AU HIST 117 Civilizations and Ideas I
Summer 2015
AU HIST 117, Civilizations and Ideas I  
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format, with Wednesday/Friday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. The last day to withdraw with a full refund is 15 days after this course begins.

Instructor Contact
Instructor: Dr. Adam Fenner, PhD  
Email: fennera@andrews.edu  
Cell phone: 269-408-6410

Other Assistance

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
</tr>
<tr>
<td>(269) 471-6016</td>
<td></td>
</tr>
<tr>
<td>Enrollment and cancellations</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
</tr>
<tr>
<td>(269) 471-6323</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="http://bookstore.mbsdirect.net/andrews.htm">http://bookstore.mbsdirect.net/andrews.htm</a></td>
</tr>
<tr>
<td>Technical assistance with Moodle</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
</tr>
<tr>
<td>(269) 471-3960</td>
<td></td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td>andrews.edu/hdchat/chat.php</td>
</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
</tr>
<tr>
<td>(269) 471-6566</td>
<td></td>
</tr>
</tbody>
</table>

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Description
Survey of the development of major world civilizations to the eighteenth century, including origins and history of ideas, world views, and institutions (Stoicism, Hinduism, Catholicism, etc.) with an emphasis on the interaction of cultures in the pre-modern world.

Course Learning Outcomes
After completing this course students should be able to:

1. Distinguish principal events, people, and historical forces in world history from the beginning of human civilization to the early modern period,
2. Perform thoughtful analysis of historical questions through the use of primary documents and secondary literature,
3. Conduct meaningful research on historical topics,
4. Recognize the similarities and differences between world civilizations as well as evaluate their contributions,
5. Apply knowledge of the past to better understand the present,
6. Evaluate critically and intellectually historical claims used for political and theological purposes,
7. Appreciate the diversity of culture found in world societies
8. Communicate ideas through the use of technology and text,
9. See evidence of divine providence in the human experience.

This course is designed to give students an overview of the political, economic and social
Civilizations & Ideas I

development of major world societies and their cultures. It covers a period that spans approximately 4500 years from Ancient times to the European Renaissance. The political, economic and social events of each civilization will be examined along with the socio-religious ideologies that impacted other contemporary world societies. Additionally, it is hoped that from studying the past students will develop and strengthen their spiritual beliefs

Required Text/Material

Required Videos
All of these films are available online. iTunes, Amazon Instant Video, YouTube, and Netflix are all inexpensive alternatives to purchasing the DVD versions.


Additional Reading Material: I may assign additional reading material for each civilization including books, articles, handouts, videos and other electronic media as the need arises. Students are expected to read this material and be prepared for a quiz or test on it. *The content of this syllabus and the requirements for this class may change at the discretion of the teacher in order to meet the objectives of the course.*

Credit Hour and Commitment
This fifteen-week online course combines multiple learning exercises including short PowerPoint presentations, textbook readings, primary source analysis, online activities, quizzes, and short essays. The PowerPoint presentations will be consistent with the textbook but will also provide additional information. In addition to video lectures and regular readings, the class will employ the use of film to help students visualize past peoples and events. Lastly, there will also be online discussion board interaction based on readings and online activities. This class is designed to meet federal regulations and consume approximately fifteen hours of study per week. If this is unacceptable for any reason please reconsider your enrollment in this class. The following is a suggested weekly time allocation schedule for the course:

- Textbook Readings: 3 hours
- Interactive Discussion on the Readings: 2 hours
- Primary Document Readings: 1 hour
- Quiz and Writing Assignments: 3 hours
- Online Activities: 2 hours
- Essay Writing and Research: 3 hours
- Supplementary Video: 1 hour
Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements
- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.

Part 3: Course Requirements

Important Note: This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Please Be Advised: The schedule is provided in advance so you may read ahead of schedule. Your dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

Quizzes
Quizzes are a necessary evil when lengthy reading assignments are required, so each week a multiple choice and short answer quiz will be administered to demonstrate your mastery of the textbook material. There are a total of fifteen quizzes and they must be taken before the due date posted. Each quiz is worth 30 points.

Short Video Lecture Note Taking
Each week you are required to watch and take notes on a short video PowerPoint lecture. Your notes are due on the designated date and must demonstrate a mastery of the information
presented in the video in order to receive full credit. This weekly assignment is worth 30 points. You can expect exam questions to employ information from the video lectures, so plan accordingly.

Rubric for Grading Video Lecture Notes:
Characteristics of full credit are as follows:

1. Notes must demonstrate information from the entire video lecture. In other words, they must show evidence of students having viewed the video lecture from beginning to end.
2. Notes need not be exhaustive, but they should be thorough.

Grading Scale
- 25-30 Points: Notes demonstrate appropriate information and are well organized.
- 20-25 Points: Notes demonstrate some of the appropriate information and are somewhat organized.
- 15-20 Points: Notes are missing important information and are disorganized.
- 10-15 Points: Notes are missing all-important information and are very disorganized.
- 0-10 Points: Notes were either not taken or nearly incomplete.

