



Course Outline
School of General Education
Brac University

HUM 101: INTRODUCTION TO WORLD CIVILIZATION AND CULTURE; Spring 2024

A. Course General Information:

Course Code:	HUM 101
Course Title:	WORLD CIVILIZATION AND CULTURE
Section and Class Time:	
Consultation Hours:	
Class Room Number:	
Credit Hours:	3
Contact Hours/Week:	3
Category	Gen Ed (Stream 3)
Type (Mandatory/Optional, Lecture/Laboratory/Project...):	Optional, Lecture, Writing
Prerequisites:	None
Co-requisites:	None

B. Course Catalog Description (Content):

This course provides an overview of human histories and geographies from the earliest traces of human settlements and movements to approximately 1500 CE. (Common era). This examines the forms of human societies and cultures, such as cities, states and empires, nomads and tribal confederacies, and land- and sea-based trading network societies, that gave rise to distinct and interconnected social and cultural formations in different parts of the world. Our analyses will be built around three organizing themes: in the first part of the course, we will focus on the earliest agrarian settlements and their nomadic interlocutors in order to explore the common and distinctive social, political, and cultural trends and themes that shaped human interactions and identities in the so-called “ancient” worlds. The second part offers a framework for understanding the role of warfare, trade, religion, migration, and technology in facilitating the growing interconnections within the Afro-Asian and Mediterranean worlds. The third part of the course explores the contours of the “connected world” from the eleventh century onward, focusing primarily on the developments in the Indian Ocean and Islamic worlds, respectively.

C. Rationale of the Course:

HUM 101 aims to introduce the students to a wide range of reading to broaden their range of knowledge and strengthen their capacity for critical thinking and enhance their ability to undertake text-based research tasks. This course intends to encourage students to have a wider understanding of history from multiple perspectives such as culture, politics, gender, religion etc. to appreciate cultural diversity and understand the socio-political conditions that led to the formation of the various historical realities of pre-1500 Afro Eurasia. Furthermore, the post-midterm contents of the course focusing on connected histories attempts to shape the student view towards history not only as linear process following a homogenous narrative, but also the rhizome underneath the processes shaped by circulation and migrations of communities and ideas, cultural hybridization and syncretic discourses.

D. Course Objective:

A. As a part of the liberal arts curriculum, this course is closely aligned with the primary objectives of the School of General Education (SGE). The first objective is to introduce students to a wide base of knowledge in liberal arts subjects outside your major fields of specialization. The second objective is to prepare students for academic success in the undergraduate program by enhancing student learning skills in critical reading, analyses, writing, and public speaking. In line with these general guidelines, this course will seek to meet the following program objectives of the School of General Education.

B. Course Outcomes (COs):

Upon successful completion of this course, students will be able to

SL.	CO Description
CO1	Explore familiarity with the major historical actors and events in the pre-1500 world
CO2	Construct an understanding of the ideologies, politics, and customs that underlie historical narratives
CO3	Locate the types of human social habitations, such as agrarian societies, nomadic confederacies, and trading networks, in the pre-1500 world
CO4	Attain basic historical and geographical literacy, learning to identify key locations, maps, timelines, images, and objects of historical analysis and acquire appreciation for the wide range and diversity of societies across a broad span of time and space
CO5	Recognize the conditions in which complex social systems have emerged and changed and study the ways in which regions and societies interacted over time and space, and analyze the role of such factors as warfare, trade, religion, and nomadic incursions in creating linkages among distant regions and localities, and giving rise to “connected worlds.”

