

Basic Course Information

Semester:	Summer 2020	Instructor Name:	Shawn Barcroft
Course Title & #:	History 100: Early World History	Email:	shawn.barcroft@imperial.edu
CRN #:	30049	Units:	Three (3)
Classroom:	Online	Office Hours:	None
Class Dates:	June 22, 2020 to July 30, 2020	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

- Siverson, 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
- 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 two or three lectures a week. Lectures may be in written or video form, and will often include information not covered in your readings. Students may also be required to read, and watch material posted on Canvas. Reading is expected to be completed during that of the assigned week. All 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 .pdf or word.doc format. Do NOT submit assignments in other formats. This class moves quickly so it will be important for you to check Canvas for all due dates.

Art Responses: You will have two art responses worth 30 points each. In short, you will listen to a collection of history podcasts posted on Canvas discussing the significance of various historical artifacts from around the globe. I will post an assignment prompt for each assignment.

Discussion Boards (DBs): Modules will consist of a discussion board assignment worth a total of 25 points. I will provide the class with question(s) based on presented material from that week. You will have four DBs this semester.

- **How do I score 25 points each week?**

DB post 19 points: You must answer the question each week. Answers to the DB should be well thought out and thorough answers that include specific details and examples which demonstrate your understanding of the course material. For each DB you must quote the presented material. Quotes must be cited with Chicago Style footnotes at the bottom of your post. DBs must be posted by 11:59 pm on Thursday of each week. **Note:** Be sure to meet the minimum word count.

- **DB peer responses (3 pts each)**

You must also respond to two of your fellow students' posts. Your peer responses must be posted by 11:59 pm on Sunday. Peer responses must also be thorough and well thought out. "Nice," and "I completely agree," are not proper responses. Please feel free to respond to as many of your peers as you would like this will help to facilitate a good discussion. Just remember two is the minimum to receive the maximum of 25 points per week for your DB work. **Note:** You may not post all of your posts on the same day. You should revisit the DB throughout the week. **Note:** The DBs are used to facilitate group discussions and the sharing of ideas related to the class content. Please remember our Netiquette guidelines and be respectful to your peers.

- **I will not open early or reopen a DB for a single student.**

Exams: There will be two 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. Exams may consist of an essay, short identification, multiple choice, and/or matching questions.

Reading Quizzes: There will be two reading quizzes given on the dates indicated on Canvas. 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. 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*. **Note:** I have placed a copy on reserve at the IVC library.

Student Introduction: You are required to write or film a short biography. Your submission must be posted to the Student Bio discussion board by the end of the second day of class or you will be dropped from the course.

Response Papers: Over the course of the semester you will be assigned six response papers. Material and assignment prompts will be posted in your weekly module. Each submission will be worth 25 points. You will not be allowed to submit your response once the assignment has closed on Canvas. Each submission must have your 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 be 12-point Times-New Roman centered type and include the title of the documents being analyzed. Body text must be 12-point Times New Roman, lines must be double-spaced,

and the document must have one-inch margins. You must use two short direct quotes in your response. Please see the Chicago Citation Guide on Canvas. Failure to cite your information may lead to a zero grade. If your submission has a similarity/plagiarism score of 50% or higher you will receive zero credit—so, use your own thoughts and words.

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

Please do not email me at the end of the semester asking me to round your grade up or to do any extra credit. Extra credit may or may not be offered. Extra credit assignments will not be given on an individual basis. Here is a look at the course assignments and grading scale:

Course Assignments	Grading Scale		
Art Responses	2 x 30	60 points	A: 100 – 90.0%
Discussion Boards	4 x 25	100 points	B: 89.9 – 80.0%
Exams	2 x 100	200 points	C: 79.9 – 70.0%
Reading Quizzes	2 x 50	100 points	D: 69.9 – 60.0%
Response Papers	6 x 25	150 points	F: 59.9 – 0%
Student Introduction	1 x 10	10 points	

Note: The quantity of assignments and the listed point values are subject to change. Changes will appear on Canvas.

Attendance

- 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

- **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](#).

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.

Note: If you need assistance with accessing content in the course please contact me.

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](#).

Imperial Valley College Course Syllabus – Early World History

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

Weeks	Course Topics	Readings	Notes
1	<ul style="list-style-type: none"> Course Introduction Overview of human evolution and global migration Agricultural Revolution 	Chapters 1 and 2.	Due this week: Student Bio, Discussion Board (DB) 1, Paper 1.
2	<ul style="list-style-type: none"> Ancient India Buddhism and Hinduism 	Chapters 3 and 8.	Due this week: DB 2, Paper 2.
3	<ul style="list-style-type: none"> Birth of Chinese Civilization The Americas and Oceania Chinese Philosophy Qin and Han Dynasties 	Chapters 4, 5, and 9.	Due this week: Paper 3, Art 1, Exam 1.
EXAM 1			
4	<ul style="list-style-type: none"> Ancient Greeks and Persians Western Europe after the Romans 	Chapters 7 and 11. Also, Early Christian Writers	Due this week: DB 3, Paper 4, Reading Quiz 1.
5	<ul style="list-style-type: none"> Emergence of Islam Sub-Saharan Africa 	Chapters 10 and 14. Also, Celebrated Cases of Judge Dee	Due this week: DB 4, Paper 5, Reading Quiz 2.
6	<ul style="list-style-type: none"> Golden Age of China Ancient Korea Mongols 	Chapters 12 and 13.	Due this week: Paper 6, Exam 2, Art 2.
EXAM 2			

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