

Basic Course Information

Semester:	Spring 2021	Instructor Name:	Suzanne Gretz
Course Title & #:	History 100: Early World History	Email:	suzanne.gretz@imperial.edu
CRN #:	20557	Webpage (optional):	
Classroom:	Zoom	Office #:	807B
Class Dates:	February 16 – June 10, 2021	Office Hours by Zoom Appointments:	Mon, Tue. & Thur. 2:30 – 3:30 pm and Weds. 5:00 – 6:00 pm
Class Days:	Mondays & Wednesdays	Office Phone #:	760-355-6492
Class Times:	6:00 pm – 7:25 pm	Emergency Contact:	
Units:	3.0	Class Format:	

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. (C-ID HIST 150) (CSU/UC)

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 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 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.

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

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

1. Identify and describe the chief political, social, economic and/or cultural characteristics of important ancient and pre-modern civilizations, cultures, and societies. (ILO1; ILO2; ILO5)
2. 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. (ILO1; ILO2; ILO4; ILO5)

3. 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. (ILO5)

Course Objectives

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

1. 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.
2. Describe the patterns of trade and cross-cultural interaction during different eras in early world history.
3. Explain the origins, basic belief structures, and patterns of expansion of the major world religions before 1500 CE.
4. 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.
5. 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.
6. 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.
7. Exhibit awareness of how different people in different times and places have viewed themselves, viewed others, and viewed the world around them.
8. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender, and ethnicity.
9. 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

The following textbook is required for this course for all students:

Von Sivers, Peter, et al. *Patterns of World History, Volume 1, Brief 3rd edition*. Oxford University Press 2018. ISBN: 978-0-19-069731-0

- The textbook is available at the bookstore at IVC. However, other options may be available on-line from the publisher – Oxford University Press - or from other vendors. If you buy from other websites, be sure to get the correct volume and edition of the textbook – Volume 1, Brief 3rd edition.
- You may also choose to purchase an electronic book instead of a regular paperback textbook. These ebooks are usually significantly cheaper than the physical book but cannot usually be resold or loaned to others.



Course Requirements and Instructional Methods

Reading Assignments

- *Reading the textbook is critical for success in this course.*
- Each Module in the Canvas listing for the course is based on a chapter in the textbook. You should be reading the chapters in the book in order and along with the Modules. The reading assignments for each week are also listed in the course schedule section at the end of this syllabus. Basically, you will be reading about one chapter in your textbook each week. You are expected to read the material before the day that is listed in the schedule and be prepared to discuss the assigned readings in zoom class. *Students who complete the reading assignments before class are better able to ask questions or get clarifications and consequently often get better grades in the course.*

Zoom Class Meetings

- We will be meeting this semester as a synchronous Zoom class. This means that you are required to log onto Canvas and access the class through the ConferZoom tab on the menu to the left of your screen. Once you click on ConferZoom you will see the scheduled Zoom lectures. You can log onto the class up to 15 minutes before the start time of the class. Each Zoom class period will consist primarily of lecture and discussion. Interesting and informative discussion requires that students be prepared for class by having read the material.

Assignments

- During this course there will be a few different types of assignments for each chapter or module. The types of assignments you will see will be:
 - Chapter Reading Quizzes – Each chapter will have a required, open book chapter quiz which will consist of true/false or multiple-choice questions. These quizzes will usually have between 10 and 20 questions. The quizzes are timed but you should have sufficient time to complete the questions. Please let me know if you are having problems completing the quizzes in the time available.
 - Video Assignments – In some modules I will post a link to a documentary video or video clip (usually on YouTube) that you will need to watch and then write about. These are a required part of the course.
 - Essay Assignments – There will be three longer essay assignments that will function as your midterm and final exams. These essays will be more comprehensive in nature, asking you to bring together information from a few different chapters and topics.
- Assignments will be due on the date indicated in Canvas. Most assignments will be posted about one week before they are due, though you will get more time to complete the longer, more complex assignments.
- Late Assignments are not accepted beyond a certain date except with my specific permission. When I post an assignment on Canvas, I will list the assignment due date. However, the assignment will be available usually for one week beyond that due date as a grace period. Anything turned in during the grace period will be acceptable. However, once the assignment is no longer open you cannot turn it in for credit unless you contact me in advance and ask for an extension.