E. Program Outcomes (POs):

SL.	PO Description
PO1	Describe a range of local and global issues/knowledge/ideas and their interconnections, beyond their major and minor
PO2	Demonstrate proficiency in university level language comprehension, analytical writing skills, and oral presentations
PO3	Apply knowledge toward problem-solving in and outside the classroom, especially through activities that contribute to the SDGs
PO4	Value diversity and inclusion in race, religion, gender, sexuality, ethnicity, economic and class backgrounds
PO5	Exhibit sensitive and ethical Leadership through course material taught, engaged pedagogical tools, class assignments, teamwork, and exposure to real-life problems

C. Mapping of Course Outcomes (COs) with Program Outcomes (POs):

COs	PO1	PO2	PO3	PO4	PO5
CO1	X	X			
CO2	X				
CO3			X	X	
CO4	X				X

CO5			X		X
-----	--	--	---	--	---

D. Themes and focused skills set

Thematic division of the course

- a. **Theme 1- Exploring History through Epics and Myths**
- b. **Theme 2- Exploring History through Political and Administrative Structures: Law and Governance**
- c. **Theme 3- Exploring History through commercial trade networks and de-territorial communities: Land and Seascapes**
- d. **Theme 4- Exploring History through the rise and impacts of the Mongol Empire**
- e. **Theme 5- Arrival of the Portuguese and their influence on the social and economic dynamics of the Indian Ocean World**

Focused Skill Sets:

1. Active & reflective reading skills	2. Creative, reflective and critical writing skills	3. Effective research, extraction, synthesis, analysis, and evaluation of primary and secondary historical materials and texts	4. Decision Making in individual and group-based tasks	5. Effective oral communication skills	6. Clarity of perception in understanding ancient history	7. Creative thinking	8. Openness and tolerance to new, and diverse ideas/perspectives
---------------------------------------	---	--	--	--	---	----------------------	--

F. Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

Class Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding COs
Theme 1 Session 1	Introduction to the course and approaches towards understanding history	Introduce the course outline Generating discussions; Student Free Writing In Class reading and discussions on what is history, and myths as historical resources	Through the discussions and free write we can access the student understanding of myth and legends, and possible ways of incorporating myths and legends in reading ancient history	1,2
Theme 1 Session 2	Approaches to the study of mythos: Exploring <i>The Epic of Gilgamesh</i> <i>Tracing archetypical figures (the myth of kingship, civilized and uncivilized, self vs other)</i>	Student led discussion based on prior research Short lecture on the theories and thematic aspects of myth; Introducing key themes of <i>The Epic of Gilgamesh</i> In class writing- How does myth portray the structures of social experience of ancient Civilizations? Case in context: Mesopotamia and <i>The Epic of Gilgamesh</i>	Through the lecture and the thought exercise assessment will be conducted via focused skill set 1, 4, 5,6,7	2,3,4,5
Theme 1 Session 3	Early Cities and States in Mesopotamia	Student led discussion based on prior research (Group based) Instructor facilitated discussions and association of historical information on <i>The Epic of Gilgamesh</i>	Through the student led discussions and group readings, along with instructor facilitated discussion assessment will be conducted via focused skill set 1, 5, 6, 7, 8	2,3,4,5
Theme 1 Session 4	Myth, Religion and Cultural Practices in Ancient Mesopotamia	Student led discussion based on prior research (group based) on <i>The Epic of Gilgamesh</i> and video of Dr. Irving Finkle Students share their research and generate class discussion via shared google slides Writing Assignment 1: To what extent myths and epics provide glimpses of ancient history? Provide an analysis in context of Ancient Mesopotamia (Students start working on this question but finish and submit it later on Turnitin)	Through the student led discussion on the videos of ancient Mesopotamia, and the writing assignment assessment will be conducted via focused skill set 2, 3, 6, 7	2,3,4,5

Theme 1 Session 5	Exploring into the domain of Comparative Mythology Student Class Facilitation (Group 1 and 2) <i>Understanding the structural elements of the origin myths and tracing broader themes</i>	Class lecture and discussions on Flood Myths Trying to frame a comparative thematic structure in studying ancient myths. Two groups will take the class jointly for 30-40 minutes 2 groups will be facilitated last 40 minutes of the class Provide concluding remarks on the first theme	Through student facilitating the class in the form of group-based lecture and discussions, assessment will be conducted via focused skill set 3, 4, 5, 6, 7	2,3,4,5
----------------------	---	---	---	---------

