

Basic Course Information

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|-------------------|----------------------------|---------------------|--|
| Semester: | Fall 2019 | Instructor Name: | Monica Ketchum |
| Course Title & #: | HIST 100 | Email: | Monica.Ketchum@imperial.edu |
| CRN #: | 11483 | Webpage (optional): | N/A |
| Classroom: | Online | Office #: | 809 |
| Class Dates: | Aug 19-Dec 14, 2019 | Office Hours: | By Appointment |
| Class Days: | NA | Office Phone #: | 928-344-7646 |
| Class Times: | NA | Emergency Contact: | Email or phone instructor or phone Dept Secretary (355-6144) |
| 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)

Course Prerequisite(s) and/or Corequisite(s)

N/A

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

Required Textbook: Hansen & Curtis. *Voyages in World History, Volume 1: to 1600*. 3rd ed. Cengage. 2016. ISBN-13: 978-1-305-58340-5

Course Requirements and Instructional Methods

The instructional methods for this course include lecture, discussion, group activities, and audio-visual presentations. In addition to in-class activities, students are expected to access Canvas to complete quizzes and submit assignments, and to complete reading and research assignments outside of class.

Grades will be earned by completing an assortment of learning activities, exams, assignments and participation.

1. **35% Quizzes & Exams:** 15 chapter quizzes and one comprehensive Final Exam will be given. The chapter quizzes will consist of 15 multiple-choice questions based on the material covered in the textbook. Students have three attempts to take each quiz, with the highest grade being recorded. The quizzes are open-book and are designed to reinforce reading comprehension and assess student learning.
2. **35% Learning Activities:** 15 activities based on the course readings and resources will be assigned. Activities will alternate between discussions and assignments. Assignments will be based on primary documents and secondary sources. Each assignment will require analysis are designed to build

historical thinking skills. Discussion activities are designed to engage participants in the material, develop critical thinking skills, and build an online community of learners.

3. **15% Research Project:** One research project will be assigned. Students will conduct independent research and create a visual presentation to share with the class.
4. **15% Final Exam:** The Final Exam will consist of multiple choice and short response (1-paragraph) questions based on the readings, lectures, videos, and activities.

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 course grade is based on total points accumulated during the semester.

It is possible to earn a total of up to 650 points for the class. Grades are calculated as follows:

A = 585-650 points; B = 520-584 points; C = 455-519 points; D = 390-454 points; F = 0-389 points

Late assignments will not be accepted. Make up exams are only available to students who have a serious illness or valid excuse that makes it impossible to take the regularly scheduled exam.

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. Students 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.

- **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.

Anticipated Class Schedule/Calendar

| Week/ Class Dates | Lecture Topic and Reading Assignment | Assignments & Activities |
|------------------------------|--|---|
| Week 1 8/19-8/25 | <i>Syllabus & Introduction: Why Study World History?</i> <i>The Peopling of the World, to 4000 BCE</i> Read Chapter 1 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Orientation Quiz due 8/23 Chapter 1 Quiz & Discussion 1 due 8/25 |
| Week 2 8/26-9/1 | <i>The First Complex Societies in the Eastern Mediterranean, ca. 4000-550 BCE</i> Read Chapter 2 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 2 Quiz & Chapter 2 Assignment due 9/1 |
| Week 3 9/2-9/8 | <i>Ancient India and the Rise of Buddhism, 2600 BCE-100 CE</i> Read Chapter 3 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 3 Quiz & Chapter 3 Discussion due 9/8 |
| Week 4 9/9-9/15 | <i>Blueprint for Empire: China, 1200 BCE-220 CE</i> Read Chapter 4 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 4 Quiz & Chapter 4 Assignment due 9/15 |
| Week 5 9/16-9/22 | <i>The Americas and the Islands of the Pacific, to 1200 CE</i> Read Chapter 5 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 5 Quiz & Chapter 5 Discussion due 9/22 |
| Week 6 9/23-9/29 | <i>New Empires in Iran and Greece, 2000 BCE-651 CE</i> Read Chapter 6 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 6 Quiz & Chapter 6 Assignment due 9/29 |
| Week 7 9/30-10/6 | <i>The Roman Empire and the Rise of Christianity, 509 BCE-476 CE</i> Read Chapter 7 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 7 Quiz & Chapter 7 Discussion due 10/6 |
| Week 8 10/7-10/13 | <i>Hindu and Buddhists States and Societies in Asia, 100-1000</i> Read Chapter 8 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 8 Quiz & Chapter 8 Assignment due 10/13 |
| Week 9 10/14-10/20 | <i>Islamic Empires of Western Asia and Africa, 600-1258</i> Read Chapter 9 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) World History Traveler Research Project Assigned, Due 11/26 | Chapter 9 Quiz & Chapter 9 Discussion due 10/20 |

Imperial Valley College Course Syllabus – HIST 100-Early World History

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| Week 10 10/21-10/27 | <i>The Multiple Centers of Europe, 500-1000</i> Read Chapter 10 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 10 Quiz & Chapter 10 Assignment due 10/27 |
| Week 11 10/28-11/3 | <i>Expanding Trade Networks in Africa and India, 1000-1500</i> Read Chapter 11 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 11 Quiz & Chapter 11 Discussion due 11/3 |
| Week 12 11/4-11/10 | <i>China's Commercial Revolution, ca. 900-1276</i> Read Chapters 12 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 12 Quiz & Chapter 12 Assignment due 11/10 |
| Week 13 11/11-11/17 | <i>The Mongols and Their Successors, 1200-1500</i> Read Chapters 14 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 13 Quiz & Chapter 13 Discussion due 11/17 |
| Week 14 11/18-11/24 | <i>Europe's Commercial Revolution, 1000-1400</i> Read Chapter 13 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 14 Quiz & Chapter 14 Assignment due 11/24 |
| Catch-Up Week 11/25-12/1 | <i>Thanksgiving Week-No Classes</i> <i>Catch up on any missing assignments and complete your World History Traveler project</i> <i>Questions? Contact me through Canvas or via Email 😊</i> | |
| Week 15 12/2-12/7 | <i>Maritime Expansion in the Atlantic World, 1400-1600</i> Read Chapter 15 of <i>Voyages in World History</i> Review Resources in Canvas (PowerPoint & Videos) | Chapter 15 Quiz & Chapter 15 Discussion 15 Due 12/7 Upload World Traveler project presentation no later than 12/2 |
| Week 16 Finals Week 12/8-12/14 | <i>Final Exam</i> Review Final Exam Study Guide | View and comment on at least five (5) World History Traveler presentations by 12/13 Submit Final Reflection Assignment by 12/14 Complete Final Exam by 12/14 |

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