

Basic Course Information

Semester:	Winter 2017	Instructor Name:	Raenelle Fisher
Course Title & #:	Early World History 100	Email:	raenelle.fisher@imperial.edu
CRN #:	15142	Webpage (optional):	N/A
Classroom:	204	Office #:	N/A
Class Dates:	1/3/17 - 2/3/17	Office Hours:	N/A
Class Days:	MTWRF	Office Phone #:	N/A
Class Times:	1000 - 1210 p.m.	Emergency Contact:	N/A
Units:	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. (CSU,UC)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify and describe the chief political, social, economic and/or cultural characteristics of important ancient and pre-modern civilizations, cultures, and societies. (ILO1; ILO2; ILO5)
2. 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. (ILO1; ILO2; ILO4; ILO5)
3. 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. (ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. 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.
2. Describe the patterns of trade and cross-cultural interaction during different eras in early world history.
3. Explain the origins, basic belief structures, and patterns of expansion of the major world religions before 1500 CE.
4. 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.

5. 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.
6. 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.
7. Exhibit awareness of how different people in different times and places have viewed themselves, viewed others, and viewed the world around them.
8. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender, and ethnicity.
9. 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

Patterns of World History, Volume One, Sivers, Peter von, Desnoyers, Charles A., and Stow, George B., Oxford University Press, ISBN 978-0-19-939978-9.

Course Requirements and Instructional Methods

1. There are **on-line practice quizzes** based on the lectures and assigned readings. Most of the information you need for the tests are covered in these quizzes.

2. There are two mid-terms and a final. **You will need a scantron for each test and, of course, a pencil.**

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

Grades will be based on a combination of:

Participation	450 points (90 points a week)
Three tests	100 points each

My basic rule-of-thumb for **participation** is the old adage: 80% of life is showing up.

- So, if you attend class every day, and I don't know who you are at the end of the term either because you neither added to nor subtracted from the class, you'll get a B for participation.
- Tardiness, leaving early, disrupting class, sleeping, doing work for another class, reading, absences, of course, and, the big no-no, using your cell phone in class—all of those things will reduce your participation grade.
- Contributing to the class will increase your participation grade.

There are no make-up **exams**, unless you make arrangements with the instructor BEFORE the exam.

- The make-up must be scheduled within one week of the date of the missed exam.
- If you fail to take a test, your score will be zero.
- The make-up for the final will be an essay test covering themes we focused on during the term.

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

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **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, no one who is not enrolled in the class may attend, including children.

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.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/Due Dates/Tests
Week 1 1/3 – 1/6	Syllabus & Introduction Out of Africa: <ul style="list-style-type: none"> • The evolutionary origins of the human species, the emergence of culture among early humans, the earliest migrations of humans into different parts of the world, and the importance of geography on migration and settlement patterns. • Chiefdoms and early states in Africa, including early Saharan settlements, West African savanna and rain-forest agricultural communities, the migration and spread of agrarian village societies into South and East Africa, and the Kingdoms of Nubia and Aksum. • Patterns of state formation in Africa after 600 CE including the development of Muslim and Christian states in Northeastern Africa (Nubia and Ethiopia), West Africa (Ghana and Mali), and the kingdoms and city-states of East Africa; the importance of different physical environments on patterns of settlement and society in Africa; the development of trans-Saharan caravan trade; and the cross-cultural interactions between different peoples, religions and regions of Africa. 	<u>Patterns of World History</u> , Vol. 1: <ul style="list-style-type: none"> • Chapter 1 • Chapter 6, 1st two sections (pp. 148 – 163) • Chapter 14
	Mediterranean civilization: <ul style="list-style-type: none"> • The origins of agriculture and the emergence of and interactions between agrarian societies in the Fertile Crescent, Egypt, and the Eastern Mediterranean region, including the political, ideological, social, cultural, and technological reasons for the emergence of city-states, kingdoms and empires in the region; human over-use of the land and its contribution to societal collapse. • Origins, characteristics and achievements of the Persian Achaemenid Empire, and the development and influence of Zoroastrian religious thought, and the influence of 	<u>Patterns of World History</u> , Vol. 1: <ul style="list-style-type: none"> • Chapter 2