Theme 2 Session 6	Law and Governance in Ancient World: Monarchial States	<p>Instructor led discussion on different forms of kingship and monarchial administrative systems via class lecture and student discussion</p> <p>Student Led discussions based on prior group work-</p> <p>Group 1, 2, 3- Assyria and Achaemenid Persia</p> <p>Group 4, 5, 6, 7- China: Zhou Monarchy, Mandate of Heaven, Warring States, rise of Qin and Han Dynasty; Focus on Legalism, Daoism and Neo-Confucianism in political practices</p> <p>Group 8, 9 and 10- Vedic India: Brahminical Dominance and position of king in the caste system; reassertion of kingship in <i>Mahabharata</i> and <i>Arthashastra</i></p>	Through a combination of instructor led discussions, and group-based conversation, assessment will be conducted via focused skill set 1, 2, 5, 7, 8	1,2,3,4,5
Theme 2 Session 7	Law and Governance in Ancient World: Non-Monarchial States I	<p>Lecture on Ancient Greece and Rome: Exploring concepts of <i>Polis</i> and <i>Republic</i>; contemplating Plato's theory of justice and Aristotle's Political Cycle;</p> <p>In Class writing exercise: Exploring interrelationships between ideas of governance, rule of law and economic position of ancient non-monarchical states Class lecture and Q and A with the students</p>	Through instructor led lecture and in class writing exercises, assessment will be conducted via focused Skill Set 1, 2, 3, 7	2,3,4,5

Theme 2	Law and Governance in Ancient World: Non-Monarchial States II	Roman Republic and the issue of political contra economic stability; Analysis of Cicero's <i>Concordia Ordinum</i> Writing Assignment 2: Provide a comparative understanding of monarchial and non-monarchial states. Provide some benefits and drawbacks of both type of states according to your understanding. Use appropriate secondary resources and examples. (Student start making outline in class and complete the essay and submit it on Turnitin)		2,3,4,5
Theme 2 Session 8	Student Class Facilitation (Group 3 and 4)	Group 3- Analysis of the position of women in non-monarchial societies Group 4: Analysis of the position of women in monarchial societies Conclude Theme 2	Through student facilitating the class in the form of group-based lecture and discussions, assessment will be conducted via focused skill set 3, 4, 5, 6, 7	3,4,5
Midterm Review Session	Midterm Review Class I	Explain the process of topic selections (instructor led) and provide them with the topic Discussions on strategies of structuring their essay Explain what is thesis statement What do the course instructor want as a part of the literature review Discussion on what are academic sources; discuss the number of academic sources students should use in their paper Explain the marking structure of the midterm	-----	1,2,3
Midterm Session	Midterm Review Class II	Students present the thesis statement and essay outline (either in class or give the students a time slot or take	-----	

		an online session) and receive feedback		
Midterm Session	No Class Students visit the Teaching Assistant within their consultation hours	By the 13 th students visit the TA with proper formal first draft (minimum 3/4 th of the essay) with proper in text citation Teaching Assistant will sign on the student copy	-----	3
July 15th	Midterm Submissions	Students submit the final portfolio: Thesis Statement, Literature Review, Course Outline, First Draft and Final Draft	-----	
		END OF MIDTERMS		
Theme 3 Session 9	Exploring Connected Histories: Studying the Silk Roads	Instructor facilitated discussions on the historical formation of the Silk Roads and rising interconnectedness of societies and cultures via land-based trade; contributions of Empires and exchanges of goods and ideas	Through instructor facilitated discussions and thought question for students, assessment will be conducted via focused skill set 1, 4, 6, 7, 8	1,3,4
Theme 3 Session 10	Student Class Facilitation the Spread of Buddhism (Group 5 and 6)	Group facilitation on the spread of Buddhism and studying processes via which Buddhism became the first pan-Asiatic religion of the ancient world Writing Assignment 3- What are the conditions that led to Buddhism becoming the first pan-Asiatic religion? Padlet Map Exercise (optional): Tracing the spread of Buddhism via maritime networks	Through the writing assignment and lecture on Mongols facilitating the inter-civilizational exchanges, assessment will be conducted via focused skill set 3, 6, 7, 8	2,3,4,5
Theme 4 Session 11	Nomadic Communities of the Steppe and the Rise of the Mongols	Class Lecture on the Mongols: Mongol Empire and Inter-civilizational Exchange Writing Assignment 4- Analyze the process via which the Mongol expansion resulted	Through student facilitating the class in the form of group-based lecture and discussions, assessment will be conducted via focused skill set 3, 4, 5, 6, 7	2,3,4,5

