

## **HISTORY 102: SYLLABUS (5Cr) HISTORY OF CIVILIZATION: THE MIDDLE AGES**

**INSTRUCTOR: E. HAINES**

### **PRESCRIBED TEXTS:**

McKay, Hill and Buckler, A History of World Societies. (8th ed.)

F. Gerome & R. Lembright, The Global Experience Vol 1.(5th ed.) [Please note the reading assignments for each week are found in the syllabus under the Course Outline heading.]

### **COURSE CONTENT AND OBJECTIVES:**

History 102 is a survey of global civilizations from Middle Ages to the age of the Enlightenment (late 18th century). The course examines the different Eurasian empires of this period - Arab, Byzantine, Chinese, Mongolian and Turkish; the middle ages in Africa; the birth of Western civilization and its distinctive characteristics during the early middle ages; the cultural flowering of the high middle ages and the transition from medieval to modern civilization. Attention is given to the Renaissance, the Reformation, the Scientific Revolution and the Enlightenment leading to the 18th C revolution in politics. The course also examines the growth and consolidation of the early nation states of the West and the beginnings of Western global dominance during the age of exploration and discovery. The course seeks to provide students with an understanding of the comparative features of civilizations during the middle ages and an appreciation of the role of personalities as well as ordinary men and women in shaping the past. The course will help students to appraise the nature of the problems facing past societies and to assess these from a balanced perspective. The course is also designed to make students aware that history encompasses the totality of the human experience and hence attention is focused on economic, social, governmental, religious, cultural, intellectual and technological developments in different global societies. One of the major objectives (through reading and writing assignments) is to develop critical thinking skills. History (from the Greek) means “learning through inquiry” and a key objective is to promote inquiry and debate. Students will demonstrate a capacity to make inferences, handle complexity of cause and consequence; understand divergent interpretations and the nature of historical evidence and the debates to which it gives rise in relation to the history of the middle ages. History is more than knowing lists of facts and dates (though these are important and must be known). Students will demonstrate an ability to perform analyses, make inferences and draw logical conclusions from the data in this course. These will be specific elements of assessment in this class. History 102 meets General Education requirements (rating 2) in the following areas: Reasoning (Critical Thinking; Research & Information); Communication (Writing); Cultural Traditions (Historical & Intellectual Perspectives; Cultural Diversity).

### **TEACHING METHODS:**

This course is a distance-learning course involving online lecture material, prescribed readings from text and documentary sources and provides an opportunity for online discussions organized around the major themes. All students will be encouraged to raise questions at any time based upon their work with the texts and their appreciation of online-discussion. This course requires each student to undertake independent work. Methods for this course resemble those, which would be applied in the study of a foreign language. The study of history is cumulative. Since

issues and events are presented as relational, it is fundamental to the success of a student to ensure that the reading assignments and other work will be accomplished in a timely fashion so that a current accumulation of relevant data as method of analysis and argument are introduced. The study of history at this level requires college literacy and hence the ability to communicate ideas and facts clearly and accurately. Students are advised to make careful notes leaving space for the incorporation of supplementary materials from the text- books or for the creation if independent questions about the topics under review. All questions concerning discussion or text assignments are welcome at any time. It is important for students to gain a reasonable geographical sense of places under discussion. Also, it is crucial that each student develop a chronology of events that will serve as a scaffold upon which to build arguments and interpretations of data. It is highly recommended that a time line of key events should be constructed for each discussion topic.

#### COURSE REQUIREMENTS:

The course is divided into approximately ten (10) thematic units. (See content outline at the end of the syllabus and the weekly reading assignments from both of the main text- book sources.) It is critically important that students follow the weekly assigned readings and avoid falling behind. Students are entirely responsible for reading and knowing the relevant material in the prescribed texts as well as any other assigned material. There are also a series of “Reading guides” for each section of the course and these are located on the homepage under the “icon” labeled “Reading Guide.” Students will need to integrate information found here together with their notes from the text- books and material added during discussions. Access to a good atlas and dictionary is recommended when reading for this course. Check geographical locations and note the meanings of technical or difficult terms. It will be useful to compile a separate glossary or vocabulary of commonly encountered words with which you are unfamiliar.

#### COURSE REQUIREMENTS:

##### (1) QUIZZES:

Students will complete FIVE timed quizzes. The material for the quizzes will be drawn from the prescribed readings and documents, online lecture comments and discussions. Each quiz comprises a series of multiple-choice questions and may also include match-ups and time-line questions. Each quiz is posted on the homepage under the “icon” labeled “quizzes.” An overview tutorial will be posted on the course homepage for each of the quizzes. Quizzes cumulatively will represent 25% of the final grade. The quizzes may be completed at ANY time, but all quizzes must be completed by the final day of the quarter. Once accessed, each quiz has a limited time for completion and cannot be re-opened.

