

Basic Course Information

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| Semester: | Fall 2018 | Instructor Name: | Shawn Barcroft |
| Course Title & #: | Early World History History 100 CRN: 11210 | Email: | shawn.barcroft@imperial.edu |
| Classroom: | Room 204 | Office #: | 807A |
| Class Dates: | 8/13/2018 to 12/08/2018 | Office Hours: | Monday: 12:10 – 12:40 p.m. Tuesday: 11:10 – 12:40 p.m. Wednesday: 12:10 – 12:40 p.m. Thursday: 11:10 – 12:40 p.m. And by appointment. |
| Class Days: | Monday | Office Phone #: | 760-355-6170 |
| Class Times: | 6:30 – 9:40 p.m. | Emergency Contact: | Use email |
| Units: | Three (3) | | |

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

- Sivers, Von, *Patterns of World History. Volume 1*. 3rd edition, 2017. Oxford University Press. ISBN: 9780190697310
- Van Gulik, Robert, *Celebrated Cases of Judge Dee: An Authentic Eighteenth-Century Chinese Detective Novel*. Dover Publishing. ISBN: 9780486233376

- Two Large Bluebooks
- One Scantron (882E)
- One Large Notebook (Bring to every class meeting.)

- There will also be required additional readings and resources posted in Canvas:
<https://imperial.instructure.com/login/canvas>

Course Requirements and Instructional Methods

Instructional Methods: This course will include 12 to 15 lectures. Lectures will often include information not covered in your readings. Periodically, lecture will also include class discussions requiring your active participation. Students will also be required to read and watch material posted on Canvas. Both outside and in-class writing assignments are required. Reading is expect to be completed during the assigned week. Successful students must take notes during class lecture. All out-of-class written assignments must be submitted on Canvas. All assignments must be submitted in a Word.doc format.

- **Book Quiz:** There will be one book quiz on *Celebrated Cases of Judge Dee: An Authentic Eighteenth-Century Chinese Detective Novel* given on the date indicated on the Course Schedule. The book quiz is intended to give me a sense of whether you are critically thinking about the reading material. The quiz will each be worth at least 50 points. Be sure to bring a scantron to class on test day.
- **Exams:** There will be a midterm exam and a final exam. The exams will cover the assigned readings, my lectures, material posted on Canvas, and everything we discuss or watch in class. The final exam will not be cumulative. I will post a study guide at least two weeks before each exam. I will not allow a make-up examination except in instances in which a student has a documented medical emergency. Students will need to provide a large bluebook for both exams. Each exam will be worth at least 150 points. Exams will include three components: an essay, short identification, and matching.
 - Section 1—Essay:** You will be given two essay questions from your study guide, and you will choose to write on one. The essay will be worth up to 50 points. You are expected to write an in-depth essay using information from lecture, the assigned reading, information posted on Canvas, and in-class video clips.
 - Section 2—Matching:** On each exam you will be given a list of terms from your study guide. You will match each term to their definition or historical significance. Each correct answer will be worth 2 points.
 - Section 3—Identification:** You will be given a short list of terms from your study guide. For each term you will identify the who, what, where, when, and the historical significance in paragraph form. Each response will be worth up to 10 points. Your answer should be between one meaty paragraph to a page in length.

- **ID Quizzes:** You will have three “ID quizzes” this semester. These quizzes are designed to prepare you for your midterm and final exams. For each quiz, you will be given a list of terms to study one week in advance. These terms will come off your exam study guides. Each quiz will be worth up to 10 points. More details will be provided in class and/or Canvas.
- **Map Quiz:** There will be one map given on the date indicated in the Course Schedule. This quiz will be worth 50 points. You will receive a list of places to identify and a blank map(s) prior to the quiz on Canvas. Note: You will not receive a word bank during the map quiz.
- **Participation:** Simply put, are you present when you’re present? To receive full credit, students must refrain from texting, rudely interrupting class, be awake during lecture, answer questions presented to the class by either myself or one of your classmates. Students may earn up to 15 extra credit points.
- **Primary Responses:** Over the course of the semester you will be assigned to read various primary source documents. These documents are located on Canvas under “Files”. The list of primary source documents and the weeks they are due are located in the Course Schedule. Each student must select four responses to submit over the course of the semester. Do not submit more than four responses. These assignments must be submitted through Canvas by 11:59 p.m. on Friday of the assigned week.

To complete your primary responses, read the document and respond in complete sentence form to the provided questions. Each submission will be worth 25 points. Each submission should have a total word count between 350-600 words. Submissions that do not meet the minimum word count will be penalized up to ten points. Submissions less than one week late will be penalized five points. Submissions more than one week will not be accepted. Once a primary response due date has passed and the assignment has closed on Canvas you will not be allowed to submit the response, so please plan ahead.