Primary Source Readings
Primary sources can be any kind of information or artifact created during a particular time. Interpreting them allows historians to study topics that may be thousands of years old. Textbooks are simply overviews or summaries of what happened, but primary sources contain pieces of knowledge that allow us direct access to the past. Primary sources must be interpreted, so you must ask questions of them before they can be of any use. In this course you will be asked to read or examine a number of primary sources each module and answer several corresponding questions. This assignment is worth 30 points.

Online Activities
One of the best characteristics of an online course is your access to the Internet. Online courses are not constrained by time and space the same way classroom courses are, so not utilizing this advantage would be a missed opportunity. Each week you are required to explore a number of websites dealing with worldwide historical topics. In order to assure you have completed these tasks you will need to answer the provided corresponding questions. This assignment is worth 30 points.

Discussion Board Interaction
A fundamental part of this course is the online discussion forums the students and the teacher will take part in several times a week. This online interaction will allow participants to consider significant questions raised by the teacher, class content, and their fellow students. Think of the discussion board as an opportunity to learn from one another. A chance to share your thoughts and in the process have your perspective broadened. This weekly assignment is worth 30 points.

Each week students are required to make at least five postings on the discussion board in accordance with the following parameters:
1. Respond to at least two of the questions posted by the teacher
2. Respond to at least two of the replies or questions made by other students
3. Post a question to be answered by both students and the teacher
Rubric for Online Discussion Board Participation:

1. Submissions must be made on time to receive credit. If they are late, they will not receive credit unless a valid excuse is provided. Each posting is worth 6 points, so be sure you meet this requirement.

2. Posts and responses must be thoughtful and careful to include sufficient explanation. Stating simply that “I agree,” or “I disagree,” or “this is wrong” is unsatisfactory. Use examples, personal experience, and specific references to the course content to explain yourself. Remember, your fellow students will be reading your work.

3. All posts should be limited to one paragraph and be between 75 and 250 words long. Writing longer posts will not improve your grade but will not detract from it either.

4. All posts must address the question or questions posed. Writing on a completely separate topic will yield no credit. Likewise, if post content is inaccurate or irrelevant to the discussion at hand it will not yield high marks.

5. When appropriate refer to your personal experiences in your posts. If you have learned something about the world that is relevant to the topic at hand share it with us.

6. Posts should always be complete when posted and use proper grammar. No one likes to read anything riddled with mistakes.

If for whatever reason your post(s) on the online discussion board do not meet these criteria they will not receive full credit.

Paper

There is one short paper required worth 250 points.

Your paper will address the following:

Choose any people covered in the course textbook and explain why they influenced you more than any the others.

A successful essay will include direct links between you and the people you choose. Possible writing topics include: food, dress, religion, culture, and politics to name but a few. You can choose one topic to write on or many. Try to convince your reader that the people you choose really did impact how you live your life.

Your paper should include the following:

1. Title Page
2. Introductory paragraph, 1/2 to ¾ page
3. Body of evidence that supports your thesis, 3-4 pages
4. Conclusion, 1/2 to ¾ page
5. Bibliography
6. The paper must have proper grammar, punctuation, syntax, etc...
7. Due to the online nature of the course all of your sources can come from the Internet.
8. All evidence used to support your claims must be properly documented. Information on how to correctly document historical sources can be found at: 
   http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html
9. Each paper is required to have a minimum of 6 different reputable sources. Wikipedia is not an acceptable source and therefore cannot be counted. A reputable source is one that is created either by a respected educational institution or expert in a particular
field. If you have questions about a particular source please email the professor about your concerns.

10. The paper will have one-inch margins and be double spaced using size 12 font.

Your essay will be graded on not only how well you addressed your thesis, but also on how you fulfilled the guidelines above.

Here is a breakdown of how the paper will be graded:

<table>
<thead>
<tr>
<th>Weight</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Parts of Speech</td>
</tr>
<tr>
<td>20%</td>
<td>Format</td>
</tr>
<tr>
<td>20%</td>
<td>Length</td>
</tr>
<tr>
<td>40%</td>
<td>How well you addressed and supported your thesis</td>
</tr>
<tr>
<td>100%</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

**NOTE:** All Assignments, Journals, Activities, Quizzes and Exams must be completed by the due date.

**Exams**

There are a total of 2 exams for this course. The first exam covers material from the first 8 modules of the course and is worth 250 points. The second exam covers material from the last 7 modules of the course and is also worth 250 points. Both exams contain multiple choice and essay questions.

All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student.

The exam request form will available in Learning Hub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use the testing center at that institution. A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office. However, the exam request should be sent in ahead of time.

An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.

All college students must present photo identification to their supervisor’s before taking exams.

If you cannot take your exam by the deadline date, email sdeexams@andrews.edu.

