

## **HISTORY 102: HISTORY of CIVILIZATION: Middle Ages**

Times: Daily 7:30-8:20am

Classroom: C 165

Instructor: Robert A. Doan

Item/sec. 5205 A

E-mail: [rdoan@bellevuecollege.edu](mailto:rdoan@bellevuecollege.edu)

Office: B 106

Office Hours: T/Th – 9-10am, and 4-5pm, and by appt.

**Course Description:** The purpose of this course is to explore the evolution and varieties of World Civilizations from about the time of the fall of the Roman Empire (c. 500CE), through the Middle Ages (roughly to the 14<sup>th</sup> c. CE), through to c.1815 (fall of Napoleon). While these dates are largely reflective of events in Western Europe, the civilizations and cultures to be examined are global. Indeed, in the era from c. 500-1500 CE it was NON-Western civilizations that were most influential and advanced in the world: China, India, Islamic Middle East, as well as in MesoAmerica. Only after c.1500 did Western Europe emerge as the dominant part of the globe. We will examine all the important civilizations, their key cultural features and evolution, as well as contributions to world society. From c. 1500 on we will also examine the increasing interaction between the “West” and the rest of the globe (esp. Western Hemisphere and Africa) and how they changed global History and cultures.

The prime focus of this course will not be on the names and dates of dynasties, kings, rulers, battles, etc. (though CHRONOLOGY, i.e. the order, as well as cause and effects of events, and thus *some dates*, will be discussed and tested upon), but rather primarily on expanding the student’s worldview concerning the nature of civilization, its varieties, advances and failures, so as to allow greater perspective when interpreting our present world. While the former aspects, as well as change over time (i.e., history) will not be ignored, comparison and understanding of the varieties of societies, cultural values, religions, and philosophies of the civilizations concerned will be emphasized.

### **Learning Outcomes:**

1. To be able to answer the following questions:

- How are the globe’s civilizations similar or different?
- How and where did civilizations spread and evolve new forms?
- Why did some civilizations fail to endure, while others flourished?
- What aspects of the medieval world are still found in our present society?
- What can we learn from the ‘Ancients’?
- How did each civilization interpret their physical world, their society, and the non-physical realms (i.e., religion and philosophy)?
- To understand how the Middle Ages differed from more ancient civilizations
- To understand how the “modern world” (c. 1500 CE on) evolved from the medieval, and what features of that evolution we still possess

2. To see and understand how people from different societies and backgrounds can have conflicting views of the same situation or issue.

3. To hone the skills of reading comprehension, clear writing, and useful note taking.

4. To advance critical thinking skills (including of the textbook, the instructor, and widely accepted ideas held in American society).

5. To develop basic library and research skills.

**Learning Philosophy-** Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available to facilitate your learning and projects, but the responsibility is yours.

**Americans With Disabilities Act:** If you require special classroom accommodations due to disability, have emergency medical instructions, or need special arrangements for building evacuation, please tell the instructor as quickly as possible.

### **ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION Revised Spring 2009**

#### **Bellevue Community College's Affirmation of Inclusion**

Bellevue Community College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BCC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

#### **Cheating, Stealing, and Plagiarizing\* and Inappropriate Behavior**

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the [Core Rules of Netiquette](#). The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services, [link to Student Code](#).

#### **Incomplete**

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Vista class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

#### **F Grade**

Students who fail a course will receive a letter grade of "F."

### Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administered completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be in compliance with any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

### Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check [Enrollment Calendar Deadlines, Refunds/Withdrawals](#), for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

### Hardship Withdrawal (HW)

From page 9 of the current course catalog, [2008-2009 online catalog](#), HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

### Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to contact the Disability Resource Centre (DRC) [link to DRC](#). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu)). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

### Distribution of Grades

Students should access their grades through the BCC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

### Submission and Returning of Papers, Assignments and Assessments:

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

### Technical Assistance

Vista-related or technical issues should be referred to Distance Education, [link to Distance Education web resources](#). You may also email them at [landerso@bellevuecollege.edu](mailto:landerso@bellevuecollege.edu) or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Vice President of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

## GRADING

I basically grade on the following numerical system,

A = 88%-100% (A-/3.7 = 90%, A/4.0 = 94+%)  
B = 77%-88% (B+/3.3 = 85%, B/3.0 = 81%, B-/2.7=77.5%)  
C = 65%-77% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)  
D = 51%-65% (D+/1.3 = 62, D/1.0 = 57)

The individual portions of your grade include the following:

### Grading Percentages:

Exams (2) -----40%  
Map Quizzes (3) – -----12.5%  
Text Quizzes (2)----- 15%  
Synopsis -----10%  
Group Report/Paper ----- 15%  
Class/Group Participation 7.5%

## GRADING PARAMETERS:

### **MAP Quizzes:** 12.5%

There will be **four quizzes**. No make-ups for map quizzes will be allowed as *the worst map quiz will be tossed out*. List of places and maps will be handed out a couple weeks before each quiz.

### **TEXT Quizzes:** 15%

**Two** quizzes will *be based on readings and lectures*: Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15 total, as well as 1 or 2 IDs (see exams for explanation) based on terms handed out in class.

### **Exams:** 40%

There will be two blue book exams, a midterm and a final. Check the class Schedule for dates.

- Final not cumulative.
- All consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.
- Some essay questions *may* be take home (yet to be determined)

Identification terms (“IDs”) will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to group and discussion activities at various points. For EXAMs you will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues. Worth between 40-50% of exams.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth between 30%-40% of exams. There will also be several (no more than 10) objective questions on exams. Worth between 20-30% of exams.

