

**HAGERSTOWN COMMUNITY COLLEGE  
OFFICIAL MASTER SYLLABUS**

**COURSE:** HIS 101-01: World History to 1500, 3 credits  
Tuesdays and Thursdays, 10:00am-11:15am

**INSTRUCTOR:** Dr. Timothy Jenness **SEMESTER/YEAR:** Spring 2018  
Office Hours: Mondays and Wednesdays, 9:00am-11:00am  
Tuesdays, 9:00am-10:00am  
By Appointment  
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**COURSE DESCRIPTION:**

This course studies the history of civilization from primitive man and the earliest river-centered cultures to 1500, with a focus on key epochs, societies, persons, movements, and ideas which illustrate the development and continuity of world cultures.

Prerequisites: English 099 or placement into English 100 or 101.

**TEXTBOOK:**

Eugene Berger, et al. World History: Cultures, States, and Societies to 1500 (2016)

**PLEASE NOTE:** This is an electronic textbook which must be downloaded:

<http://oer.galileo.usg.edu/history-textbooks/2>. There is also a link on the course's *Moodle* website. *Moodle* is an integral part of this course. Students must use it regularly to access supplemental materials.

**STUDENT LEARNING OUTCOMES:**

1. Identify and evaluate primary and secondary source materials and demonstrate an understanding of their historical context and relevance; recognize bias and its impact upon the value of the source; extract valid and valuable information from the source.
2. Recognize important trends and themes in human cultural, economic, political and ideological development; identify and evaluate the impact of these historical trends upon global development.

**GENERAL EDUCATION OUTCOMES:**

1. The student will be able to critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.
2. The student will be able to demonstrate how culture, society, and diversity shape the role of the individual within society and human relations across cultures.

**MINIMUM HOURS OF COURSEWORK:**

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of

coursework per credit. For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

	DIRECT Faculty Instruction In-class <b>37.5 hours required</b>	Student Work Out of Classroom <b>75 hours required</b> <b>(minimum # but may be more)</b>
In-class lecture/related activities	37.5 hours	
Assigned Reading		30 hours
Quiz Preparation		5 hours prep
Exams		30 hours prep
Papers		10 hours
<b>Total Hours</b>	<b>37.5 hours</b>	<b>75 hours</b>

**COURSE CONTENT OBJECTIVES:**

In addition to the ability to understand written and spoken information and to summarize it in an accurate manner, students will acquire specific content knowledge. They will be able to:

1. explain the emergence of early humans and cultures and several theories about how they occurred.
2. discuss the four great revolutions in thought and religion and explain how they affect us today.
3. explain the development of world religions and ideologies and their effect on society and historical events.
4. describe the development of civilizations and urban centers as well as the establishment and subsequent decline of various empires.
5. expound on the rise of world trade and its influence on people and society.
6. explain the formation of nation-states, their relationship to organized religion, and the origins, nature, and developments of the Renaissance and Reformation.
7. evaluate and explain the reasons for these changes and how they influence people today.
8. demonstrate improved map literacy.

**ASSESSMENT PROCEDURES (a.k.a. “how your final grade will be determined”):**

**Writing Assignments:**

These are not research papers but position essays designed to train you in the art of making an intellectual argument. You will be given a specific question(s) to answer and are expected to formulate a clear, logical answer that outlines your position. Papers written the night before usually fail to meet the expected standard. There are only two required during the course, so put time, thought, and effort into crafting good essays. NOTE: You may select from either of the first two writing options to write your first paper. All students will complete the final essay that is due at the end of the semester.

You must include an analysis of appropriate primary documents in your essays. If you choose, you may also use as many scholarly sources as you would like (e.g.: scholarly books or journal articles relevant to the subject – not encyclopedias, almanacs, or any other type of factual database). If you are unclear as to whether a source is appropriate, please ask!!! Journals such as *The Journal of Southern History* and *The American Historical Review* are examples of

appropriate sources. Lectures, popular internet websites, and news magazines such as *Time* and *Newsweek* ARE NOT scholarly sources. **NOTE: Do not use Wikipedia or any other type of internet source under any circumstances!** These sources are frequently filled with factual and interpretive errors! Your grade will be reduced accordingly if such sources are used. (See attached writing guidelines for further instructions.)