	Persian culture, society and religion on other regional peoples.	
Week 2 1/9 – 1/13	<p>India</p> <ul style="list-style-type: none"> • Characteristics of agrarian societies in the Indus Valley, including their emergence, spread, and interactions with other societies, the geographical limitations of the region and causes for the collapse of the Indus Valley civilization; the migrations of different peoples into the Ganges Plain from India and Central Asia; the cross-cultural interactions of different peoples and societies in India; and the emergence of Vedic culture and early Hinduism before 600 BCE. • State formation and the political, economic, social, and cultural characteristics of Mauryan, Kushan, and Gupta empires and Southern Kingdoms in classical era India; the development and spread of religious and philosophical ideas including those that influence the development of Hinduism, Buddhism, and Jainism and the diffusion of these ideas and religions to other regions outside India. • The Indian state and society after the Gupta era; the arrival of Islam in India and religious conflicts and accommodations between Islam and Hinduism; rise of Muslim-ruled states in Northern India. 	<p><u>Patterns of World History</u>, Vol. 1:</p> <ul style="list-style-type: none"> • Chapter 3 • Chapter 8 • Chapter 12, 1st section (pp. 344 - 351)
	<p>China</p> <ul style="list-style-type: none"> • The emergence and development of agrarian societies in East Asia, the unique geography and natural resources of the North China Plain and the Yangzi Valley region, and the political, social, and cultural characteristics of early dynastic states in China. • The unification of China and the development of the centralized imperial state during the Qin and Han Dynasties; the political, social, economic, and cultural characteristics of Classical era China; ideas of Confucius and Laozi and the development, diffusion, and application of Confucian, Daoist, and Legalist ideas throughout East Asia; the spread of Buddhism in China; and the importance of the Silk Road on the spread of goods and ideas throughout Eurasia. • Characteristics of Chinese society during the Tang, Song, Yuan, and early Ming Dynasties; influence of Buddhism, development of Neo-Confucianism, and the influence of Mongol rule on Chinese society, religion, and culture; Chinese economic, scientific, and technological innovations of the age. • Emergence, development, and characteristics of complex societies in Korea, Japan, and Vietnam after 500 CE; influence of Chinese culture, Confucianism, Buddhism, and Neo-Confucianism on these societies; development and importance of political and economic interactions in the East Asian region; and each state's unique religious, cultural and intellectual life. 	<p><u>Patterns of World History</u>, Vol. 1:</p> <ul style="list-style-type: none"> • Chapter 4 • Chapter 9 • Chapter 12, last sections (pp. 351 - 372) • Chapter 13

	<p>Americas</p> <ul style="list-style-type: none"> • Origins and characteristics of human communities throughout Australia and Oceania before 600 BCE, including the social and technological developments required for transoceanic trade and travel. • Migration of humans to the Americas, the emergence of early agricultural and urban societies in Mesoamerica and South America, the impact of geography and natural resources on American societies, and the political, social, cultural, and technological characteristics of foraging, farming, and urban communities throughout the continents. • Political, social, cultural, economic, and technological characteristics of the Mayan and Teotihuacan cultures of Mesoamerica, and of the Moche and Nazca Andean cultures and their influence on other regional peoples. • Rise of empires in the Americas after 600 CE, including the development of militaristic states in Mexico (Toltec, Aztec); late Mayan culture in the Yucatan; conquering states in the Andes region (Tiwanaku, Wari, Inca); and the cultural, social, economic, and political characteristics of each of these and their interactions with other regional peoples. 	<p><u>Patterns of World History</u>, Vol. 1:</p> <ul style="list-style-type: none"> • Chapter 5 • Chapter 6, last sections (pp. 163 - 180) • Chapter 15 <p>Test #1 (covering Prehistory, Mediterranean, India, China, Americas): Friday, 1/13. Be sure to bring a Scantron and a pencil.</p>
<p>Week 3 1/16 – 1/20</p>	<p>Greece and Rome</p> <ul style="list-style-type: none"> • Emergence and characteristics of the classical Greek city-states, their political and military interactions with other regional states, rise of Macedonian domination, the impact of Alexander and the Hellenistic successor states, and the development and spread of Greek philosophical and scientific ideas throughout the Mediterranean region and the Middle East. • Emergence of Rome and the development and characteristics of the Roman Republic, the Western Roman Empire and the Eastern Roman or Byzantine Empire; the political, military, technological, social, cultural and religious influences and cross-cultural interactions of Roman society with Europe, the Mediterranean region, and the Middle East, including the emergence, development and spread of Christianity. 	<p><u>Patterns of World History</u>, Vol. 1:</p> <ul style="list-style-type: none"> • Chapter 7
<p>Week 4 & 5 1/23 – 1/27; 1/30 – 2/3.</p>	<p>Heirs of Rome: The Byzantine and Islamic Empires; Medieval Europe.</p> <ul style="list-style-type: none"> • The emergence and spread of Islam; the rise of Arab dominance in the Middle East and Mediterranean regions; conflict and accommodation between the Arabic Muslim and Byzantine Christian states; expansion of trade throughout central Eurasia and the Indian Ocean region; the cultural, intellectual, technological, artistic, and scientific achievements of Islamic culture. • Emergence of Christendom and the spread and importance of the Latin Christian (Roman Catholic) Church in medieval Europe; development and characteristics of the Frankish kingdoms; the political, 	<p><u>Patterns of World History</u>, Vol. 1:</p> <ul style="list-style-type: none"> • Chapter 10 • Chapter 11 <p>Test #2 (covering Greece and Rome): Wednesday, 1/25.</p>

	economic, and social recovery of Europe after 1000 CE; religious, intellectual, technological, and cultural developments of medieval Europe; the crises of the 14th century and the promises of recovery of the 15th century.	Remember your Scantron and pencil.
Week 15 1/30 – 2/3	Final	Friday, February 3. You will need a Scantron and pencil.

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