Course Grading Based on Course Objectives

- Students earn grades based on the level of achievement of course material mastery and not on the level of effort expended. My grade of any assignment or exam is final without evidence of fraud, bad

faith, or error on my part. I will be happy to talk with you privately should you wish to discuss the criteria and reasoning I used to assign a particular grade on your work. I have been known on rare occasions to make mathematical miscalculations of grades. If this should occur the error will be corrected immediately upon presentation by the student.

- Individual Assignments will be graded based on different criteria. Chapter quizzes are assigned a numerical score based on the number of questions answered correctly with each question worth 1 point. Writing assignments will be assigned a point value based on how effectively the assignment meets the criteria of the prompt. I am working to develop written rubrics in Canvas for the longer essay assignments. I will let you know if/when these are available.
- Please be aware that the number one reason why students do not get good grades in this class is because they fail to turn in assignments. Every single assignment is important to getting a passing grade. Please complete all the assignments to the best of your ability.
- Individual assignments can be understood using the following grading scale, and Final Course Grades will be assigned based on this following scale. When assigning final course grades, I always round grades up, so, for example, if a student has received 89.4% of the available points I will assign the A grade.

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

Course Policies

Attendance

- The study of history requires an understanding of the contrasts and interconnections of times, peoples and places. Therefore, attendance, participation, and preparation are critical for success in this course. I will be keeping track of who is attending the Zoom class sessions. Students who have excessive absences may be dropped from the class. All persons who are attending the class must complete the enrollment process promptly in order to remain in the classroom.
- In this course, if you miss any class sessions during the first two weeks of the semester you may be dropped and your place will be given away to another student.

What the Law Says:

IVC Attendance Policies:

- *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.*

Dropping the Course

- If for any reason you decide not to complete the course, remember that it is your responsibility to drop the class. If you simply stop coming to class and do not log on to WebSTAR and officially withdraw from the course, you will receive an "F" as a final grade.

Notification of Absences

- If a serious illness or problem arises during the course that will cause you to be absent for an extended period of time, please let me know as soon as possible so that we can determine if you will be able to finish the course. I am more than willing to work with students to resolve problems if I am promptly informed about them.

Behavioral Expectations

- In college it is assumed that everyone is an adult and has chosen to be here in order to better his/her knowledge, experience, and job opportunities and for personal growth and development. This is a large class and therefore it is imperative that each student show respect for your fellow students and not engage in behaviors that will make it difficult or impossible for other students to learn effectively. I will not tolerate any behavior that interferes with another student's opportunity to learn.

Digital Communication Behavioral Expectations

- Remember, your digital communications, whether email or text messages, with other students or with the instructor of this course are a professional, rather than a personal interaction. You should communicate digitally in the same manner as you would talk in person in a similar professional situation. You would not talk to your grandmother, your boss, or the leader of your religious group using the same language as you would use with your best friends. So too, your digital communications with professional colleagues should be different and more formal than what you would use with your best friends.

What the Law Says:

IVC Digital Communication Rules:

- *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 and Cheating

- One of the greatest benefits of modern American society is that every single person has the right to pursue whatever education, knowledge, or skills that they want, for as long as they want, and to whatever level that they want. Granted, there are financial barriers that must be overcome. But unlike societies in the past which limited access to knowledge only to certain racial, ethnic or gender groups, today, no one is turned away from school just because they are female, or dark skinned, or their parents aren't powerful.
- But college is a choice. No one is required by law to attend college, unlike kindergarten through high school. In college, each student can choose their own course of study and the classes and instructors they want to work with. Sure, there are requirements that you may not be particularly enthusiastic about, or limited options available, but in essence it is still the student's choice.
- With this in mind, the old saying that when you cheat in school you only cheat yourself is even truer than ever. What you truly learn is yours for the rest of your life, more so than any material items that you may purchase but will wear out and be discarded in a few days, weeks or at best years. But what you learn, whether it is factual knowledge or new skills and techniques, will be yours for the rest of your life. Finishing a college degree or academic certificate means that you have achieved something through your own hard work, effort, blood, sweat, and tears. I can assure you that the feeling of self-satisfaction and accomplishment is truly wonderful. Don't taint that amazing feeling of accomplishment by knowing that you only got there because you cheated.