		in inter-civilizational exchanges across Eurasia.		
Theme 5 Session 12	Indian Ocean Maritime World I Student Class Facilitation (Group 7 and 8)	Group 7- Chapter 2 (20 minutes)- focus on geography of ancient Indian Ocean and ancient trade routes Group 8- Chapter 2 (20 minutes)- focus on the interactions of societies and spaces of cultural hybridization	Through student facilitating the class in the form of group-based lecture and discussions, assessment will be conducted via focused skill set 3, 4, 5, 6, 7	2,3,4,5
Theme 5 Session 13	Indian Ocean Maritime World II	Instructor led discussion on the spread of Islamic merchants from the 7th to the 12 th century Exploring the relationship of trade, religion and culture Writing Task 5- Based on the discussions and contents covered in Session 12 and 13, write your perceptions on the interconnectedness of history. Focus on the issue of cultural hybridity and its impact on the ancient world.	Through the practice and perception of millenarianism in different Islamic Empires in fifteenth and sixteenth century, assessment will be undertaken via focused skill set 1, 5, 6, 7, 8	2,3,4,5
Theme 5 Session 14	Student Class Facilitation (Group 9 and 10)	Group 9- Imperial establishment of the Ottoman Dynasty Group 10- India and the Mughal Empire Analysis of the Islamic World Order by two of the three “gunpowder Empires”	Through student facilitating the class in the form of group-based lecture and discussions, assessment will be conducted via focused skill set 2, 3, 4, 5, 6, 7	2,3,4,5

Theme 5 Session 15	Exploring the impacts of the arrival of the Portuguese in the Indian Ocean World	Class lecture on the economic and social dynamics Portuguese Christians in the Indian Ocean World Contesting narratives between Christianity and local cultures Luso-Ottoman War Historical conditions leading to the early modern era	Through class lecture on the pre-Portuguese Christian networks and the interconnected commercial networks across the Indian Ocean assessment will be conducted via focused skill set 1, 5, 6, 7	
Final Exam Review Class I		Students present thesis statement, literature review, and paper outline Final confirmation of the topics	-----	
Final Exam Review Class II		Consultation with course instructors and Teaching Assistants	Providing feedback based on student response	
Final Exam Submission		Course Instructors Feedback Students submit the final portfolio: Thesis Statement, Literature Review, Course Outline, First Draft and Final Draft	-----	
Viva for final project		<u>By mentioned due date all course instructors submit the grade</u>	-----END OF THE CORUSE-----	

G. Learning Materials:

Recommended Readings

Lectures	Required Texts + Readings
-----------------	----------------------------------

