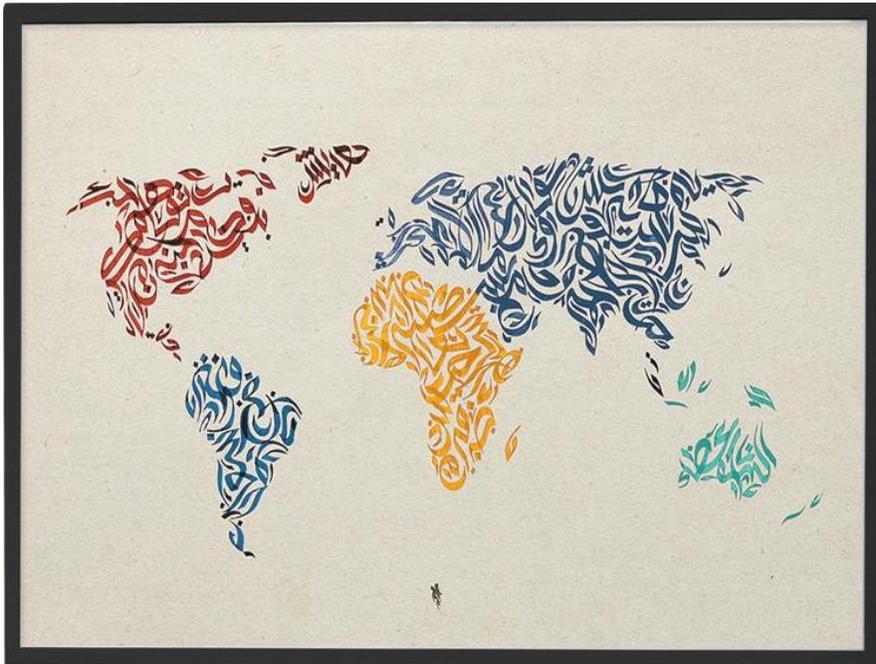


WORLD HISTORY TO A.D. 1500 - HIST 116 (200)
Humanities Department
Montgomery College, Germantown Campus
Spring 2023



All course materials comply with copyright/fair use policies. You, as students, are expected to not distribute any of the course materials, lectures, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

This syllabus is subject to change without prior notice. It is the students' responsibility to use the most-updated version of the syllabus via Blackboard.

Instructor

Dr. Sadegh Foghani

Gender Pronouns: he, him, his

Means of Communication: Blackboard (BB) Course Mail (not MC email)

Office Hours: M/W (11-12:30)- only by appointment

Office Location: Rockville Campus, HU 273

Course Info

CRN: 31622

Semester hours: 3

Assessment level(s): ENGL 101/ENGL 011, READ 120

Instructional Delivery Format

Face-to-Face (in-person), Late-Start, 13-Week

Scheduled Meeting Times: T/R, 9:30-11am

Class Meeting Location: Humanities and Social Sciences 218, Germantown Campus

This class may switch to structured-remote modality (synchronous online) in the event of possible classroom exposure to COVID-19.

COVID Health and Safety Guidelines

You are required to follow the MC COVID guidelines outlined on the [Return to Campus: Health and Safety Guidance](#) webpage.

Use of Technology in Class

All personal electronic devices (smart phones, tablets, laptops, etc.) must be turned off at the beginning of each meeting and may not be used at any time during class. Every time I see you use any digital device, it will count as an unexcused absence against your class attendance.

Please speak to me personally if there are extenuating circumstances that require the use of a laptop or tablet in class. If so, you will be asked to send me your class notes at the end of each class meeting.

Course Description¹

Hist. 116 surveys major political, social, economic, cultural, environmental, scientific, and technological developments within a global context to 1500. While it maintains a loosely-structured chronological progression, the course welcomes thematic digressions frequently. Hist. 116 aims to complicate our understanding of the world and human societies in the to 1500 but does not purport to provide a comprehensive account of the era; that is yet to be written.

Objectives²

Our survey of the world history to 1500 is a means to achieve higher goals. In Hist. 116, we strive to:

- Ask questions that are historically significant and presently relevant.
- Think intellectually without necessarily being an intellectual by trade; to think critically.
- Examine our belief systems and worldviews; to identify our biases.
- Become a better reader, writer, speaker, and listener.
- Discover and value the modern-day relevance and significance of the topics under study.
- To find ways to address the social and political issues of our time.
- To realize that progress is not inevitable.