No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded. Feedback from the instructor for midterm exams will provide information for studying for future exams.
### 8-Week Schedule:

All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Orientation Writing Expectations Chapter 1: “The Earliest Human Societies” Read pages: 17-30</td>
<td>Tell About Me Academic Honesty</td>
</tr>
<tr>
<td>1 June 8-12</td>
<td>Chapter 2: “The Rise of the State in Southwest Asia and the Nile Valley 3200-500 B.C.E.,” in <em>A History of World Societies</em> “A Great Flood” excerpt from <em>The Epic of Gilgamesh</em> “An Assyrian Emperor’s Resume”</td>
<td>Week 1 Assignment Worksheet Watch Videos in Module 1 Online Activities Discussion Questions Begin Paper Quiz 1</td>
</tr>
<tr>
<td></td>
<td>Chapter 3: “The Foundation of Indian Society, to 300 C.E.,” in <em>A History of World Societies</em> ”Hindu Search for Divine Reality” excerpt from <em>The Upanishads</em> ”Two Lessons”</td>
<td>Week 2 Assignment Worksheet Watch Videos in Module 2. Online Activities Discussion Questions Work on Paper Quiz 2</td>
</tr>
<tr>
<td>3 June 22-26</td>
<td>Chapter 6: “The World of Rome, 750 B.C.E.-400 C.E.,” in <em>A History of World Societies</em> ”On Roman Wives from a Tombstone Inscription and Juvenile’s Sixth Satire” on page 152 of your textbook ”Queen Cleopatra,” on page 155 of your textbook</td>
<td>Week 5 Assignment Worksheet Watch Videos in Module 5. Online Activities Discussion Questions Work on Paper Quiz 5</td>
</tr>
<tr>
<td></td>
<td>Chapter 7: “East Asia and the Spread of Buddhism, 221 B.C.E.-800 C.E.,” in <em>A History of World Societies</em> ”Lessons for Women” by Ban Zhao ”Sixth-Century Biographies of Buddhist Nuns” on pages 190 and 191 of your textbook Video: ”Engineering an Empire: China”</td>
<td>Week 6 Assignment Worksheet Watch Videos in Module 6. Online Activities Discussion Questions Work on Paper Quiz 6</td>
</tr>
<tr>
<td>4 June 29-July 3</td>
<td>Chapter 8: “Continuity and Change in Europe and Western Asia, 200-850,” in <em>A History of World Societies</em> ”The Life of Charlemagne: The Emperor Himself” ”Roman and Byzantine Views of Barbarians” on page 222 of your textbook</td>
<td>Week 7 Assignment Worksheet Watch Videos in Module 7. Online Activities Discussion Questions Work on Paper Quiz 7</td>
</tr>
<tr>
<td>Midterm Exam</td>
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### Completing Assignments

All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.

### Part 4: Grading Policy

#### Assignment Point Values for Graded Course Activities

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>30</td>
<td>Quizzes each</td>
</tr>
<tr>
<td>30</td>
<td>Video Lecture Notes each, on Assignment Worksheet</td>
</tr>
<tr>
<td>30</td>
<td>Primary Source Questions each, on</td>
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</table>
### Percentages for Graded Course Activities

<table>
<thead>
<tr>
<th>Percentage of Final Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15% (450 points possible)</td>
<td>Quizzes each</td>
</tr>
<tr>
<td>15% (450 points possible)</td>
<td>Video Lecture Notes each</td>
</tr>
<tr>
<td>15% (450 points possible)</td>
<td>Primary Source Questions each</td>
</tr>
<tr>
<td>15% (450 points possible)</td>
<td>Online Activities each</td>
</tr>
<tr>
<td>15% (450 points possible)</td>
<td>Discussion Board Participation each</td>
</tr>
<tr>
<td>8.5% (250 points possible)</td>
<td>Paper</td>
</tr>
<tr>
<td>16.5% (500 points possible)</td>
<td>Two Exams combined</td>
</tr>
<tr>
<td>100% (3000 points possible)</td>
<td>Course TOTAL</td>
</tr>
</tbody>
</table>

### Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in the Settings Box to the left of the main course page.

### Letter Grade Assignment

<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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</thead>
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<tr>
<td>A</td>
<td>93 and above</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>66.9% and below</td>
</tr>
</tbody>
</table>
Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at http://www.andrews.edu/distance/students/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Late Work
Late work will not be accepted. Timely completion of all assignments is an absolute necessity due to the nature of the online course. Unless a reasonable excuse is provided, all assignments are required to be turned in on the date indicated. Accordingly, all student assignments that are turned in by the designated time will be graded with corresponding feedback by the time the next week's assignments are due.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette
In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]
Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at [https://www.andrews.edu/services/sscenter/disability/](https://www.andrews.edu/services/sscenter/disability/).
2. Download and fill in the disability form at [http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf). Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to 269-471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. [http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073](http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073)

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “Commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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