Students must do all the readings and attend the class lectures consistently in order to excel on these assignments. Papers must be double-spaced in 12 point, Times New Roman font with a one-inch margin on all sides. Use the Chicago Style (a.k.a. Turabian) when formatting footnotes (There is a copy of Turabian in the Learning Support Center and a link on *Moodle*). These assignments are exercises in intellectual concision; therefore, essays shorter or longer than **three full pages of text** will be penalized with a lower grade. All essays will have a cover page and will be stapled in the upper left-hand corner. Each assignment is due at the beginning of class on the date listed in this syllabus. **Electronic submissions and late papers will not be accepted!** No extra credit or time will be given for creative excuses (e.g. “My printer is broken,” “I lost my syllabus,” “I left my paper at home,” or “I didn’t know the paper was due today.”), so please put your energy into completing the assignments in a timely manner. NOTE: We will have an ongoing discussion regarding these writing assignments because the writing process can only be mastered over time and with practice. Accordingly, **students must consult with a writing tutor in the Learning Support Center before submitting the final copy of their essays to the professor.**

**\*\*\*The following criteria will be used to assess the quality of each essay submission:**

1. Were all **writing guidelines** followed, e.g. cover page, proper sources, footnotes, etc.?
2. Is there a **thesis**? Does it answer the question(s) provided in the assignment? Is it clear and concise?
3. Was **specific historical evidence** presented to support the thesis? What type of evidence was used?
4. Were **primary documents** used? Were they analyzed in a manner that effectively supports the thesis?
5. To what degree does the essay demonstrate the student’s command and understanding of proper English **grammar and syntax**? Content and argument mean very little if they are not conveyed clearly and concisely. **This is an important point of emphasis.**
6. Does the essay have an introduction that clearly explains the historical context and a conclusion that identifies the broader implications of the student’s argument?
7. What does the **overall appearance** of the essay suggest about the student’s effort (e.g. thoughtful, well-planned, hasty or careless, incomplete or apathetic, etc.)? Spelling errors, for instance, suggest carelessness or a lack of attention to detail, both of which are unacceptable in college-level work.
8. If the assignment was not the student’s first course submission, has he or she demonstrated an understanding of the professor’s previous feedback (one should ask questions if it is not clear)? In other words, **is the student repeatedly making the same mistakes that have already been pointed out?** (This helps to assess the

degree to which a student is both a serious learner and willing to receive constructive guidance.)

### **Examinations and Quizzes:**

Students are responsible for all material presented in class and in the readings. Quizzes will be administered during the first class session every week (unless informed otherwise) and will cover the reading assigned for that particular week. The two exams will consist of one or more of the following: multiple choice questions, term identification, short answer questions, and/or essay. Questions will come from the lectures, readings, and discussions. All exam answers will be written in exam books.

### **Discussion/Class Participation:**

Regular attendance is only part of “class participation.” All students are expected to contribute substantively (e.g. in intellectually thoughtful ways) to class discussions. This means, of course, that one will keep up with the assigned reading and come to class prepared. These weekly discussions will typically focus on the primary documents assigned for that week and will enable students to demonstrate what they know. To put it another way, discussion is an opportunity for students to impress the professor with their preparation and effort! The following criteria will be used to assess students’ participation:

1. Overall attendance.
2. One’s consistent willingness to seek assistance outside of class when necessary (and consistent willingness to implement the professor’s recommendations when appropriate).
3. The degree to which one contributed voluntarily to classroom discussions, etc.
4. The overall consistency of one’s participation.
5. The degree to which one’s classroom engagement was “substantive” or “perfunctory.”

Good attendance alone is only 50% of the grade. A superior “participation” grade indicates that a student contributed voluntarily, consistently, and substantively to class discussions.

### **Attendance:**

Attendance is mandatory and will be taken at the beginning of each class session. Students are permitted to miss up to three classes for any reason. Subsequent absences are unexcused regardless of the reason unless one has a medical or family emergency that can be appropriately documented (as determined by the professor). If you think that you might have to miss a class, plan accordingly. Failure to attend class regularly will result in a poor grade. Ten points (five percent) will be deducted from your final course grade for every absence over the three allowed (For example, if you miss five class meetings, your final grade will be reduced by twenty points or ten percent).