Studying History

Instead of memorizing names, dates, and events in a timeline, the study of history at the college level requires analysis of source materials to interpret events and their connections. Events are examined from multiple perspectives. In historical analysis, it is critical that past ways of thinking be taken seriously as functional knowledge that supported societies, rather than as simply wrong or interpretations we no longer believe. Successful students learn how to construct interpretive arguments by drawing on primary and/or secondary sources and how to defend them by marshaling a variety of supporting evidence. Studying history develops critical thinking skills and helps create informed citizens.

Student Success

In order to succeed in this class, you need to do a substantial amount of reading every week and be prepared to discuss class materials in class frequently. Class meetings are designed to foster discussion on issues raised in lectures and readings.

You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to checking updates related to the course.

If at any time in the semester you don't understand the lectures, readings, or assignments, make a point of talking to me. I cannot solve problems that I don't know exist, and it is much easier to solve problems in their infancy rather than when they've spiraled out of control.

Instructional Materials

Instructional materials will include specific chapter(s) of the textbook and/or other readings. Other instructional materials may include videos, lecture notes, or PPT slides. Instructional materials, other than textbook chapters, are located on the Blackboard site for the course. See daily schedule of classes for specific information.

Required Textbook:

Bulliet, Richard, Pamela Crossley, Daniel Headrick, Steven Hirsch, and Lyman Johnson. *The Earth and Its Peoples: A Global History, to 1550, Volume I, 7th ed.* Stamford, CT: Cengage Learning, 2019. (You can purchase/rent this textbook via any outlet that you wish)

Evaluation and Grading Scale

All grades will be posted on Blackboard. I grade assignments and exams with numerical grades on a scale of 100. Course grades are awarded using the following ranges:

100 – 90	A
89.99 – 80	B
79.99 – 70	C
69.99 – 60	D
59.99 – 0	F

Course Grade Components

0% Class Attendance (Required)	10% Active Class Participation
6% Discussion Leadership	48% Reflection Posts (12, 4% each)
1% Introduction Post	25% Final Exam
10% Final Essay	

Attendance Policy

Students are expected to attend all class sessions. You cannot do well in this class if you don't attend our meetings. Success in this course is dependent on your active participation throughout the course. In cases involving excessive absences from class, the instructor may drop the student from the class. An excessive absence is defined as one more absence than the number of classes per week during a fall or spring semester; the number of absences is prorated for accelerated sessions.

Active Class Participation

Each class meeting will include discussion of assigned materials (readings/videos) and/or questions brought up during class time. Students are expected to study the assigned materials prior to the class meeting time. Your participation grade is based on engagement in class discussions and with lectures and participating in class activities, not based on your physical presence in class meetings. Of course, you can't participate if you are not present. Participation is trying to express yourself about the materials under examination—it doesn't mean always hitting a home run with your comments. There's no penalty for honest effort that falls flat, only for being clearly ignorant of the lectures and assigned readings (i.e., making it up).

Reflection Posts

To create a collaborative discussion environment in class meetings and to invite students to be active participants in their own learning process, each student is expected to post an original entry, a response post, and a question per discussion reading on Blackboard by the deadline. Reflection posts are always due on Tuesdays, 11:59pm.

Why posting a question? I do not want the direction of our discussions be determined by what I think is important, but what you think is important. Studying for a college-level history course is an exercise in sorting information. The information provided in this class is voluminous and hearing the lectures and doing the readings is like trying to drink from a fire hose. The ability to sort important from unimportant information is a critical skill in the 21st century. We have so many electronic resources to answer every question. But do you know the right question to ask?

Your original post, response post and question should reflect a strong level of engagement with the discussion materials. Avoid general questions that can be asked about any reading, e.g., “what’s the author’s argument?”. You are expected to post a thought-provoking question that is relevant to the reading and that can potentially generate an engaging discussion in class. You are encouraged to take a look at all Discussion Board questions posted on BB by your peers before class.

