



IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	Spring 2021	Instructor Name:	Shawn Barcroft
Course Title & #:	History 100 — Early World History	Email:	shawn.barcroft@imperial.edu
CRN #:	21371	Office Hours:	Monday – Thursday, 1:00 to 2:00
Classroom:	Online	Office Phone #:	760-355-6170
Class Dates:	2/16/2021 to 6/11/2021	Emergency Contact:	Please email
Units:	Three	Class Format:	Traditional Online

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.

Required Textbooks & Other Resources or Links

- Sivers, Von, *Patterns of World History. Volume 1.* 3rd edition, 2017. Oxford University Press.
ISBN: 9780190697310
- There will also be required additional readings and resources posted in Canvas:
<https://imperial.instructure.com/login/canvas>

Course Grading Based on Course Objectives

The quantity of assignments and the listed point values are subject to change. Changes will appear on Canvas. Extra credit may or may not be offered. Extra credit assignments will not be given on an individual basis. Please do not email me at the end of the semester asking to have your grade rounded up or to do any extra credit. Here is a look at the course assignments and grading scale:

Course Assignments	Grading Scale		
Art Responses	2 x 40	80 points	A: 100 – 90.0%
Discussion Boards and Short Papers	9 x 25**	200 points	B: 89.9 – 80.0%
Exams	3 x 180^^	540 points	C: 79.9 – 70.0%
Reading Quizzes	2 x 50	100 points	D: 69.9 – 60.0%
Student Introduction	1 x 15	15 points	F: 59.9 – 0%
TB Quizzes	3 x 20##	40 points	

** Your lowest score will be dropped at the end of the semester.

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^^ Will each be worth between 100 and 200 points.



Course Requirements and Instructional Methods

Instructional Methods: This class does not meet at a specific time and place. Instead, our class is an asynchronous course and both lectures and assignments will be posted in modules to be completed at a time of your own choosing within the given time parameters. 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. Students will be given access to new modules on Mondays with tasks to complete. It is important to regularly check the course “Home Page” on Canvas for assignments and course updates. 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. Failure to properly submit an assignment may result in a zero. **Note:** If you use Google Docs to type your work simply save your work as a PDF or Word file before uploading to Canvas.

Art Responses: You will have two art responses. 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 typically consist of a discussion board assignment. Each of these assignments will be worth 25 points. I will provide the class with question(s) to answer based on the presented material and assigned reading. Below is a basic scoring breakdown of the DB assignments. (For a more specific scoring breakdown I recommend students review the DB grading rubric attached to the assignment on Canvas.)

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

DB post 21 points: You must answer the presented question(s). Answers to the DB should be thorough and well thought out. Submissions should include specific details and examples which demonstrate your understanding of the course material. For each DB you must quote the presented material. Quotes and details must be cited using Chicago Style footnotes at the bottom of your post. (You can find more information on citing on Canvas.) DBs must be posted by 11:59 pm on Thursday of each week unless noted differently on Canvas. **Note:** Be sure to meet the minimum word count.

- **DB peer responses (2 pts each)**

The aim of peer responses is to facilitate a good discussion and to help your classmates better understand the presented material. You must respond to at least two of your fellow students’ posts to receive full credit. Your peer responses must be posted by 11:59 pm on Sunday of the assigned week unless noted differently on Canvas. Peer responses must be thorough and well thought out. “Nice,” and “I completely agree,” are not proper responses and will result in a deduction. Feel free to respond to as many of your peers as you would like as this will help to facilitate a good discussion. **Note:** The Netiquette guidelines (listed below) are in effect, so be courteous and professional because I will not tolerate disrespectful behavior in this course.

Also...here are some other things to know.

- I will not open a DB early for a single student.
- **I will not allow a DB to be submitted after it has closed on Canvas.**
- You may not submit all of your posts on the same day for full credit.
- **Using material not presented in this course may result in a zero grade.**
- Students must submit their answers before viewing or responding to their classmates.
- **Do not double post or edit your submissions because doing so will result in a zero.**

Exams: There will be three exams. Exams will cover the assigned readings, my lectures, posted material on Canvas, and everything we discuss or watch up to that point in class. The final exam will not be cumulative. Expect these exams to be spread out about every five weeks of the semester. 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. There will be a study guide posted on Canvas before each exam.

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. You can find further details on these quizzes on Canvas.

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 third day of the semester or you may be dropped from the course. You are required to respond to at least one of your peers to receive full credit.

Short Papers: Over the course of the semester, you will be assigned short response papers. These papers will analyze historical films and/or primary source documents. 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 your paper should be 12-point Times-New Roman centered type and include the title of the documents or film being analyzed. Body text must be 12-point Times New Roman, body text must be double-spaced, and the document must have one-inch margins. You must use two cited short direct quotes in your response. You must also cite all other ideas or evidence. Please see the Chicago Citation Guide on Canvas for more details. Failure to cite your information may lead to a zero grade. If your submission has a similarity/plagiarism score of 40% or higher you may receive zero credit—so, use your own thoughts and words. You’re not writing an essay with these assignments. Do not include the given questions because they will not count toward your minimum word count and answer each question separately. For example: 1.

TB Quizzes: These quizzes are primarily based on chapters from your textbook, *Patterns of World History*. There are no make-ups for these assignments. Quiz dates and further details are located on Canvas. **Note:** Your lowest score will be dropped.

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 Policies

- **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](#).
- **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 dishonesty:** 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.
- **On 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.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.
- Logging onto Canvas alone is **NOT** adequate to demonstrate academic attendance by the student.

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

The following course schedule is subject to change without prior notice. Changes will appear on Canvas.

Week	Course Topics	Readings	Course Notes
1	<ul style="list-style-type: none"> Course Introduction Overview of human evolution 	Chapter 1 to page 11.	Student Bio: Failure to submit by the third day may result in being dropped.
2	<ul style="list-style-type: none"> Human migration and the Agricultural Revolution 	Page 11 to 31.	
3	<ul style="list-style-type: none"> Ancient Egypt and Iraq 	Chapter 2.	
4	<ul style="list-style-type: none"> Ancient India—Part 1 and 2 	Chapter 3.	
5	<ul style="list-style-type: none"> States of Ancient India Birth of Chinese Civilization 	Chapters 8 and 4.	
6	Exam 1		
7	<ul style="list-style-type: none"> Ancient Greece and Persia 	Chapter 7.	
8	<ul style="list-style-type: none"> No class this week 		
9	<ul style="list-style-type: none"> Roman Republic and Empire 	Chapter 7.	
10	<ul style="list-style-type: none"> Chinese Philosophy 	Chapter 9.	
11	<ul style="list-style-type: none"> Qin and Han periods Early Africa and the Americas 	Chapters 5 and 6.	
12	Exam 2		
13	<ul style="list-style-type: none"> European and the Middle Eastern groups after the Romans—Part 1 	Chapter 10.	
14	<ul style="list-style-type: none"> European and the Middle Eastern groups after the Romans—Part 2 	Chapter 11 and 14.	



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15	<ul style="list-style-type: none">• Golden Age of China	Chapter 12.	
16	<ul style="list-style-type: none">• Neolithic Korea through Joseon Korea and East Asia	Chapter 13.	
17	Exam 3		