Each submission must have the student’s name, the date, the name of the course, and the word count single-spaced in the top left-hand corner. The title of the document should include the name of the documents or author’s last name as listed on the course schedule. The title must be centered above your response. Text must be 12-point Times New Roman, lines must be double-spaced, and the document should have one-inch margins. You must cite all information using the *Chicago Manual of Style*, unless notified differently. You must use one direct quote (note: keep quotes short and direct) from each assigned source. Answer each question separately.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

The course grade is based on total points accumulated during the semester.

Extra credit may or may not be offered. Extra credit assignments will not be given on an individual basis. Extra credit activities are not eligible to be made-up.

Course Assignments

Grading Scale

| | | | |
|------------------------------|---------|-------------|----------------------|
| Book Quiz (Judge Dee) | 1 x 50 | 50 points* | A: 100 – 90% |
| Exams (Midterm and Final) | 2 x 150 | 300 points* | B: 89.9 – 80% |
| ID Quiz | 3 x 10 | 30 points | C: 79.9 – 70% |
| Map Quiz | 1 x 50 | 50 points | D: 69.9 – 60% |
| Participation (extra credit) | 1 x 15 | 15 points* | F: 59.9 – 0% |
| Primary Responses | 4 x 25 | 100 points | |

*Value may be higher.

Attendance

- You are expected to attend every class session. Missing class will cause you to miss valuable information, and thus, could cause your grade to suffer in this course.
- 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. If you are in class anytime during the semester but stop coming to class and do not officially withdraw, you will receive an F.
- Regular attendance in all classes is expected of all students. Attendance will be taken every class period. If you are late or leave early, you may be marked absent. It is your responsibility to make sure I know you were in class. Students who stay for less than two-thirds of the class are considered absent. Students are responsible for all materials, assignments, or information given in class, regardless of whether you were in class. 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, however, do not take this class if you will

have to miss more than two classes as a result of these activities, because it will seriously impact your ability to successfully complete the course.

Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. DO NOT TEXT IN MY CLASS.
- **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, only students enrolled in the class may attend; children are not allowed.
- **Recording:** No photographing or recording is allowed without my permission.
- **Respect:** You do not have to agree with everything that is said or presented in this class. However, I will not tolerate disrespectful behavior. Everyone is entitled to share his or her opinions without fear of reprimand, so be courteous and civil.

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 LMS.** Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness

- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.
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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

| Dates | Lecture Topic | Reading | Primary Responses and Notes |
|--------------|--|--|--|
| 8/13 | Course Introduction Origins of Human Life | Ch. 1 and Ch. 5: “The Americas: Hunters and Foragers, 16,000-600 BCE.” | |
| 8/20 | Agricultural Revolution Ancient Mesopotamia and Egypt | Ch. 2 and Ch. 5: “Agriculture, Villages, and Urban Life.” | Primary 1: <i>Law Code of Hammurabi</i> |
| 8/27 | Ancient India Hinduism and Buddhism | Ch. 3 and 8. | Map Quiz: See Canvas for details. Primary 2: Pillar Edicts of Ashoka |
| 9/3 | No Class | | |
| 9/10 | Birth of Chinese Civilization | Ch. 4. | ID Quiz 1: See Canvas for details. |
| 9/17 | Chinese Philosophy Qin and Han | Ch. 9. | Primary 3: <i>Analects of Confucius</i> Primary 4: <i>Writings of Han Fei</i> |
| 9/24 | Ancient Greece and Persia | Ch. 7: “Interactions between Persia and Greece.” | ID Quiz 2: See Canvas for details. |
| 10/1 | Roman Empire: Rise and Fall | Ch. 7: “Interactions between the Persian and Roman Empires,” and “Adaptations to Monotheism and Monism in the Middle East.” | |
| 10/8 | Midterm | | Bring a large Bluebook to class. |
| 10/15 | Islamic Civilization Sub-Saharan Africa Kingdoms | Chapter 10 and Chapter 14: “Adaptation to Islam: City-States and Kingdoms in East and Southern Africa,” and “Cultural Encounters: West African Traditions and Islam.” | Primary 5: <i>Quran, “The Cow”</i> |

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| 10/22 | Western Europe and the Carolingians Golden Age of China: Sui and Tang | Ch. 11. | Primary 6: <i>Life of Charlemagne</i> |
| 10/29 | Golden Age of China: Song Ming Expeditions | Ch. 12: “Interactions and Adaptations: From Buddhism to Neo-Confucian Synthesis in China.” | ID Quiz 3: See Canvas for details. |
| 11/5 | Ancient Korea | Ch. 13: “Korea to 1450: Innovation from Above.” | Book Quiz: <i>Judge Dee</i> . Bring a scantron 882-E to class. |
| 11/12 | No Class | | |
| 11/19 | No Class | | |
| 11/26 | Ancient to Premodern Japan Conquest of Mexico and Peru; Columbian Exchange | Ch. 13: “Japan to 1450: Selective Interaction and Adaptation,” and Ch. 18. | |
| 12/3 | Final | | Bring a large Bluebook to class. |

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