Discussion Leadership

Each student will lead (individually or in collaboration with another student) at least one class discussion during the semester. As a discussion leader, you are expected to:

- Briefly discuss the author’s background (up to 5 minutes).
- Provide your peers with a concise summary of the discussion material(s).
- Introduce three key historical terms mentioned in the reading and discuss their historical significance
- Go over the questions posted on BB by your peers to form a discussion guide for our class meeting. When we meet, you should ask your peers to provide a brief explanation for their choice of question, if their question is selected. You should then open the floor to solicit your peers’ views on the question.
- Ask follow-up questions in class discussions when you see fit.
- Bring as many people as possible to the discussion.

Use of a visual medium (e.g. PPTs) is encouraged.

As a discussion leader, you should not:

- Dominate the discussion but create space and time for your peers to express their thoughts.
- Answer the questions you share with your peers before giving them an opportunity to do so.

Lectures

This class is primarily based on class discussions rather than lectures. When lectures are offered, they are designed to complement the readings. The lectures frequently intersect with textbook chapters and other readings, but they do not much overlap.

Exam

Students will complete one exam for the course. Exam will include short-answer questions, essays, multiple-choice questions, and/or statement evaluations. The Final Exam will cover textbook chapters and lectures, not discussion materials.

Final Essay

There is one essay assignment due Friday, May 5, 11:59pm, which must be turned in via the assignment link on Blackboard. I do not accept assignments via e-mail. Please carefully read and follow the assignment instruction posted to BB, regarding format, citations, and content. The essay should be about 1500 words (use plus or minus 10% as a general rule for max and min length). You'll need to start the assignment as early as you can. I find that writing great first drafts isn't a common skill (it certainly isn't one of mine, and I write a lot). If you're trying for a good grade, give yourself at least a day to re-read your paper once you think it's done, read it out loud, make edits to improve its flow and logic, then spell and grammar check it one last time. It's a misnomer to think of someone as a good writer; a "good writer" is, in fact, a good self-editor. The essay will be graded on both content and composition. Your arguments/claims in your essay should be supported by specific examples. Do not write in vague generalities.

Extra-Credits

No extra-credit assignment is offered.

Late Work/Make-up Policy

Late submissions for assignments will not be accepted. Make-up exams will be granted only if the instructor receives proper documentation from the student. *A friendly note:*

Part of the college experience is developing effective time management skills. If you choose to wait until last minute to submit your work, you run the risk of missing the deadline due to unforeseen circumstances, e.g., power outage, computer glitches, internet issues, etc. Do not wait until last minute to try to upload your assignment or exam. Blackboard, not to mention Wi-Fi and the internet, is finicky and unpredictable. Contact the MC IT Help Desk in the event that you should need their assistance. Give yourself time for Help Desk to resolve your issue. "Blackboard wasn't working" is not a valid excuse for tardiness. I suggest a minimum of a two-hour cushion to make sure your work is uploaded.

General Technical Requirements

- A computer with reliable internet connection is required for class assignments and/or tests.
- In the event of holding classes via Zoom, a computer with a functioning webcam and microphone will be required.

Course Communication

If you have personal questions pertaining to this course, please send me a message via Blackboard Course Mail. I will do my best to answer your question within 24 hours if posted Monday through Friday.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to the e-mail address you have in Blackboard.

Class Conduct

Professionalism will be expected at all times, but most especially with your interactions during class meetings. Because our online meetings are a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norm for those who participate in my class.

Student Code of Conduct

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation. For information on academic standards, please consult the [Student Code of Conduct](#).

A special note on plagiarism:

Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation. (See www.plagiarism.org for more information.) If you have questions, ask.

Diversity and Inclusion

Montgomery College is committed to an environment that is inclusive, safe, and respectful for all persons. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times

to apply the highest academic standards to this course and to treat others with dignity and respect.

Technical Support

If you have problems with your computer, technology, and IT-related questions including Blackboard, please contact the MC IT Help Desk at 240-567-7222.

Accommodations for Students with Disabilities

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible.

If you have a disability that may impact your access and learning in this course, please contact me to discuss your specific needs within the first week of class. An accommodation letter from [Disability Support Services](#) authorizing your accommodations will be needed. Please note that accommodations needed for an online course may be different than those needed in a traditional classroom setting, so it is important to that you work with DSS to determine appropriate accommodations for this course as early as possible. Since accommodations are not retroactive, it is strongly recommended that you notify me as early as possible in the term.

