

## Basic Course Information

Semester:	<b>Spring 2023</b>	Instructor Name:	<b>Shawn Barcroft</b>
Course Title & #:	<b>History 100 — Early World History</b>	Email:	<b>shawn.barcroft@imperial.edu</b>
CRNs #:	<b>20581 and 20631</b>	Office Hours:	<b>Zoom: Mondays, 12:30 – 2:30 Email: TWTH, 12:30 – 1:15 And by appointment. See Canvas for Zoom link. By appointment.</b>
Classroom:	<b>Online</b>	Emergency Contact:	<b>Please email</b>
Class Dates:	<b>2/13/2023 to 6/9/2023</b>	Class Format:	<b>Asynchronous/Traditional Online</b>
Units:	<b>Three</b>		

## 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

**Note:** Different editions of the textbook should be suitable for this course.

- 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 is an asynchronous online course. This means we will not be meeting as a class at a specific time or place. Instead, course materials and assignments will be posted in Canvas modules to be completed at a time of your own choosing within the given time parameters. Lectures will typically be in video form, and will often include information not covered in your assigned readings. Students will be given access to new modules every one to two weeks with tasks to complete. During the semester students should carefully read each module details page (they can be found at the top of each module) for information on assignments, regularly check Canvas for announcements, and attend office hours if in need of additional assistance. **Note:** During the first week of the semester students should review all the published information on the course homepage and in Module 1. Here are some more important details about the course:

- All writing assignments must be submitted on Canvas. Do not email me your work unless I have given you prior approval.
- All assignments must be submitted in a PDF or Word.doc format. **Note:** If you use Google.docs to write your papers you should save your work as a PDF or a Word file before uploading to Canvas. Submitting your assignments in another format may result in a zero.
- All submissions must cite using Chicago Style to receive full credit. (See the Chicago Citation Guide on Canvas for more details.) You may use another citation format for partial credit.
- **Plagiarism, the copying of information from the internet, a similarity score more than 40%, or the use of outside or online sources is not allowed and will result in a zero.**
- All assigned readings are expected to be completed during that of the assigned module week(s).
- Grading rubrics have been attached to written assignments. I highly recommend students review these rubrics before submitting an assignment and after receiving a grade.

- Assignment due dates are subject to change. Students should carefully check all **due dates** and **close dates** as they might not be the same. Assignments will not be accepted after a close date has passed.

**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. Below is a basic scoring breakdown of the DB assignments. **Note:** For a more specific scoring breakdown I recommend students review the DB grading rubric attached to each DB 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 must meet the given minimum word count and include cited direct quotes and indirect quotes/details that demonstrate your understanding of the module materials. These quotes must be cited using Chicago Style footnotes at the bottom of your original post for full credit. You can find information for properly citing information in Module 1 on Canvas.
- **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 before the assignment closes 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 point deduction. There is not a word count requirement for peer responses, however, good responses should be a meaty paragraph and when needed include citations from the course materials. Feel free to respond to as many of your peers as you would like as this will help to facilitate a good discussion. However, if more than five students have already responded to post, please respond to another. **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 about the DB assignments:**

- I will not open a DB early for a single student.
- I will not allow a DB to be submitted after the assignment has closed on Canvas.
- **Students must submit their responses before viewing or responding to their classmates. Do not attempt to double-post, post an incomplete response, or edit your submissions because doing so will result in a zero. Furthermore, copying another post or something from the internet will result in a zero grade.**
- You may not submit your initial response and your peer responses on the same day for full credit.
- Your lowest DB score will be automatically dropped by Canvas. This means students do not need to submit all the DB assignments to receive full credit. Dropped scores are typically marked with an "X" in a student's gradebook.
- Never include the given questions in your post.

**Exams:** There will be two exams. Each will be worth between 90 and 100 points. Exams will primarily cover lecture material but may also feature questions from your textbook and the Canvas modules. Exams may consist of an essay, short identification, multiple choice, and/or matching questions. I recommend students take notes on every key term posted on each module details page as these terms will appear on both quizzes and exams. 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.

**Quizzes:** There will be at least seven quizzes based on your module materials and one syllabus quiz. Each quiz is worth up to 15 points. Quizzes are intended to give me a sense of whether you are critically thinking about the assigned material. You may take each quiz twice. If you take the quiz more than once your second attempt score will be kept. You can find further details on these quizzes on Canvas. Your lowest quiz score of the semester will be automatically dropped by 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. This post is worth up to 10 points.

**Short Papers:** There will be four short paper assignments. These papers will analyze historical films, podcasts, news stories, and/or primary source documents. Students need to submit at least three over the course of the semester. Each submission will be worth up to 50 points. If a student submits all four short paper opportunities, **then Paper 1 will be considered extra credit.** This means students will have the potential of earning up to 50 points of extra credit. Assignment details for each paper will be posted in your modules. Students should expect each short paper to be about two or three pages in total length. **Note:** Information covered in these assignments will appear on either Exam 1 or Exam 2.

