. **(Course Competencies 3, 4; Gen Ed Goals 6, 7)**
- Discuss the role that nomadic peoples played in the history of both Rome and China. **(Course Competencies 3, 4; Gen Ed Goal 7)**

8. India and Southeast Asia, 1500 B.C.E. – 1100 C.E.

Learning Objectives: *Students will be able to*

- Explain the origin of the Indian class system during the Vedic Age, citing brief descriptions of the major class divisions and the connections with the Vedic *Hymn to Purusha*. **(Course Competencies 1, 2, 3, 4, 5; Gen Ed Goals 6, 7)**

- Compare and contrast the basic beliefs, practices, and success of Jainism and Buddhism and analyze the appeal of each. **(Course Competencies 3, 4; Gen Ed Goal 7; Gen Ed Core Skill: Critical Thinking)**
- Discuss the origins, evolution, and basic tenets of Hinduism. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**
- Compare the condition of Indian women during the Gupta Empire with that of women in Rome and Han China, citing specific examples from primary source documents. **(Course Competencies 3, 4; Gen Ed Goals 6, 7)**
- Describe the factors that combined to encourage the development of large political entities in Southeast Asia. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare and contrast the Gupta Empire and the Srivijayan states of Southeast Asia, paying particular attention to how each controlled the population, raised money, and maintained power. **(Course Competencies 3, 4; Gen Ed Goal 7)**

Unit III: Growth and Interaction of Human Communities, 300 B.C.E. – 1200 C.E.

9. Networks of Communication and Exchange, 300 B.C.E. – 1100 C.E.

Learning Objectives: *Students will be able to*

- Identify the locations and describe the participants and the major trade goods of the Silk Road, the Indian Ocean, and the trans-Saharan trade routes. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe the locations of the Silk Road and its importance for spreading technological advances and new ideas. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe the development and the mechanics of the trans-Saharan trading system, explaining how it differed from the maritime systems of the Mediterranean and Indian Ocean. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Analyze the role of the Bantu migrations in the development of civilization in Africa. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Using specific examples, discuss the causes and patterns of the spread of Buddhism and Christianity. **(Course Competencies 3, 4; Gen Ed Goals 7, 8)**

10. The Sasanid Empire and the Rise of Islam, 200-1200

Learning Objectives: *Students will be able to*

- Describe the beliefs and requirements of Islam. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**
- Explain how Islam was able to spread from Spain to India in a relatively short amount of time, dominating a wide range of territories and societies. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe the characteristics of Islamic civilization including the Shari'a, the role of cities in Islam, intellectual life, and the role of women. **(Course Competencies 3, 4; Gen Ed Goal 7)**

11. The Emergence of Christian Europe and Byzantium, 200-1200

Learning Objectives: *Students will be able to*

- Describe life in feudal society in the period from 200-1200, with careful attention to various economic, gender, and social groups. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Discuss the power and the limitations of the Christian church in Europe from 300-1200. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare and contrast the development of the Byzantine Empire and the development of western Europe. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain the reasons for the Crusades, the groups who benefited from them, and the way they affected Christian-Muslim relations. **(Course Competencies 3, 4; Gen Ed Goals 7, 8, 9; Gen Ed Core Skills: Critical Thinking, Ethical Decision-making)**

12. Central and Eastern Asia, 400-1200

Learning Objectives: *Students will be able to*

- Describe how China flourished under a restored empire? (Sui and Tang). **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Discuss the history and significance of the relationships between China and its neighbors including Central Asia, Korea, Japan, and Vietnam. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain the different roles of Buddhism in China, Tibet, Korea, and Japan. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**
- Evaluate the impact of Chinese culture on Japan and Korea. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain the nature and significance of technological innovation in the Song Empire. **(Course Competencies 3, 4; Gen Ed Goal 7)**

13. Peoples and Civilizations of the Americas, 200-1500

Learning Objectives: *Students will be able to*

- Describe the ways in which the environment affected the development of the economies, politics, and culture of the various parts of the Americas. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare and contrast the key characteristics of Olmec, Mayan, and Toltec civilizations. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare the development of Mesoamerican and Andean civilizations, particularly the Aztec and Inca Empires. **(Course Competencies 3, 4; Gen Ed Goal 7)**

Unit IV: Interregional Patterns of Culture and Contact, 1200-1550

14. Western Eurasia, 1200-1500

Learning Objectives: *Students will be able to*

- Describe the success of the Mongol invasions of Western Eurasia, with particular attention to Iran and Russia. **(Course Competencies 3, 4, 5; Gen Ed Goals 7, 8)**

- Discuss the effects of Mongol rule in the territories directly ruled by the Il-khan and the Golden Horde and compare those with the effects of Mongol rule on peripheral areas including Mamluk Egypt, Lithuania, and Western Europe. **(Course Competencies 3, 4; Gen Ed Goals 7, 8)**
- Describe and give some examples of the ways in which Islamic science, technology and intellectual life flourished under Mongol rule. **(Course Competencies 3, 4; Gen Ed Goal 7)**

15. Eastern Eurasia, 1200-1500

Learning Objectives: *Students will be able to*

- Describe how Chinese and Japanese politics and society changed following the invasion of the Mongols. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Discuss the significance of the Zheng He voyages. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain the relationship between China's technological stagnation and its economic growth in the early Ming period. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Compare and contrast the development of political and technological development of Korea, Japan, and Vietnam between 1200-1500. **(Course Competencies 3, 4; Gen Ed Goal 7)**

16. Tropical Africa and Asia, 1200-1500

Learning Objectives: *Students will be able to*

- Identify the location and environmental characteristics of the tropics and its environmental zones and explain how people made their livings in these various zones. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Identify and compare the two Islamic empires of Mali and the Delhi Sultanate. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe the Indian Ocean trade and identify the roles played in that trade by the Swahili city-states, Aden, Gujarat and the Malabar coast, and Malacca. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe and give examples of the ways in which trade and the spread of Islam changed the societies and cultures of places connected to each other through the trans-Saharan and Indian Ocean trade networks. **(Course Competencies 3, 4; Gen Ed Goal 7)**

17. The Latin West, 1200-1500

Learning Objectives: *Students will be able to*

- Analyze the causes and consequences of the disastrous 14th century. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain the significance in world history of technological development and urbanization in the Latin West in the later Middle Ages. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Analyze the ways in which the intellectual developments of the later Middle Ages reflected Westerners' views of themselves and of their relationship to the past. **(Course Competencies 3, 4; Gen Ed Goals 6, 7)**

- Discuss the ways in which the Hundred Years' War and the emergence of the "new monarchies" laid the foundations for the modern European state system. **(Course Competencies 3, 4; Gen Ed Goal 7)**

18. The Maritime Revolution, to 1550

Learning Objectives: *Students will be able to*

- Compare the routes, motives, and sailing technologies of those people who undertook global maritime expansion before 1450 to the routes, motives, and sailing technologies of the Portuguese and Spanish explorers of 1400-1500. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Explain the reasons for the various different reactions of African and Asian peoples to the Portuguese trading empire. **(Course Competencies 3, 4; Gen Ed Goal 7)**
- Describe and account for the Spanish ability to conquer a territorial empire in the America. **(Course Competencies 3, 4; Gen Ed Goal 7)**