

### Basic Course Information

Semester:	<b>Summer 2017</b>	Instructor Name:	<b>Gilberto Reyes</b>
Course Title & #:	<b>History 100: Early World Hist</b>	Email:	<b>gilberto.reyes@imperial.edu</b>
CRN #:	<b>30049</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>204</b>	Office #:	<b>809</b>
Class Dates:	<b>June 19, to July 27</b>	Office Hours:	<b>By Appointment</b>
Class Days:	<b>M-T-W-Th</b>	Office Phone #:	<b>760-355-6144</b>
Class Times:	<b>10:00 am to 12.10 pm</b>	Emergency Contact:	<b>Send me an email, or if it is a extreme emergency please call our secretary: Elvia Camillo at 760- 355-6144.</b>
Units:	<b>3.0</b>		

### Important Days

- **June 21 , Last Day to register for class**
- **June 25 , Last Day to drop a class without a W.**
- **July 18 , Last Day to drop a class with a W.**

### Course Description

Early World History is a broad survey of the diverse societies of Africa, Asia, Europe, the Americas, and Oceania from prehistory through the 1400s. This course seeks to describe the emergence and development of civilizations, societies, trade, religions and cultures, and to recognize the interconnections between different peoples and across time.

This course is the first part in a two-semester survey of world history from prehistoric to present times. Because of the scope of this course, we will be unable to explore any one region or civilization in depth. Instead, we will attempt to look at the history of the world in order to understand the emergence of civilizations, societies, religions and cultures, and to recognize the connections between different peoples and across time. Though an understanding of “what happened when” is critical as a foundation, we will go beyond names and dates. Instead, we will look at the social bonds and conflicts created by culture, religion and trade. We will discuss the patterns of society and government that our ancestors developed in order to meet their desire for political and social stability. By the end of the course, students will understand the main trends in world history from its beginnings until early modern times.

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- Identify and describe the chief political, social, economic and/or cultural characteristics of important ancient and pre-modern civilizations, cultures, and societies.
- Read, evaluate, and analyze primary and secondary historical sources and display an understanding of these sources competently and persuasively in a written and/or oral report, on topics relevant to early world history.
- Display an understanding of world geography relevant to early world history and successfully explain how the physical and natural environment has both affected and been affected by human societies.

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

- Describe the political, social, economic, cultural, and religious characteristics of the major societies, civilizations, states and cultures of the world from prehistory to around 1500 CE.
- Describe the patterns of trade and cross-cultural interaction during different eras in world history.
- Explain the origins, basic belief structures, and patterns of expansion of the major world religions before 1500 CE.
- Describe the key scientific and technological developments of ancient and pre-modern world history, and analyze and explain how these scientific and technological innovations diffused throughout different human societies and changed and influenced cultures and civilizations.
- Analyze and describe cultural practices and expressions, such as art, literature, religion and music, as well as patterns of family life and gender relations of ancient and pre-modern societies.
- Exhibit a basic knowledge of world geography and explain how the physical and natural environment has influenced patterns of settlement, the emergence of different types of societies and cultures, and how human use of the environment has contributed to both the success and collapse of civilizations.
- Exhibit awareness of how different people in different times and places have viewed themselves, viewed others, and viewed the world around them.
- Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender, and ethnicity.
- Demonstrate the ability to read, understand, and interpret primary and secondary historical sources, and to compose an argument, either in a written or oral report, which uses these sources, as appropriate, for support.

**Textbooks & Other Resources or Links**

- Duiker, William J. and Spielvogel, Jackson J. *The Essential World History. Volume 1: to 1800. 8<sup>th</sup> edition, 2017. Cengage Learning. ISBN: 978-1-305-64535-6*

**Course Requirements and Instructional Methods****Lecture Questions Guide, (All 8 questions must be turn in by July 25)**

Each Lecture Question **must be one page** length. The first paragraph must answer the question, additionally; the second paragraph must be on your opinions about the topic.

The students will be given 12 lecture questions through the Summer 17 semester. In addition, they will only answer and turn in 8 Lecture questions for the Summer 2017 semester. The lecture Questions would be do by the end of the semester. However, I recommend not wait until the last week of the semester to turn them in.

To get all complete points on the lecture questions I recommend to stick to the facts that we discuss in class. Your paper should be in **12-point Times New Roman** format **at all times**. Font size and style mismatches are automatic red marks on your paper and will result in a lower grade. You are expected to proofread your assignments before and after you print it, make sure the language and prose of your statements does three things: make sense, is grammatically correct and is in proper syntax. Deliver competent phrases that do not detract but amplify your writing, the overall language level of the paper must be on a college level.

**Research Project: Due July 25**

Pick a topic one of any of the societies we are going to see in class (Romans, Chinese, Babylonians, Etc.). In addition, write a **Five to Four** research assignment explaining the following, how does their political, social, and economic structure, work in their society? What agricultural methods did they use? Did they get along with neighboring societies? What role did the military play in their society? What was the major religion? Did they get to have art, literature, and schools? What where their major cities? Finally, did all citizens had equal rights?

Sources: You must use at least five sources in order to get full points. Sources can be Internet articles (**no wikipedia**), Newspaper or magazine articles, and books. You can also use the class reading as a source. I recommend you use at least one of the assign readings from class.

I will expect a Bibliography (we will look how to make one bibliography in class).

Format: The format of the assignment can be written in MLA. The letter must have at least four citations. 12 point Times New Roman format at all times.

I will give you examples of how to do the assignment in class so, do not worry.