##### (2) DISCUSSIONS/ ASSIGNMENTS:

There will be a series of discussion topics posted every 7 days or so. These topics will be based on texts and posted reading materials. Students are required make an initial discussion posting within about 5-7 days of the discussion being posted. Discussions are graded according to the degree of focus on the analysis problem and the quality of additional commentary offered in response to postings made by other class members. Each follow-up posting must add some new insights in response to other students’ postings or significantly develop your thinking about the issues already raised. (Please read the document on the homepage on the requirements for the

discussion topics.) See the course calendar for the final posting date for each of the discussion topics. Participation and completion of the **discussions** and occasional **short writing assignments** will be worth 25% of the final grade. The lowest discussion score will be discarded before the average is calculated.

### (3) EXAMINATIONS:

There will be a midterm and a final examination. Each of these will comprise a set of multiple-choice questions AND a series of short answer/ essay or paragraph responses. There will be a tutorial for each of these posted on the homepage at the appropriate time. The midterm and final examination will be posted on the homepage under the “icon” labeled “examinations. (Please follow the directions for the examinations as indicated on the question paper. Generally the short answer essays must be written in the ‘window’ provided with the assessment questions. All answers must be drafted first and carefully spell and grammar checked and then pasted into the answer window. Clarity of presentation is part of the grading criteria.) The examinations will be graded on a scale of 100 points total. No curve grading will be used in this course. There are NO EXTRA CREDIT options for this course but there may be opportunities to achieve bonus points. The requirements as outlined in this syllabus are highly demanding and do not allow for additional credit work.

### GRADING:

All results will be reduced to an overall average to decide the final grade. The midterm and final examinations will count 25% and 25% respectively each towards the final grade. Quizzes make up 25% of the grade. The discussions will be worth the remaining 25% of the final grade. It is important to remember that at one level history is the narrative of things done, and so students are expected to know an accurate body of facts about the past. However the study of history also involves thinking about the changes that have taken place across historic time, why and how these changes came about. Superior grades will be earned by students who: (1) demonstrate an accurate knowledge of the historical facts ;(2) organize their material clearly with good supporting evidence; (3) make critical assessments or analyses; (4) are able to apply their knowledge to critical thinking problems. There are no courtesy grades for this class. Grading is designed to maintain the highest college level standards and to measure as accurately as possible the individual student level of performance against this standard. In order to achieve a passing grade students must demonstrate that they have met the requirements of the course and achieved competency in the course objectives. It is imperative that students make use of consultation with the instructor. It is pointless to make known difficulties at the last moment when the situation may be beyond salvage. Students have the responsibility of seeking assistance in a timely manner.

### GRADES:

Are achieved on a straightforward percentage basis. There is no curve grading. Please note that A grades are only awarded if student’s work has attained the highest levels of excellence as outlined in the requirements above. The grading scheme is as follows:

A = 90-100% A- = 85-89%

B+ = 80-84% B = 75-79% B- = 70-74%

C+ = 65-69% C = 60-64% C- = 55-59%

D = 50-54%

F = Below 50%

Students who find that they need to withdraw from the course need to make a responsible decision by the final date for withdrawal (in person). Students who remain on the roster after that date will be assigned a final grade.

EXAMINATION SCHEDULE: MIDTERM EXAMINATION [See calendar for dates] FINAL EXAMINATION

PROVISIONAL OUTLINE OF TOPICS TO BE COVERED

(Note: The abbreviation MHB is for McKay, Hill, Buckler et al - the main text book. In the *Global Experience* text Docs is abbreviation for Document #.))

**WEEK ONE:**

1. ISLAMIC CIVILIZATION & WORLD OF THE MIDDLE AGES:

The Arab Empire & Islamic Civilization CHPT 8 (McKay/Hill/Buckler et al: MHB.)

African Empires CHPT 9- MHB, pp. 238-254; The Global Experience (text) – Doc#’s: 53, 54, 65, 67, 68.

2. THE FAR EAST: The Mongol Empire CHPT 11(MHB);

The Chinese Empire; Korea & Japan CHPT 12, pp.326-347; The Global Experience (text) – Doc#’s: 77 85, 82. 86, 98

**WEEK TWO:**

3. THE HIGH MIDDLE AGES/DECLINE OF MEDIEVAL EUROPE: CHPT: 13 (MHB);

**WEEK THREE:**

The Renaissance CHPT 14, MHB,pp. 386-403;

The Reformations CHPT 14,pp.403-420; The Global Experience (text) – Doc#’s: 72, 74, 75, 76, 87, 88, 94, 95, 96

**WEEK FOUR: MIDTERM EXAMINATIONS**

## **WEEK FIVE:**

4. THE AGE OF EXPLORATION AND DISCOVERY: CHPT 15(MHB); The Global Experience (text) – Doc#’s: 100, 101, 102 103, 104

The Americas CHPT 10,pp.268-288; The African context CHPT 18,pp.525-542

## 5. THE EARLY MODERN ASIAN EMPIRES:

The Ottomans; Persians & Mughals CHPT 19(MHB); The Global Experience (text) – Doc#’s: 89, 90

## WEEK SIX :

6. THE AGE OF ABSOLUTISM & CHPT 16 (MHB);

7. ENLIGHTENMENT, CHPT 17

8. THE 18th C REVOLUTION CHPT 21, pp. 610-628

## **WEEK SEVEN: FINAL EXAMINATIONS**