What the law says:

IVC Academic Honesty Policy:

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance 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.

Other Course Information

Disabled Students Programs and Services

I am happy to work with all students so that each can achieve his or her educational objectives. 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.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar- Subject to Change

		Topics	Readings	
Week 1				
Mon	2/15	<i>Presidents Day Holiday – No Class</i>		
Wed	2/17	Introduction & Geography, Calendars, and History		
Week 2				
Mon	2/22	The First Humans, 5 million years ago – 100,000 BCE	Chap. 1	
Wed	2/24	Paleolithic Culture & Human Migration, 200,000 – 10,000 BCE		
Sat	2/27	<i>Last Day to Add Classes</i>		
Week 3				
Mon	3/1	The Neolithic Revolution, 9400 – 3000 BCE	Chap. 2	
Wed	3/3	Early Civilization in Mesopotamia and Egypt, 11,500 – 1500 BCE		
Week 4				
Mon	3/8	Interactions in the Eastern Mediterranean, 1500 – 600 BCE		
Wed	3/10	India: Harappan Civilization, 3000 – 1700 BCE	Chap. 3	
Week 5				
Mon	3/15	Vedic World: the Indo-Aryan Synthesis, 1700 – 600 BCE		
Wed	3/17	China: Origins of Civilization, 5000 – 1766 BCE	Chap. 4	
Week 6				
Mon	3/22	Shang & Zhou Dynasties, 1766 -481 BCE		
Wed	3/24	Early Societies of the Americas, 16,000 – 600 BCE Settlement of Oceania	Chap. 5	
Week 7				
Mon	3/29	Mesoamerican & Andean Societies, 600 BCE – 600 CE	Chap. 6	



Wed	3/31	Chiefdoms and Early States in Africa		
		SPRING BREAK – April 4 – 11, 2021 – No Classes		
Week 8				
Mon	4/12	The Persian Empire & Greek City States, 550 BCE – 334 BCE	Chap. 7	
Wed	4/14	Hellenism & Rome, 509 BCE – 486 CE		
Week 9				
Mon	4/19	Religion and Culture in the Greco-Roman/Persian World, 600 BCE – 600 CE		
Wed	4/21	Indian Empires: Mauryan, Gupta, Northern & Southern Kingdoms, 321 BCE – 550 CE	Chap. 8	
Week 10				
Mon	4/26	Buddhism, Hinduism & Indian Ocean Trade, 600 BCE – 600 CE		
Wed	4/28	Chinese Philosophy & Religion, 722 BCE – 221 BCE	Chap. 9	
Week 11				
Mon	5/3	China: Imperial Unification, 221 BCE – 618 CE		
Wed	5/5	Birth of Islam & Early Islamic Empires of Western Asia and Africa, 600 – 1000 CE	Chap. 10	
Week 12				
Mon	5/10	Byzantine Empire, Crusades & the Turks, 600 - 1300 CE		
Wed	5/12	The Formation of Christendom, 600 – 1000 CE	Chap. 11	
Sat	5/15	<i>Last Day to Drop with a "W"</i>		
Week 13				
Mon	5/17	Innovation & Crisis in Europe, 1000 – 1415 CE		
Wed	5/19	Indian Cultures in Conflict, 600 – 1450 CE	Chap. 12	
Week 14				
Mon	5/24	China & the Mongols, 618 – 1450 CE		
Wed	5/26	Vietnam, Japan, and Korea, 550 – 1500 CE	Chap. 13	
Week 15				
Mon	5/31	<i>Memorial Day Holiday – No Class</i>		
Wed	6/2	State Formation in Africa, 600 – 1450 CE	Chap. 14	
Week 16		Final Week		
Mon	6/7	Empires in the Americas: Mesoamerican Cultures, 600 – 1550 CE	Chap. 15	
Wed	6/9	Empires in the Americas: Andean Cultures, 600 – 1550 CE		