1. Introduction to the course	Overview of Course Outline; reading the web article https://archives.history.ac.uk/history-in-focus/Whatishistory/marwick1.html
2. Approaches to the study of mythos (Theme 1)	Great themes of myth: https://drive.google.com/file/d/1h6vp9CIerFd09TMOOkF4tB3efymw7KQm/view?usp=sharing Summary of <i>The Epic of Gilgamesh</i> : https://www.youtube.com/watch?v=b5BHNqu54X8
3. Early Cities and States in Mesopotamia (Theme 1)	1. <i>World History of Ancient Political Thought</i> by Antony Black, Selections from page 31-42, 49-59 https://drive.google.com/file/d/11Q0IPBIrCKqvjYzLNtc6zL-G0y6BKINH/view?usp=sharing 2. Introduction Section of <i>The Epic of Gilgamesh</i> https://drive.google.com/file/d/10nY1IAvDbbdFpRgdlqwtBeG27Y-M56Xi/view?usp=sharing xvi-xlvi
4. Myth, Religion and Cultural Practices in Ancient Mesopotamia (Theme 1)	Selected tablets from <i>The Epic of Gilgamesh</i> : https://drive.google.com/file/d/10nY1IAvDbbdFpRgdlqwtBeG27Y-M56Xi/view?usp=sharing AND https://www.youtube.com/watch?v=s_fkpZSnz2I&t=13s
5. Exploring into the domain of Comparative Mythology (Theme 1) Student Presentation (Group 1 and 2)	<i>World Mythology</i> by Roy Wills (Editor); https://drive.google.com/file/d/1h6vp9CIerFd09TMOOkF4tB3efymw7KQm/view?usp=sharing Selected chapters + materials will be shared by the students after verification by the course instructor during consultation hours prior to scheduled class
6. Law and Governance in Ancient World: Monarchy	1. <i>World History of Ancient Political Thought</i> by Antony Black, Chapter 6 and 7 https://drive.google.com/file/d/11Q0IPBIrCKqvjYzLNtc6zL-G0y6BKINH/view?usp=sharing 2. <i>Universal Empires</i> by Bang and Kolodziejczyk https://drive.google.com/file/d/1FKeUJpPISVWh5UE4nlNFewS2KvFi3ZAP/view?usp=sharing Selection from chapter

cal States (Theme2)	
7. Law and Governan ce in Ancient World: Non-Mon archical States (Theme 2)	<p>1. <i>World History of Ancient Political Thought</i> by Antony Black, Chapter 8 and 9 https://drive.google.com/file/d/11Q0IPBIrCKqvjYzLNtc6zL-G0y6BKINH/view?usp=sharing</p> <p>2. <i>Women in World History</i> by Sarah Hughes and Brady Hughes, Chapter 5 and 7 (selections from page 113-127) https://drive.google.com/file/d/1MguQBwZlDyZpmHWpWmRJqPr3G7PYSVmd/view?usp=sharing</p>
8. Comparat ive analysis of Monarchi al and Non-mon archial States (Theme 2)	<p>Selected chapters from the book https://drive.google.com/file/d/11Q0IPBIrCKqvjYzLNtc6zL-G0y6BKINH/view?usp=sharing and other additional materials will be shared by the students after verification by the course instructor during consultation hours prior to scheduled class</p>
Student Presentati on II (Group 3 and 4)	
MIDTER M EXAM	MIDTERM EXAM
9. Exploring Connecte d Histories: Studying the formation of the ancient Silk Roads (Theme 3)	<p><i>The Silk Roads: A New History of the World</i> by Peter Frankopan, Chapter 1 https://drive.google.com/file/d/16kwO6ndghIrdBGOkxOexD9eZDbrDaxUk/view?usp=sharing</p>

