

Basic Course Information

Semester:	Winter 2020	Instructor Name:	Shawn Barcroft
Course Title & #:	Early World History	Email:	Shawn.barcroft@imperial.edu
CRN #:	15142	Units:	Three (3)
Classroom:	404	Office #:	807A
Class Dates:	01/06/2020 to 02/06/2020	Office Hours:	By appointment.
Class Days:	Monday through Fridays	Office Phone #:	760-355-6170
Class Times:	10:00 a.m. to 12:15 p.m.	Emergency Contact:	Use email

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.

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:

- 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 (Recommended)**
- Van Gulik, Robert, *Celebrated Cases of Judge Dee: An Authentic Eighteenth-Century Chinese Detective Novel.* Dover Publishing. **ISBN: 9780486233376**
- Three large blue or green books
- Two Scantrons (882-E)
- 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 15 to 18 lectures. Lectures will often include information not covered in your readings. Periodically, lecture will also include class discussions requiring your active participation. Students may also be required to read and watch material posted on Canvas. Both outside and in-class writing assignments are required. Reading is expected to be completed during that of the assigned week. Students **must** take notes during lecture. Please bring a copy of each lecture outline to class. Lecture outlines can be found on Canvas. All out-of-class writing assignments **must** be submitted on Canvas. **Do not email your assignments unless I have given you prior approval.** All assignments **must** be submitted in a Word.doc format. I do not accept individual hardcopies. Please check Canvas for all due dates.

- **Art Response:** You will listen to a collection of history podcasts posted on Canvas discussing the significance of various historical artifacts from around the globe. This assignment will be worth up to 25 points. At least one week before your response is due I will post an assignment prompt on Canvas.
- **Exams:** There will be three exams. Each exam will be worth at least 100 points. Exams will cover the assigned readings, my lectures, material posted on Canvas, and everything we discuss or watch up to that point in class. The final exam will not be cumulative. 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 blue or green book for each exam. Do not bring a small blue or green book. Do not write on your large blue or green book before the

exam has started. Exams may consist of an essay, short identification, and/or matching questions. **Note:** You will receive a study guide at least one week in advance.

- **Map Quizzes:** There will be two map quizzes given on the dates indicated in the Course Schedule and on Canvas. The two quizzes will be worth a combined 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 quiz.
- **Primary Responses:** Over the course of the semester you will be assigned to read various primary source documents. These documents are located on Canvas. The list of primary source documents and the weeks your responses are due are located on Canvas. Each student must submit **three** written responses. **Note:** Be sure to double-check Canvas for submission date changes. 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 350-650 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. You will not be allowed to submit your response once the assignment has closed on Canvas. Each submission must have the student’s name, the date, the name of the course, and the word count single-spaced in the top right-hand corner. The title of the document should include the name of the documents or author’s last name. The title must be centered above your response. Text must be 12-point Times New Roman, lines must be double-spaced, and the document must have one-inch margins. You must cite all information using the *Chicago Manual of Style*. You must utilize two direct quotes (**note:** keep quotes short and direct) in your response. Answer each question separately. Do not include the given questions.
- **Reading Quizzes:** There will be two reading quizzes given on the dates indicated on Canvas and the Course Schedule. The reading quizzes are intended to give me a sense of whether you are critically thinking about the reading material. The first reading quiz will cover writings on early Christianity. The second reading quiz will cover *Celebrated Cases of Judge Dee: An Authentic Eighteenth-Century Chinese Detective Novel*. Each quiz will each be worth at least 50 points. Be sure to bring an 882-E scantron to class on quiz days. You can find the writings on Early Christian writers on Canvas. You will need to acquire a copy of the *Celebrated Cases of Judge Dee: An Authentic Eighteenth-Century Chinese Detective Novel*.
- **Video Response:** There will be at least one video response paper this semester. This in-class assignment will be worth up at least 25 points. I will provide more information on the day of the assignment.
- **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.

Anticipated Class Schedule/Calendar

This schedule may change at any time. Changes to the schedule will be posted on Canvas.

Dates	Lecture Topic	Reading	Notes
1/6	Course Introduction		
1/7	Origins of Human Life to the Agricultural Revolution	Ch. 1 and Ch. 5: “The Americas: Hunters and Foragers, 16,000-600 BCE,” and “Agriculture, Villages, and Urban Life.”	
1/8	Ancient Mesopotamia and Egypt	Ch. 2.	
1/9	Ancient India: Hinduism and Buddhism	Ch. 3.	
1/10	Kingdoms of Ancient India	Ch. 8.	Map Quiz 1: See Canvas for details.

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			Primary 1: Due Saturday, January 11 by 11:59 p.m. See Canvas for details.
1/13	Birth of Chinese Civilization	Ch. 4.	Map Quiz 2: See Canvas for details.
1/14	Chinese Philosophy	Ch. 9.	
1/15	Exam 1		Bring a large exam book to class.
1/16	Qin and Han		
1/17	Ancient Greece	Ch. 7: “Interactions between Persia and Greece.”	Primary 2: Due Saturday by 11:59 p.m. See Canvas for details.
1/20	No Class		
1/21	Ancient Persia		
1/22	Roman Rise and Fall	Ch. 7: “Interactions between the Persian and Roman Empires,” and “Adaptations to Monotheism and Monism in the Middle East.”	
1/23	Northern Europe: Vikings		
1/24	Western Europe: Carolingians	Ch. 11.	Reading Quiz 1: On Early Christian Writers, see Canvas for reading material. Primary 3: Due Saturday by 11:59 p.m. See Canvas for details.
1/27	Islamic Civilization and Sub-Saharan Africa	Ch. 10 and Ch. 14: “Adaptation to Islam: City-States and Kingdoms in East and Southern Africa,” and “Cultural Encounters: West African Traditions and Islam.”	
1/28	Exam 2		Bring a large exam book to class.
1/29	Golden Age of China	Ch. 12: “Interactions and Adaptations: From Buddhism to Neo-Confucian Synthesis in China.”	
1/30	Neolithic Korea	Ch. 13: “Korea to 1450: Innovation from Above.”	
1/31	Chosen Korea		Art Response: Due Saturday by 11:59 p.m. See Canvas for details.
2/3	Mongols and the Ming Chinese		Reading Quiz 2: <i>Judge Dee</i> . Bring a scantron 882-E to class.
2/4	Ancient to Premodern Japan	Ch. 13: “Japan to 1450: Selective Interaction and Adaptation.” And, Chapters 1 and 2 of Japan in World	

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		History on Canvas if you miss lecture.	
2/5	Conquest of Mexico and Peru; Columbian Exchange	Ch. 18.	
2/6	Exam 3		Bring a large exam book to class.

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.

Course Assignments

Grading Scale

Art Response	1 x 25	25 points	A: 90% or higher.
Exams	3 x 100	300 points*	B: 80% or higher.
Map Quizzes	2 x 25	50 points	C: 70% or higher.
Primary Responses	3 x 25	75 points	D: 60% or higher .
Reading Quiz 1	1 x 50	50 points	F: 59.9% or lower.
Reading Quiz 2	1 x 70	70 points	
Video Response	1 x 25	25 points	
Participation (Extra Credit)	1 x 20	20 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.
- 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—I DO NOT WANT TO SEE YOUR PHONE ONCE CLASS HAS STARTED.**
- Students on their phone during lecture may be asked to leave the classroom. They may also be dropped from the course.
- **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.

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.

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