

**HISTORY102 : SYLLABUS**  
**HISTORY OF CIVILIZATION: THE MIDDLE AGES**  
**INSTRUCTOR: E. HAINES**

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**PRESCRIBED TEXTS:**

McKay, Hill and Buckler, *A History of World Societies. (8th ed.)*  
McKay, Hill and Buckler, **Study Guide Vol I** (Recommended)  
P. Riley; F. Jerome &  
R. Lembright, *The Global Experience Vol 1.*(5<sup>th</sup> ed.)

**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 18<sup>th</sup> 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 of 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 20% 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.**

### **(2) DISCUSSIONS:**

There will be a series of discussion topics posted every 10 days or so.. These topics will be based on texts and posted reading materials. Students are required make an initial discussion posting by the end of the first week of the discussion posted for that week. 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 will be worth 30% 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 50 points. No curve grading will be used in this course. There are NO EXTRA CREDIT options for this course. 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 20% and 30% respectively each towards the final grade. Quizzes make up 20% of the grade. The discussions will be worth the remaining 30% 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**

McKAY/HILL/BUCKLER

**WEEK ONE:**

1. ISLAMIC CIVILIZATION & WORLD OF THE MIDDLE AGES:

The Arab Empire & Islamic Civilization	CHPT 8
African Empires	CHPT 9, pp. 238-251
<i>The Global Experience</i> (text) – Doc#’s: 53, 54, 65, 67, 68	

**WEEK TWO:**

2. THE FAR EAST:

The Mongol Empire	CHPT 11	
The Chinese Empire; Korea & Japan	CHPT 12, pp.326-336	<i>The</i>
<i>Global Experience</i> (text) – Doc#’s: 77 85, 82. 86, 98		

**WEEK THREE  
& WEEK FOUR:**

3. THE HIGH MIDDLE AGES/DECLINE OF MEDIEVAL EUROPE: CHPT: 13

The Renaissance	CHPT 14,pp. 386-403
The Reformations	CHPT 14,pp.403-420
<i>The Global Experience</i> (text) – Doc#’s: 72, 74, 75, 76, 87, 88, 94, 95, 96	

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**WEEK FIVE: MIDTERM EXAMINATIONS**

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**WEEK SIX:**

4. THE AGE OF EXPLORATION AND DISCOVERY: CHPT 15  
*The Global Experience* (text) – Doc#’s: 100, 101, 102 103, 104  
The Americas CHPT 10,pp.268-288  
The African context CHPT 18,pp.525-539
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**WEEK SEVEN:**

5. THE EARLY MODERN ASIAN EMPIRES:  
The Ottomans; Persians & Mughals CHPT 19  
The Ming & Qing Empires of China CHPT 20  
*The Global Experience* (text) – Doc#’s: 89, 90
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**WEEK EIGHT &  
WEEK NINE:**

6. THE AGE OF ABSOLUTISM & ENLIGHTENMENT CHPT 16  
CHPT 17
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**WEEK TEN:**

7. THE 18<sup>th</sup> C REVOLUTION CHPT 21, pp. 610-628
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[See the Reading Guide on the homepage for the additional documentary sources found in the *Global Experience* text.]

**PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**  
**Revised Spring 2008**

Cheating, Stealing and Plagiarizing\*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean 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 Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

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

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter 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 present at 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 (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. 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 meet with the [Disability Resource Centre](#) (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with [Disability Resource Centre](#), and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

*\*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 Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*