### **Grading:**

Final grades for this course will be calculated as follows:

Midterm Examination	10% (20 pts)
Final Examination	25% (50 pts)
Paper #1 (select either Option A or B)	10% (20 pts)
Paper #2 (End-of-semester essay)	20% (40 pts)

Quizzes (10 total)	25% (50 pts)
Class Participation:	10% (20 pts)
Total possible points:	100% (200 pts)

A	90% - 100%	(180-200 pts)
B+	88% - 89%	(176-179 pts)
B	80% - 87%	(160-175 pts)
C+	78% - 79%	(156-159 pts)
C	70% - 77%	(140-155 pts)
D+	68% - 69%	(136-139 pts)
D	60% - 67%	(120-135 pts)
F	under 60%	(under 120 pts)

NOTE: Pluses are used in the grading of individual assignments to provide students with clearer feedback on their performance.

### **COURSE POLICIES AND DECORUM:**

Students should feel free to express dissenting opinions without the fear of intimidation. Personal attacks will not be tolerated. Intellectual disagreements are encouraged but must be made on the basis of the historical evidence, not stereotypes or personal prejudice.

### **Cell Phones:**

All cell phones must be silenced. If your phone rings or you text during class, you will be given a zero for participation that day. Exceptions to this policy are law enforcement officers, firemen, and medical professionals who are “on call.” Please let me know before class if you are on call.

### **Extra Credit and Make-Ups:**

There is no extra credit. Missed work cannot be made up unless you have a documented medical, family, or work emergency (acceptable documentation will be determined by the professor). Such situations will be addressed on a case-by-case basis. Quizzes cannot be made up under any circumstances.

**Computer policy:** Laptops and iPads are permitted, however, students will not surf the web, check email, visit social networking sites, or play video games during class. Such behavior is disrespectful and disruptive. If this privilege is abused, such devices will be banned from the classroom.

**Punctuality and Professionalism:** Employers expect employees to be responsible and reliable; professors have similar expectations of students, so please be on time. If you arrive after attendance has been taken, you will be marked absent and will earn a zero for participation that day unless you have an appropriately documented excuse. If you know you will be late because of work or a medical appointment, please let the professor know in advance. Again, the professor reserves the right to determine what is “appropriate.” NOTE: Tardiness of any sort is disrespectful and disruptive. Habitual tardiness will have an adverse effect on your grade.

### **Plagiarism and Cheating:**

Plagiarism is defined as the intentional or unintentional use of somebody else's intellectual work and passing it off as your own. If you borrow someone else's idea, paraphrase their meaning or words, or quote directly from another source in your writing, **YOU MUST CITE THE SOURCE** in a footnote. If you do not cite your sources in footnotes, it is plagiarism and you will fail the assignment and may fail the course. **PLAGIARISM IS STEALING – DON'T DO IT!** Any form of academic dishonesty will not be tolerated and is a violation of the student honor code. Students who are caught cheating will be reported to the Vice President of Academic Affairs and Student Services.

**SERVICES FOR STUDENTS WITH DISABILITIES:** Students may receive reasonable accommodations if they have a diagnosed disability and present appropriate documentation. Students seeking accommodations are required to contact the Disability Support Services (DSS) office as early as possible. Students may contact a DSS staff member for an appointment at [dss@hagerstowncc.edu](mailto:dss@hagerstowncc.edu) or at 240-500-2530.

### **Writing Guidelines for HIS 101**

Writing is an inherent part of this course. In completing these assignments, you must adhere to proper grammar and organization to make your argument persuasive. If you do not have a copy of Strunk and White's The Elements of Style, I strongly encourage you to purchase one. It will be an invaluable resource throughout your college career.

The ability to write coherently and persuasively is a skill too many people lack. The formal writing assignments in this course, then, are designed to improve students' writing proficiency. In completing each assignment, students should accomplish three goals: answer the question posed, provide specific evidence from the readings to support one's argument, and persuade the reader that one's interpretation is correct. The body of each essay should analyze specific historical examples from the readings, especially the primary documents. This will enable students to persuade the reader that their interpretation is plausible even if the reader disagrees.

**Every good paper must have a strong, concise thesis statement that directly answers the question.** Without it, one's argument becomes bogged down in irrelevant information, is often incoherent, and, ultimately, will fail to earn the desired grade. A thesis statement is similar to the foundation of a house – without it, the house (or in this case, paper) will collapse. It should be an analytical statement based on evidence, not a position based on emotion or unsupported "beliefs." As I grade your papers, a strong thesis will be the first thing for which I will look. To help students in this regard, **the thesis statement in every written assignment must be the last sentence of the first paragraph and will be underlined.** There are no exceptions! This will strengthen the paper by keeping its author focused on the intended argument. As you begin your first draft, it is a good idea to write the thesis on a separate piece of paper and keep it in front of you at all times. If students follow this rule and the points that follow, their writing and confidence will improve over time.