**Please follow the following guidelines for all Short Paper assignments:**

- Include your name, the date, the name of the course, and your document’s total word count single-spaced in the top left corner.
- The title/headline of your paper should be 12-point Times-New Roman centered type and include the topic of the documents, artifact, and/or film being analyzed. (**Note:** Don’t just say “Short Paper”.)
- Body text must be 12-point Times New Roman, double-spaced, and the document must have one-inch margins.
- Unless directed differently on Canvas, answer the given questions individually in their own numbered paragraph. For example: 1. or 2.

**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 quantity of assignments and the listed point values are subject to change. Changes will appear on Canvas. 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 final grade rounded up.**

Here is a look at the course assignments and grading scale:

Course Assignments	Grading Scale		
Discussion Boards	5 x 25*	100 points	<b>A:</b> 100 – 90.0%
Short Papers	4 x 50^	150 points	<b>B:</b> 89.9 – 80.0%
Exams	2 x 100	200 points	<b>C:</b> 79.9 – 70.0%
Quizzes	8 x 15#	105 points	<b>D:</b> 69.9 – 60.0%
Student Bio	1 x 10%	10 points	<b>F:</b> 59.9 – 0%

\* Your lowest score will be automatically dropped by Canvas.

^ If a student submits all four then the first will be considered extra credit.

# Students may take each quiz twice. Also, your lowest score will be automatically dropped by Canvas.

% Failure to submit this assignment by the end of the third day of the semester may result in being dropped from the course.

## Course Policies

- **Outside Sources:** They are not allowed in this course. The use of them without my approval will result in a zero.

- **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 may 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. Content below will appear in one of ten posted modules on Canvas.

Week(s)	Course Topics	Readings	Course Notes
<b>1</b>  <b>Note:</b> No class 2/17.	<b>Module 1</b> <ul style="list-style-type: none"> <li>Course Introduction</li> </ul>		<b>Student Bio:</b> Failure to submit by the third day may result in being dropped.  <b>Intro Quiz</b>
<b>2 and 3</b>  <b>Note:</b> No class 2/20.	<b>Module 2</b> <ul style="list-style-type: none"> <li>Overview of human evolution</li> <li>Human migration</li> </ul>	Chapters 1.	<b>Quiz 1</b> <b>Paper 1</b>
<b>4 and 5</b>	<b>Module 3</b> <ul style="list-style-type: none"> <li>Agricultural Revolution</li> <li>First Complex Societies: Ancient Egypt and Iraq</li> </ul>	Chapter 2.	<b>Quiz 2</b> <b>Paper 2</b>
<b>6 and 7</b>	<b>Module 4</b> <ul style="list-style-type: none"> <li>Ancient India: Aryan arrival</li> <li>Buddhism and Hinduism</li> <li>States of Ancient India</li> </ul>	Chapters 3 and 8.	<b>Quiz 3</b> <b>Paper 3</b>
<b>8, 9, and 10</b>  <b>Note:</b> No class week 9.	<b>Module 5</b> <ul style="list-style-type: none"> <li>Birth of Chinese Civilization</li> <li>Chinese Philosophy</li> <li>Qin and Han Dynasties</li> </ul>	Chapter 4.	<b>Quiz 4</b>
<b>10</b>	<b>Module 6</b> <ul style="list-style-type: none"> <li><b>Exam 1</b></li> </ul>		<b>Exam:</b> Opens on Thursday.
<b>11 and 12</b>	<b>Module 7</b> <ul style="list-style-type: none"> <li>The Americas and Oceania</li> <li>Ancient Greece and Persia</li> <li>Roman City-State through Empire periods</li> </ul>	Chapters 5, 6, and 7.	<b>Quiz 5</b> <b>Paper 4</b>



IMPERIAL VALLEY COLLEGE

<b>13 and 14</b>	<b>Module 8</b> <ul style="list-style-type: none"><li>• After Roman Supremacy: Vikings, Birth of Islam, Carolingians</li></ul>	Chapters 9 and 10.	<b>Quiz 6</b>
<b>15 and 16</b> <b>Note:</b> No class 5/20.	<b>Module 9</b> <ul style="list-style-type: none"><li>• Golden Age of China</li><li>• Neolithic Korea through Joseon Korea</li><li>• Mongols</li></ul>	Chapters 12 and 14.	<b>Quiz 7</b>
<b>17</b>	<b>Module 10</b> <ul style="list-style-type: none"><li>• <b>Exam 2</b></li></ul>		<b>Exam:</b> Opens on Thursday.

\*\*\*Subject to change