Schedule of Classes (Please note that this schedule may be subject to change)

Module 1: On the Arrival of Sedentary Life

Week 1: Feb. 6-10

Intro: World History and the Problem of Eurocentrism and Periodization

Textbook: None

Additional materials on BB

Introduction Post due Tuesday, 11:59pm

Reflection Post W1 due Tuesday, 11:59pm

Week 2: Feb 13-17

From Early Humans to River Valley Civilizations

Textbook: Chapter 1 & 2

Additional materials on BB

Reflection Post W2 due Tuesday, 11:59pm

Module 2: On Religion, Philosophy, and Society

Week 3: Feb. 20-24

Judaism

Textbook: Chapter 3-4
 Additional materials on BB
Reflection Post W3 due Tuesday, 11:59pm

Week 4: Feb. 27- Mar. 3

Christianity

Textbook: Chapter 11 & 6-1f
 Additional materials on BB
Reflection Post W4 due Tuesday, 11:59pm

Week 5: Mar. 6-10

Islam

Textbook: Chapter 10 & 15-2
 Additional materials on BB
Reflection Post W5 due Tuesday, 11:59pm

Week 6: Mar. 13–19: Spring recess for students and faculty

Week 7: Mar. 20-24

Hinduism and Buddhism

Textbook: Chapter 7
 Additional materials on BB
Reflection Post W6 due Tuesday, 11:59pm

Week 8: Mar. 27-31

Confucianism, Daoism, and Legalism

Textbook: Chapter 4-1, 6-2c, 6-2d & Chapter 12
 Additional materials on BB
Reflection Post W7 due Tuesday, 11:59pm

Module 3: On the Institution of Slavery

Week 9: Apr. 3-7

On the Institution of Slavery and Its Various Forms

Textbook: none

Additional materials on BB

Reflection Post W9 due Tuesday, 11:59pm

Module 4: On Science, Technology, and Medicine

Week 10: Apr. 10-14

Greek Natural Philosophy and Roman Technology

Textbook: Chapter 3-1, 3-2, 3-3, 3-5 & 5-1, 5-2, 5-3, 5-4, 6-1 & 6-2,

Additional materials on BB

Reflection Post W10 due Tuesday, 11:59pm

Week 11: Apr. 17-21

On the Dark Age That the Medieval Europe Was Not

Textbook: Chapter 11 & 14

Additional materials on BB

Reflection Post W11 due Tuesday, 11:59pm

Module 5: On Trade and Travel

Week 12: Apr. 24-28

The Mongols: The Story of the Largest Land Empire in History

Textbook: Chapter 13

Additional materials on BB

Reflection Post W12 due Tuesday, 11:59pm

Week 13: May 1-5

The Maritime Revolution

Textbook: Chapter 8, 15-5 & 16

Additional materials on BB

Reflection Post W13 due Tuesday, 11:59pm

Final Essay due Friday, May 5, 11:59pm

Final Exam, Thursday, May 11, 8-10am

Notes:**¹ MC Course Description**

One of two related courses (with HIST 117), which may be taken in either order. These courses cover the world's great cultures, religious, and political systems. They offer the student an opportunity to understand contemporary life in terms of the accumulated cultural experiences of the world and to appreciate the growing interdependence of modern nations. HIST 116 is a comparative inquiry into the emergence and flowering of ancient Near Eastern and Mediterranean civilizations; the Christian Middle Ages and Renaissance in Europe; China and the development of Confucianism, Taoism, and Buddhism; Hinduism and Indian empires; Islam- its conquests and the rise of the Ottoman Empire; civilizations of the Americas, and African developments.

² MC Course Outcomes

- Chart the spread of humanity from Africa and demonstrate an understanding of the impact of the Neolithic Revolution on further human developments.
- Explain the geographical and environmental reasons for the varying rates of social and historical development throughout the world.
- Trace religious developments from ritualistic and communal forms to theologically more sophisticated forms that allow for personal spirituality and contain explicit codes of morality.
- Analyze the process of globalization or interconnectedness, as evidenced for example by the history of Central Asiatic peoples and the Silk Road or by the Indian Ocean trade, is a very old phenomenon.
- Explain the basic chronological framework of world history and will demonstrate understanding of cause and effect and comment upon contemporary developments in different parts of the world.