Writing is a laborious process. Papers written the night before or under duress usually fail to pass muster. Expect to write several drafts. Allow time for friends to critique your work. If

your writing confuses a friend, think how I will feel! Friends who are good writers and are not history majors are sometimes effective editors. Always write your introductory and concluding paragraphs last. The introduction should “tell me what you’re going to tell me” (in other words, present your thesis/argument in historical context) and the conclusion should “tell me what you told me” and, more importantly, connect the dots between your argument and the evidence you used. In other words, the conclusion should explain the broader implications of your argument. While there is more to good historical writing, these points get to the heart of what I expect. Finally, **I am always willing to help**, however, I am not able to read rough drafts. Nonetheless, please come to me if you want additional guidance.

**Twenty-four hour rule:** I will gladly discuss graded papers but only after you have read all my comments thoroughly. Please read and ponder my annotations and then contact me the next day if you still have questions. After you have completed each of these steps, we can discuss your paper. I expect that your writing will improve with each assignment.

Although this list is not inclusive, here are twelve specific suggestions (and my pet peeves) that will strengthen your argument, improve your writing style, and cut down on red ink:

1. No one sentence paragraphs.
2. Each paragraph should have a concise topic sentence – a minor thesis statement that defends the overall thesis of your paper.
3. Avoid run-on sentences and do not overuse conjunctions (e.g. “and,” “but,” “if,” etc.).
4. Use the active voice except when varying sentence structure. For instance, “Tennessee’s football program ranks among the nation’s best.” is preferable to “Tennessee’s football program is one of the nation’s best.” Active voice sentences do not use the verb “to be.” Sixty to seventy percent of one’s sentences should be written in the active voice.
5. Use positive structure. “Alabama’s football team is not very good.” is not as strong as “Alabama’s football team loses often.”
6. Brevity is a virtue.
7. Do not use verbose, complicated sentences. Start by writing like you talk (without slang, etc) but do not use first person singular or plural (“I,” “we,” etc). Remember: most people do not use proper grammar when speaking but your papers should follow standard written English guidelines.
8. History is written in the past tense; the use of present tense turns it into “journalism.”
9. Do not start sentences with conjunctions such as “however,” “and,” etc.
10. Avoid slang, clichés, colloquialisms, contractions, typos, abbreviations, and, especially, poor editing. **NOTE: Spelling errors are absolutely unacceptable!**
11. **Footnotes are always at the bottom of the page and are numbered sequentially.** The use of parenthetical citations (e.g. MLA and APA style) only demonstrates that the writer has chosen to ignore the instructions and will be graded accordingly.
12. Follow all the writing guidelines outlined in this syllabus.

### **Editing Symbols Frequently Used in the Grading of Written Assignments**

P                      new paragraph

Awk SS	awkward sentence structure (grammatically or stylistically wrong)
<u>d</u>	capitalize letter
E	use lower case letter
the	reverse letters
SF	sentence fragment
PV	passive voice/use active voice
FN	footnote/cite source
	insert space
WC	word choice is incorrect or could be better
SP	misspelled word
RS	run-on sentence
NQ	naked quote (quotations and paraphrases need attribution – that is, who said it?)
ƒ	delete

## SAMPLE ESSAY

Read this essay carefully and pay particular attention to its essential characteristics: a strong introduction and thesis, solid examples that support the thesis, analysis of the examples, and an effective conclusion. Give your paper a title that reflects its central theme. **Please do not use the question as the title** (This example includes the question only to provide context.). Also, while this essay is only about two and a half pages long, it is expected that your essays will meet the required length (three full pages). Pay attention to the proper format for footnote citations. NOTE: All essays will have a cover page that is not included in the page count. The cover page will include: your name, essay title, course number, my name, and due date. **Your ability to follow these directions will affect the grade you earn on each written assignment (e.g. proper footnote format).**

NOTE: The author of the following essay sought to answer this question: How do rituals reflect the values of a particular society?