Make-up exams will not be given except under extraordinary circumstances. Students who must miss an exam because of illness or family emergency **must leave me an email or phone message PRIOR to class on the day of the exam.**

### **Question Synopsis 10%**

You will turn in one written answer that requires reading relevant materials from text and/or source book, and then answering a related question from those handed out in class that combines a brief synopsis and interpretation of what you have read. (*May do a second for extra credit. See me if you are interested*)

- Homework questions will be handed out periodically during quarter.
- Different groups will be assigned different questions with **different due dates**.
- For full credit all **MUST** be turned in by due date.
- Should ideally be between 1 to 2 typed pages long (but **not over two pages**).
- Must be as grammatically correct and understandable as possible.

### **Paper/Presentation: 15%**

You will work collaboratively in pairs to produce a paper and/or class presentation on a topic of your choosing. All will be due during last week of class (but BEFORE final exam). You will have two grading possibilities that you will decide on. One is to turn in a paper worth 67% of this grade, and give a short (c. 5 minutes) talk on what you wrote on, worth 33%, OR give a more in depth/elaborate presentation (c. 15 minutes) worth 67% and a detailed outline of what you researched worth 33%

- Topics, possibilities, and more information will be discussed early in the quarter
- Will involve research in library and printed sources
- All will require annotated bibliography of not less than 3 sources.
- Grammar and spelling count, as do organization and clarity.

### **Class Discussions/Group Participation: 7.5%**

There will be regular graded discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. You are expected to come to class familiar with and ready to discuss these readings and participate in the discussion during the class. This may involve graded writings and/or whiteboard work. To do well you must attend, thus attendance is part of the grading process.

- Expected to attend class as often as possible.
- Participation includes regularly answering my questions, asking questions, engaging in discussion, and especially participating in regular group discussions/exercises.

**EXtra Credit:** The **only** extra credit (one option only per person) I will allow is either to give a short (3 minute or so) oral description to the class about a book, article, or show you read or watched that is relevant to class material and adds to our understanding, **OR** an extra homework subject to my discretion

**Special Note: Plagiarism** –For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing from any published material without *mention of the source*) will be tolerated, and no credit will be given for any assignment in which I find it. **If discovered, plagiarism will result in a zero score for that assignment, and raise the level of scrutiny for future assignments. A second example will result in a minimum 1.0 reduction (ex., 2.0 to a 1.0) in final grade.** If egregious second offense **may result in failure of the entire course.** I expect you to look on-line or elsewhere in order to fully understand just what plagiarism is. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this.

For a description of plagiarism see the statement by the American Historical Association  
<<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*)

Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:  
[http://guides.library.fullerton.edu/historians\\_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm](http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm)

**Cell Phones** -- You are expected to turn off or silence your cell phones prior to the start of each class. Using them during class will result in a warning; if a second incident occurs you will be asked to leave the room for the remainder of that class.

**Useful Resources:**

1. Reading/Writing Center
2. The library and its skilled reference people. (Also, King Co. Public Library, and the UW Library, are free and open to public).
3. Walter Plank, How to Study in College, 5th ed. Houghton Mifflin.

**BOOKS:** **TEXTBOOK:** A History of World Societies, complete vol. 8th ed.  
McKay, Hill, Buckler, et. al. Houghton Mifflin

**ATLAS (optional):** Hammond Historical World Atlas  
Or..... (I’ll give some other options)

## **Calendar -- Readings, Topics, and Assessments (subject to adjustment)**

**Primary Document Handouts passed out periodically as well!**

Week of	Topic	Readings	Assignment
Jan. 3-7	Intro, background on regional civs.	pp. 148-52, 157, 163-4, 169-72, 177, 182-5, 268-74, 308-09	Get books and read!
Jan. 10-14	Islam and early African civ.	Ch. 8 (all), and pp. 229, 234-46	Group 1 Synopsis (1/15)
Jan. 18-21	Medieval Asia	Ch. 12 (all), and pp. 293-5, 308-21	First <b>map quiz</b> (1/18?) Group 2 Synopsis (1/22)
Jan. 24-27	Medieval Europe	Ch. 13 (all) , and pp. 298-307	2 <sup>nd</sup> <b>map quiz</b> (2/27?)
1/31-2/4	Renaissance and Reformation	Ch. 14 (all)	First <b>text quiz</b> (1/31?) Group 3 Synopsis (2/4)
Feb. 7-11	European "contact"	Ch. 15 (all), and pp. 276-87	Group 4 Synopsis (2/11)
Feb.14-18	Europe in 17 <sup>th</sup> c., Scientific Rev. and Enlightenment	Ch. 16 (all), and pp. 493-500, 507-10	<b>MIDTERM EXAM</b> (2/14?)
Feb. 22-25	Africa and the World	Ch. 18 (all), and pp. 248-52	3 <sup>rd</sup> <b>Map Quiz</b> (2/22?) Group 5 Synopsis (2/25?)
2/28-3/4	Islamic Empires	Ch. 19 (all)	2 <sup>nd</sup> <b>Text Quiz</b> (3/4?)
Mar. 7-11 (3/8 off)	Early Modern Asia	Ch. 20 (all)	4 <sup>th</sup> <b>Map Quiz</b> (3/7?) Group 6 Synopsis (3/11?)
Mar. 14-18	French Rev. and Napoleon	Ch. 21 (all), and pp. 501-06, 511-12	<b>Papers due</b> (3/18) and <b>presentations</b> (3/17-18)
March 21	Final Exam	-----	<b>FINAL!!!</b>