

HISTORY 102: HISTORY of CIVILIZATIONS: Medieval World

Course # 5205 OAS

Office Hours -- Thurs 11am-1pm

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Course Description:

Surveys world civilization from about 500 AD to 1815 (Napoleon's defeat). Topics include the fall of Rome, the rise of Christianity and Islam, medieval institutions, the Renaissance, the rise of science, the age of exploration, and the development of the nation-state. May be used as social science or humanities credit, not both, at BC.

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 also 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 some general education skills in the some of the following areas, reasoning (critical thinking; research & information); communication (writing); cultural traditions (historical & intellectual perspectives; cultural diversity).

Learning Outcomes:

After completing this class, students should be able to:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and 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.
- 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.

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.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION Spring 2012

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 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 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 BC 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 BC 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 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.

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

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.

GRADING PARAMETERS:

I basically grade on the following numerical system,

A = 87%-100% (A-/3.7 = 89%, A/4.0 = 92+%)
B = 76%-87% (B+/3.3 = 84%, B/3.0 = 80%, B-/2.7=77%)
C = 64%-76% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)
D = 51%-63% (D+/1.3 = 61, D/1.0 = 57)

The individual portions of your grade include the following:

Grading Summary:

Final Exam -----20%
Text Quizzes (3)----- 30%
Weekly Discussions-----45%
Intro Bio and Syllabus Quiz- 5%

GRADING REQUIREMENTS

QUIZZES 30% Three quizzes will *be based on readings* and related videos and lectures: Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15 total, and Short Answer Identifications (see below for explanation) based on terms (also from posted lists) Identification terms ("IDs", or "short answers") will consist of either individuals, places, programs, policies, and events. Lists of terms will be given out at stages in the course. They will also be related to exams, and group and discussion activities at various points. Those without an * will relate to objective questions (and perhaps be relevant to exam essays). Those with an * may also be chosen as identification/short answers. 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 30-40% of quizzes.

• **Exam 20%:** There will be a Final blue book exam. Check the class Schedule for date.

- Final not cumulative.
- Consists of combination of objective, short answer and essay questions.
- List of essay questions given out several weeks early.
- Essay question *may* be partially take-home.

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.

• **Discussions 45%** There will be weekly graded discussions based on assigned readings. Each week there will be questions to choose from based on the previous week's readings. Answers will be due on Monday nights. (For example, Jan. 2-5 you will read first week' readings, then Mon. Jan. 8 week 1 Answers will be due). Subsequent Answers will be due on Monday following when readings are assigned. Then each Thurs. (Jan. 11 for Week ONE), Responses to other classmate's Answers that were posted by Monday will be due. Each week will follow a similar pattern.

- Whether you post an Answer or a Response in a given week will depend on your last name and Group you are assigned to. You will all alternate. One week you will post an Answer, the next a Response (or two, see below). Thus, every week you will be posting one or the other. The only exceptions are that you *may* skip one Answer without penalty (though doing all will gain you extra credit, and/or replace a poor Answer grade from a previous week). I realize that some weeks you may have a lot going on and decide to skip a weekly Answer, but assume that every week you will post something, as 9 of the 10 weeks you must do so.

- Each **Answer** you post will be worth 25 points. Each response worth 10, for a maximum of 150 possible points. (Be aware that while you may post more than one Response in a given week you will only get one grade, as I will combine multiple Responses in a given week into one grade). **Answers** should be c. 400-600 words (Going over 700 will begin to incur deductions), and in the process should include the key information (not simply regurgitation of details, but do include several key ones while showing understanding and that you indeed read the relevant material and explanations. Assume you are explaining the material to someone who doesn't know it, as learning from each other's post IS the key to on-line classes. This always assumes well written English. Poor writing will incur deductions too.

- **Responses** to person's answers (due Thursday evenings) should be c.200-300 words each (or slightly more or less). And need to say more than "good job..." but have to add to understanding, especially what the author erred on or ignored, and you should explain what they needed, not just say something was missing, but perhaps what they should have written about that topic. Also, personal reactions and insights to the material (as in comparing to modern developments, etc.) are good too, but not in lieu of the above point.

Introductions and Syllabus Quiz – 5% -- Early in quarter you will post an Introductory Bio of yourself and take a brief on line quiz about Syllabus grading parameters. Look for these first week.

BOOKS: **TEXTBOOK:** Traditions and Encounters, vol. B 1000-1800
Bentley, Ziegler 9780077367985

SOURCE BOOK: SOURCES OF WORLD SOCITIES . VOL 1 TO 1715
WARD 9780312688578

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

| <u>Week of</u> | <u>Topics</u> | <u>Readings</u> | <u>Assignments</u> |
|-----------------------|---|--|--|
| Apr. 3-7 | Islam and its spread, | Ch. 13 (can skip 1 st 2 pages on “Economy and Society...”) | <u>Get organized and read!</u> |
| Apr. 8-14 | India and China in the Middle Ages | Ch. 14 (except “Emergence of Market Econ.”) + first 7 pages of Ch. 15 | Discussion 1 Answers 4/9 Discussion 1 Responses 4/11 |
| Apr. 15-21 | Byzantine and Western Christendom, and SE Asia | Ch. 16, + last 10 pages of Ch. 15 | Discussion 2 Answers 4/15 Discussion 2 Responses 4/18 |
| Apr. 22-28 | Mongols and Impacts, Medieval Africa | Rest of Ch. 17 and Ch. 18 | TEXT Quiz 1 Discussion 3 Answers 4/22 Discussion 3 Responses 4/25 |
| Apr. 29-May 5 | Medieval/Renaissance Europe, and trade connections | Ch. 19, + last 5 pages of Ch. 20 | Discussion 4 Answers 4/29 Discussion 4 Responses 5/2 |
| May 6-12 | Western Hemisphere and Cultural Exchanges | Rest of Ch. 20 + 1 st 10 pages of Ch. 21 | Discussion 5 Answers 5/6 Discussion 5 Responses 5/9 |
| May 13-19 | Plague and Recovery, and Explorations and Effects. | Rest of Ch. 21, + Ch. 22. | TEXT Quiz 2 Discussion 6 Answers 5/13 Discussion 6 Responses 5/16 |
| May 20-26 | Transformation of Europe in 16 th and 17 th centuries | Ch. 23 | Discussion 7 Answers 5/20 Discussion 7 Responses 5/23 |
| May 27-June 2 | Africa and Europeans, Islamic Empires | Ch. 24 (except last 4 pages) + Ch. 25 (read Intro but skip next 5 pages, then read to end) | Text QUIZ 3 Discussion 8 Answers 5/27 Discussion 8 Responses 5/30 |
| June 3-9 | Transformation of Asian Empires | Ch. 26, + first main section Ch. 27 on “Islamic Empires” | Discussion 9 Answers 6/3 Discussion 9 Responses 6/6 |
| June 10-16 | Islamic Empires and Leadup to and Start of French Revolution | Rest of Ch. 27 plus post on French Rev. | Discussion 10 Answers 6/10 Discussion 10 Responses 6/13 |

June 19-21 **FINALS**

Week 11 Answers and Responses
FINALEXAM (6/18-21)