Human ritual, Roger Scruton declares, “is often thought to be an essential instrument of social cohesion, since it unites people behind a common form of action saturated by social [or



religious] significance.”<sup>1</sup> For a minority culture, rituals assume an even more important role because they offer practitioners a means of maintaining their distinctiveness from the dominant culture around them. Moreover, they can serve as the means by which children are taught about their heritage and way of life. They are, as Ivan Marcus argues, “the visible expression of the individual’s [or group’s] unseen values, beliefs, and attitudes, and [are a way to conceptualize] the world.”<sup>2</sup> Rituals reveal the way in which societies view certain behaviors, and demonstrate the degree to which specific events are important. During the medieval period, both Ashkenazi Jews in Europe and the Sunni ‘Ulama’ of eleventh-century Baghdad placed great emphasis on education. The Jewish initiation rite and the relationship between Muslim scholars and students involved specific behaviors that demonstrated the degree to which each culture valued education.

**(THESIS MUST BE CONCISE, UNDERLINED, AND ANSWER THE QUESTION.)**

For young Jewish boys, entrance into the world of books began a lifelong process of learning. At an early age, they learned the alphabet by licking a letter board covered in honey. This rite of combining food and the learning of the alphabet, says Marcus, was designed “to make learning sweet for the child.”<sup>3</sup> Clearly, the intent was to prepare children for the lengthy process of studying the Torah. The sweetening of learning symbolically prepared young students to focus on the reading of texts. In associating the eating of certain foods with learning and remembering the Torah, Jewish rabbis demonstrated that learning the word of God was tied to physical sustenance, thus making such study a moral and physical imperative. Marcus points out that the Hebrew Bible associated foods with the “oral transmission of God’s words to a

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<sup>1</sup> Roger Scruton, A Dictionary of Political Thought (London: The Macmillan Press, 1982), 411.

<sup>2</sup> Ivan G. Marcus, Rituals of Childhood: Jewish Acculturation in Medieval Europe (New Haven and London: Yale University Press, 1996), 4.

<sup>3</sup> Marcus, Rituals of Childhood, 21.

prophet.”<sup>4</sup> Thus, ritual in this instance served a twofold purpose. It encouraged the student to enter his studies with enthusiasm while simultaneously reminding all Jews of how very important Torah study was to their way of life. **(EXAMPLE #1 SUPPORTS THE THESIS.**

**NOTE: YOUR EXAMPLES SHOULD BE TAKEN FROM PRIMARY SOURCES.)**

Scholarly ritual was no less important for the ulama in medieval Baghdad. In a society divided by frequent religious and political disagreements, the rise of a professional scholarly elite in the Iraqi city and throughout the Islamic world helped instill among the religion’s adherents a “sense of community.”<sup>5</sup> Much like the Jewish initiation ritual, Muslim education was highly personalized. The bond between teacher and student reflected a duality that was both scholastic and social. The student’s relationship with the scholar under whom he studied reflected his ability, status, credibility, and future professional prospects. According to Daphna Ephrat, the closer to the teacher a student was, the more reliable a source of learning he was to future generations.<sup>6</sup> Ephrat contends two models of scholarly affiliation existed in the eleventh and twelfth century Islamic world. Vertical affiliation linked students together as the common intellectual descendants of a specific teacher. In the radial network, young scholars were linked together at a certain time as the “common disciples of a certain teacher.” The latter model was very ritualistic: the scholar would sit down and his students would assemble in a semi-circle in front of him. Reflecting its hierarchical nature, the brightest student would sit closest to the scholar. Thus, this educational practice possessed a scholarly hierarchy that was inherently pragmatic and ritualistic. **(EXAMPLE #2 ALSO SUPPORTS THE THESIS.)**

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<sup>4</sup> Marcus, *Rituals of Childhood*, 54.

<sup>5</sup> Daphna Ephrat, *A Learned Society in a Period of Transition: The Sunni ‘Ulama’ of Eleventh-Century Baghdad* (Albany: State University of New York Press, 2000), 54.

<sup>6</sup> Ephrat, *A Learned Society in a Period of Transition*, 81.

These examples demonstrate several characteristics common to Judaic and Islamic education. First, both cultures viewed education as critically important. Secondly, rituals were an inherent part of the learning process. They enhanced it by giving stature to the student and by encouraging him to excel. The degree to which Jews and Muslims personalized the learning process revealed that teachers realized how vested they were in their students. Ritualized learning linked students with their teacher and with their cultural heritage. In a broader sense, formal education provided both societies with a framework that could be used to withstand the tug of internal and external forces that sought to pull apart the social order. **(CONCLUSION SHOULD SUMMARIZE THE ARGUMENT AND CONNECT THE HISTORICAL “DOTS”. IN OTHER WORDS, IT MUST EXPLAIN THE BROADER HISTORICAL IMPLICATIONS OF YOUR ARGUMENT.)**