

HIST102 Syllabus Summer 2018

Instructor: Dr. Polly Good

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Contacting Me Students can contact me at the above e-mail address or through the e-mail feature in Canvas. While I will be checking e-mail and Canvas daily throughout the course, please keep in mind it may take up to 24 hours for me to respond to student communications.

Syllabus The syllabus contains valuable information for this class and will be available on Canvas throughout the quarter. The syllabus is subject to amendment or change at the discretion of the instructor. Changes to course assignments and due dates as well as general information will be announced in class and posted on Canvas.

Submitting Assignments All assignments are submitted through Canvas.

Course Description

This course surveys world civilization from approximately 500 CE to the French Revolution. Topics include the fall of Rome, the rise of major world religions, medieval institutions, the Renaissance, the rise of science, and the age of exploration. The goal of the course is for students to think critically about primary source documents and other information to create a meaningful historical narrative.

Course Outcomes

After completing this class, students should be able to: analyze and critically evaluate primary and secondary sources; communicate effectively in writing; compare the rise and decline of the major non-Western and Western civilizations from the Middle Ages to the early modern period; evaluate the significance and impact of the creation of new European empires in the Americas, Asia, and Africa; and identify and assess the causes and consequences of the major economic, social, political, religious, and cultural developments of the middle ages to the early modern period.

Required Readings

A History of World Societies, 11th edition (textbook)
Sources of World Societies, Vol. 1: To 1600
Sources of World Societies, Vol. 2: Since 1450

The online textbook and source books can be purchased at the Bellevue College bookstore or directly from the publisher (see separate document in the Course Introduction and Resources module).

Course Work

Weekly Textbook Readings and Responses (80 points – 5 points per chapter) Throughout the course, students are required to read the assigned chapters from *A History of World Societies* and provide written responses to specifically assigned questions found at the end of each chapter (see the weekly Readings and Assignments documents for more detailed instructions). This close reading and engaging with the textbook narrative is designed to take the place of lectures in a traditional in-person class. Note: In addition to the assigned response, there are tools available to help students take notes while they read the textbook - Chapter Preview questions at the beginning of each chapter and a downloadable Guided Reading Exercise for each chapter that students can use to assist with their note taking.

Weekly Document Readings and Responses (195 points – 13 responses @ 15 points each) Throughout the course, students are required to read numerous assigned documents from the *Sources of World Societies* and provide written response to specifically assigned questions. (see the weekly Readings and Assignments documents for more detailed instructions)

Essay Exams (100 points – 2 essays @ 50 points each) There will be a midterm and final essay exam. These will be formal essays with an introduction, conclusion, thesis statement, and body paragraphs presenting supporting evidence from the course material (both textbook and documents). The length of these essays is 850 to 1000 words. The midterm essay will cover Chapters 7 thru 14. Midterm essay instructions and prompt will be available on July 20 and will be due on July 22. The final essay will cover Chapters 15 thru 22. Final essay instructions and prompt will be available on August 14 and due on August 16. Important Note: It is imperative that students keep up with the reading and written assignments to be able to complete the essay in a timely fashion.

Late Work Students will get ONE free pass for a late assignment (excluding the essay exams). Late work must be e-mailed directly to me through Canvas or at my BC e-mail address. More than one late assignment will be assessed a late penalty of a deduction up to 50% of point total for that particular assignment.

Students with Special Needs

If you have special needs that could affect your performance in this class, please let me know as soon as possible and make appropriate arrangements. Students who have documented disabilities and require accommodations need to contact the Disability Resource Center (DRC) located in B132. Contact the office either by phone (425-564 2498) or in person to fulfill the eligibility requirements for accommodations as soon as possible. Deaf students can reach the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit the DRC website (www.bellevuecollege.edu/drc) for application information and helpful links.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Autism Spectrum Navigators is located in the Library Media Center in D125. More information can be found at <http://www.bellevuecollege.edu/autismspectrumnavigators/>.

Affirmation of Inclusion

Bellevue 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 Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays: Students who expect to miss classes, examinations or other assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete such academic responsibilities. Students must provide their instructor with reasonable notice of the dates of religious holidays when they will be absent, preferably at the beginning of the term. If disagreement arises over any element of this policy, the parties will consult the department chair or Dean.

College Anti-Discrimination Statement (Title IX): Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult [College Anti-Discrimination Statements](#).

Cheating and Plagiarism*

All work for this course must be your own and include proper citations of consulted work. Plagiarism need not be deliberate; it may be committed unintentionally through carelessness or ignorance. Since accidental plagiarism in a paper is indistinguishable from deliberate dishonesty, students must be alert to avoid the sort of carelessness or ignorance that may leave him or her open to a charge of having plagiarized another's work. Students who are guilty of plagiarism will receive a failing grade for the assignment and, depending on the degree of plagiarism, the course. Incidents of plagiarism will be reported to the Dean of Student Success. The dean may file the report in your permanent record or take further disciplinary action such as suspension or expulsion from the college.

If you feel you have been unfairly accused of cheating, you may appeal. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct found online at http://bellevuecollege.edu/policies/2/2050_Student_Code.asp.

*Cheating includes, but is not limited to, copying answers on tests or assignments, glancing at nearby test papers, swapping papers, stealing, plagiarizing, lying, use of electronic information storage or communication devices to store or share answers and illicitly giving or receiving help on exams or assignments.

Course Etiquette

E-Mail Etiquette E-mail has become a space of casual conversation. However, e-mails to me, as well as other instructors, should be more formal in both tone and styles than e-mails to your family and friends.