10. Student Facilitation: Origin and Spread of Buddhism (Theme 3)	<p><i>Expanding Webs of Exchanges and Conflict, 500-1500 CE</i>; Chapter 17, “The Spread of Buddhism”, Page 447-477</p> <p>https://drive.google.com/file/d/1RD_1ZaSF8kEXUFfa3NgACAcYHLCtp8yI/view?usp=sharing</p>
11. Nomadic Communities of the Steppe and the Rise of the Mongols (Theme 4)	<p>Rise and Fall of the Nomad Dominated Empires of Eurasia by Pavel Osinsky https://drive.google.com/file/d/1IpcaknPBxMjo0mXZ31EnTae_QgonNFZt/view?usp=sharing</p> <p><i>Expanding Webs of Exchanges and Conflict, 500-1500 CE</i>; Chapter 20, “The Mongol Empire and inter-civilizational exchange”, Page 534-555</p> <p>https://drive.google.com/file/d/1RD_1ZaSF8kEXUFfa3NgACAcYHLCtp8yI/view?usp=sharing</p>
12. Exploring Connected Histories: Indian Ocean Maritime World I (Theme 5) Student Presentation (Group 7 and 8)	<p><i>The Indian Ocean in World History</i> by Edward A Alpers, Selections from Chapter 2 https://drive.google.com/file/d/10pmXncL0zCXzhvPa19p3-asQIR1PAGkQ/view?usp=sharing</p> <p>Presentation slides will be shared by the students after verification by the course instructor during consultation hours prior to scheduled class</p>
13. Exploring Connected Histories: Indian Ocean Maritime World II (Theme 5)	<p><i>The Indian Ocean in World History</i> by Edward A Alpers, Selections from Chapter 3 https://drive.google.com/file/d/10pmXncL0zCXzhvPa19p3-asQIR1PAGkQ/view?usp=sharing</p>

14. Student Presentati on (Group 9 and 10) (Theme 5)	<p>Group 9 The State of the House of Osman: Selections from pages 199- 220 https://drive.google.com/file/d/1KHd1CrXtDVxZ0OK0KxMo6eYQSb8HrQwm/view?usp=sharing</p> <p>Group 10- India and the Mughal Empire: Selections from 240- 254 https://drive.google.com/file/d/1KHd1CrXtDVxZ0OK0KxMo6eYQSb8HrQwm/view?usp=sharing</p>
15. Arrival of the Portugues e in the Indian Ocean (Theme 5)	<p><i>The Indian Ocean in World History</i> by Edward A Alpers, Selections from Chapter 3 and 4 https://drive.google.com/file/d/10pmXncL0zCXzhvPa19p3-asQIR1PAGkQ/view?usp=sharing</p>
Final Exam	End of the Course

H. Assessment and Evaluation:

Assessment Strategy

Course Assessment Methods:

1. Mandatory Class Attendance

Please note that attendance for this course is mandatory in order to participate in the classroom activities and discussions. **5% grade of your grade will be allocated for regular class attendance. Students who missed more than 9 classes throughout the semester (more than 4 classes before the midterms) will be dropped from course, and their names will be forwarded to the registrar's office. Absence of students will be considered in case of medical emergencies and unavoidable family issues only (after proper assessment by the course instructor). LEAVE OF ABSENCE MUST BE TAKEN BEFORE (with the exception of medical issues), NOT AFTER THE DURATION OF ABSENCE.**

2. Classroom Discussions and Activities

In line with the objectives of the School of General Education, this course will heavily focus on a range of learning exercises during our classroom session. Therefore, in addition to clarifying lecture and reading materials, the in-class sessions will be devoted to a variety of reading, writing, small-group discussion, and collaborative learning exercises. While much of the work will be seen only by the student, the final in-class writing assignment will be sent to the course faculty at the end of the class session. Once again, these exercises will be based on your effort and completion in addition to an appropriate degree of the merit of student answer. **Classroom activities will comprise 20% of your grade.**

3. Writing Assignment

Students are required to submit a completed writing assignment worth 20% of their final grade.