**Mid-Term and Final.**

First part of the exam will be 15 multiple-choice questions. The questions will be based on the readings and lecture.

Second part of the exam will be a written essay. The essay questions would be based on the readings and lecture notes. In the essay, the student will identify important historical figures that shape the political, economic, and social life of the societies we talk about in class.

You may use a "Cheat Sheet" - for each exam each. The student is allowed to bring one page of notes (a single 8 1/2 x 11 sheet of paper, hand written only, on one side of the paper, no typed, no electronic, no photocopies)

You may use a pencil or lead pencil, and bring a BLUE BOOK.

### **Make Up Exams**

You must contact me no later than the day of the exam, preferably sooner, if you will miss a test. You must provide proof that you could not come to school (doctor's note, court appearance notice, service orders, etc.) to be eligible for a makeup exam.

Make up exams must be completed within 2 calendar days of the student's return to school from absence. You must schedule an appointment at the Study Skill Center (760) 760-355-6390.

Please note that each exam represents 25% of your final course grade. Therefore, if you miss an exam and do not make it up, the best grade you can get in the course is 75%, a C, and that is only if you achieve 100% on the other exam.

Throughout my many years teaching I have observed that students who miss an exam and do not make it up almost always get a F in the course, at best a D. Obviously, if you intend to pass the course, you must take all the exams.

### **Course Grading Based on Course Objectives**

**This course is graded on the following scale:**

**A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59% or lower**

**A = 400-360, B = 359-320, C = 319-280, D = 279-240, F = 239 or lower**

**Grades will be based on the following percentages:**

**Mid Term = 25%**

**Mid Term = 100 Points**

**Final = 25 %**

**Final = 100 Points**

**Questions = 20%**

**Questions = 80 points**

**Research= 25%**

**Research = 100 points**

**Participation = 5%**

**Participation = 20 Points**

**Total of points 400**

## Attendance

- If you miss either, of the first two class sessions, you will be dropped and your place will be given away to another student.
- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week **may** be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

## Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Canvas Support Site.** The Canvas Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services.** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6310 in Room 2109 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC Mental Health Counseling Services at 760-355-6196 in Room 2109 for more information.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

## Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

## Anticipated Class Schedule/Calendar

Date & Week	Activity, Assignment, and/or Topic	Due Dates/Tests
<b><u>Week 1</u></b>		
M, June 19	<ul style="list-style-type: none"> <li>• Syllabus and Introduction.</li> <li>• Prehistoric Humans.</li> </ul>	
T, June 20	<ul style="list-style-type: none"> <li>• Prehistoric Humans.</li> <li>• The Ancient World: Mesopotamia and Persia</li> </ul>	
W, June 21	<ul style="list-style-type: none"> <li>• The Ancient World: Mesopotamia and Persia</li> <li>• Give examples on how to do the Research.</li> </ul>	
Th, June 22	<ul style="list-style-type: none"> <li>• The Ancient World: Egypt</li> </ul>	
<b><u>Week 2</u></b>		
M, June 26	<ul style="list-style-type: none"> <li>• The Ancient World: Egypt</li> </ul>	
T, June 27	<ul style="list-style-type: none"> <li>• The Ancient World: India</li> </ul>	
W, June 28	<ul style="list-style-type: none"> <li>• The Ancient World: India</li> </ul>	
Th, June 29	<ul style="list-style-type: none"> <li>• The Ancient World: Greece</li> </ul>	
<b><u>Week 3</u></b>	<ul style="list-style-type: none"> <li>• The Ancient World: Greece</li> </ul>	
M, July 3		
T, July 4	<ul style="list-style-type: none"> <li>• NO Class</li> </ul>	
W, July 5	<ul style="list-style-type: none"> <li>• The Ancient World: China</li> </ul>	Study for Mid-Term
Th, July 6	<ul style="list-style-type: none"> <li>• <b><u>Mid-Term</u></b></li> </ul>	

<b><u>Week 4</u></b> M, July 10	<ul style="list-style-type: none"> <li>• <b>The Roots of Buddhism</b></li> </ul>	
T, July 11	<ul style="list-style-type: none"> <li>• <b>The Roots of Buddhism</b></li> </ul>	
W, July 12	<ul style="list-style-type: none"> <li>• <b>The Roman Empire</b></li> </ul>	
Th, July 13	<ul style="list-style-type: none"> <li>• <b>The Roman Empire</b></li> </ul>	
<b><u>Week 5</u></b> M, July 17	<ul style="list-style-type: none"> <li>• <b>The Spread of Christianity</b></li> </ul>	
T, July 18	<ul style="list-style-type: none"> <li>• <b>The Birth of Islam</b></li> </ul>	
W, July 19	<ul style="list-style-type: none"> <li>• <b>Middle Ages in Europe and Asia</b></li> </ul>	
Th, July 20	<ul style="list-style-type: none"> <li>• <b>Middle Ages in Europe and Asia</b></li> </ul>	
<b><u>Week 6</u></b> M, July 24	<ul style="list-style-type: none"> <li>• <b>The Aztec, Inca, and Maya Empires</b></li> </ul>	
T, July 25	<ul style="list-style-type: none"> <li>• <b>The Aztec, Inca, and Maya Empires</b></li> </ul>	<b>Research is Due</b>
W, July 26	<ul style="list-style-type: none"> <li>• <b>Review for Final</b></li> </ul>	
Th, July 27	<ul style="list-style-type: none"> <li>• <b><u>Final.</u></b></li> </ul>	

**\*\*\*Tentative, subject to change without prior notice\*\*\***