Students will submit a total of four writing assignment over the course of the semester. All students have to submit the writing assignment on specific lecture topic, related with the five broad themes of the course. **The writing assignment will comprise of analytical questions and students will submit their write up on Turnitin (this will be discussed in greater details by your respective course instructors)**

The writing assignment will be evaluated on the basis of student effort and diligence. In other words, as long as the students complete the writing assignment using their own words and analytical skills, they will receive the full points. On the other hand, any evidence of plagiarizing another student's worksheet, **or using any type of AI tools will result in zero points for both students. Please remember that the reflection question part of the worksheet must be submitted to your course instructor via TURNITIN upload.**

4. Student Class Facilitation (Presentations):

Throughout the semester as this course covers different range of topics, two groups (three students in each group) will take the class for 30 to 40 minutes. Before taking the class, the groups must attend consultation sessions with the course instructor. As long as the groups are diligent and prepare the class contents and issues to discuss in class with honesty and fairness, they will get the full points. Further instructions on the content and methodology of the presentations will be discussed in class. **The student presentations will comprise ten percent (15%) of your cumulative grade.**

5. Two Take-Home Examination: Please consult the rubric shared by the course instructor for the take home exams: Midterm (20%) and Finals (30%)

For the final exam the Viva will have 5% of the total marks

The rest of the marks are divided based on proper completion of the steps (mentioned in Section F) which the students have to properly complete as a part of their take home exam submissions

Course Policies:

- ☐ Students are expected to maintain all course decorum, and to treat each other with respect;
- ☐ Students are expected to complete all course readings and view the weekly taped lectures;
 - ☐ Students are actively encouraged to attend all in-class sessions. If you are unable to attend the in-class, you will still be responsible for completing all the required writing submissions;
- ☐ Active participation in class discussions is expected and encouraged;
- ☐ The instructor reserves the right to make any necessary (announced) changes to the syllabus.
- ☐ The deadline for submission of all assignments will be provided by the course faculty. Students are expected to submit all assignments by their respective due dates, and all late work will result in partial or full loss of requisite points or marks – *Please plan ahead!*

□ **Plagiarism and use of any type of AI software/applications/digital tools:** All students are expected to abide by the BRAC University Code of Academic Integrity. All assignments submitted by students must be their own work. Copying from another student or from published, unpublished, or electronic sources without appropriate citations or quotations is considered plagiarism. Any evidence of plagiarism will lead to an automatic “F” (fail) for all concerned students. In other words, if there is any evidence of plagiarism, ALL students involved will automatically receive a zero grade. According to university policy, all cases of plagiarism are reported to the Office of Academic Standards. The penalty for violation of this code can lead to a failing grade in the course as well as further disciplinary action by the university.

□ **Grading Policies:**

Students’ grades will be assigned in accordance with the guidelines and grading scale of the BRAC University Undergraduate Study and Examinations Regulations. In addition, we will provide detailed rubrics of student performance evaluation prior to the two examinations and final essay or case study.

Marks distribution:

Method	Attendance	In-Class Activities (Discussions, Readings and Writings)	Writing Assignment	Class Facilitation (Presentation)	Midterm	Final	Total
<u>% of Total Grade</u>	<u>5%</u>	<u>10%</u>	<u>20%</u>	<u>15%</u>	<u>20%</u>	<u>30%</u>	<u>100%</u>

I. **Make-up Procedures:** As per University policy

J. **Grading policy (subject to change):**

Students’ work will be graded according to the system specified by the Brac University Undergraduate Study and Examinations Regulations. In addition, faculty members are allowed to take into consideration factors such as the class average and standard deviation in order to ensure the grades reflect students’ actual class performance.

$$97-100 = A+ (4.0)$$

$$90 - 96 = A (4.0) \text{ Excellent}$$

$$85 - <90 = A- (3.7)$$

$$80 - <85 = B+ (3.3)$$

75 - <80 = B (3.0) Good

70 - <75 = B- (2.7)

65 - <70 = C+ (2.3)

60 - <65 = C (2.0) Fair

57 - <60 = C- (1.7)

55 - <57 = D+ (1.3)

52 - <55 = D (1.0) Poor

50 - <52 = D- (0.7)

<50 = F (0.0) Failure

Course Instructor Email: hafiz.shahrear@bracu.ac.bd