HIST 118 Civilization and Ideas II
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format with Monday/Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Please refer to course in LearningHub for the teacher contact information.

Other Assistance

<table>
<thead>
<tr>
<th>Username and password assistance</th>
<th><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></th>
<th>(269) 471-6016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Descriptions
This course is a survey of the development of major world civilizations from the eighteenth century to the present-day, and includes explorations in their development, history of ideas, worldviews, political influences, religious institutions, social evolutions, economic realities, and physical environments.

Required Text/Material

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.
Credit Hour and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. Note that as an 8 week course, it is the equivalent of a semester course offered in half the time. You should budget about 3.5 hours per week day. If this is unacceptable for any reason please think seriously about your enrollment in this class. You’ll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

For each module (two per week), it is suggested you allocate your time learning in the following way:

- Textbook Readings: 1.5 hours
- Interactive Discussion on the Readings: 1 hour
- Primary Document Readings: 1 hour
- Quiz and Writing Assignments: 2 hours
- Online Activities: 1.5 hours
- Essay Writing and Studying for Exams: 1 hour

Student Learning Outcomes
After completing this course students should be able to:
- Discover Divine Providence and Design within the human experience.
- Identify critical key events, people, and historical forces impacting historical developments.
- Determine the connections, similarities, and differences between historically significant characters.
- Analyze key historical questions utilizing primary documents and secondary literature.
- Utilize historical knowledge to inform current understanding of personal experiences and those around the world.

Part 2: Course Methods and Delivery

Methods of Instruction
This online course combines multiple learning exercises including short video lectures, textbook readings, primary source analysis, online activities, quizzes, two exams, and one essay. The video lectures will be consistent with the textbook but also provide additional information, so be prepared for exam questions covering both assignments and the textbook. 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.

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:
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.

**Assessment Descriptions**

**Assigned Readings:** Readings are drawn from the textbook and other online sources. The course schedule below lists the reading assignments and their due dates.

**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:** For most learning modules 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. The point value of this assignment is noted on each module assignment sheet. 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 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**

1. **25-30 Points:** Notes demonstrate appropriate information and are well organized.
2. **20-25 Points:** Notes demonstrate some of the appropriate information and are somewhat organized.
3. **15-20 Points:** Notes are missing important information and are disorganized.
4. **10-15 Points:** Notes are missing all-important information and are very disorganized.
5. **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 in each module and answer several corresponding questions. The point value of this assignment is noted on each module assignment sheet.

**Online Activities**
One of the best opportunities provided by an online course is ready 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. The point value of this assignment is noted on each module assignment sheet.

**Paper Essay**
There is ONE short paper required worth 250 points.
The paper will address the following: **Choose any ideology, conflict, or world leader covered in the course textbook and explain why you were influenced by it or them.**

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.
Feel free to contact your professor and ask them to review your thesis. Students that do so, are significantly more likely to receive higher marks, because they have a better tendency to write on the identified topic.

Your paper should include the following:

1. Title Page
2. Introductory paragraph, 1/2 to 3/4 page
3. Body of evidence that supports your thesis, 3-4 pages
4. Conclusion, 1/2 to 3/4 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. IN TEXT CITATION IS NECESSARY. Either footnotes or endnotes are required for proper documentation. MLA, Chicago, APA, and Harvard styles of citation are all acceptable. One possible style for how to correctly document historical sources can be found at: [http://www.colorado.edu/history/undergraduates/paper-guidelines/referencing](http://www.colorado.edu/history/undergraduates/paper-guidelines/referencing)
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. Check the paper grading rubric for grade breakdown.

**Discussion Forums**
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.

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

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

There are 2 exams in this course. The midterm exam covers material from Lessons 1-8, is made up of multiple-choice questions and worth 300 points. You will be allowed 150 minutes to take this exam. This exam is worth 10% of your grade. The final exam covers material from Lessons 9-15, is made up of multiple-choice questions and worth 300 points. You will be allowed 150 minutes to take this exam. This exam is worth 10% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). The follow the instructions that apply to your situation on the exam request form to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.
## Schedule:
All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| Intro | These items will need to be completed before you will have access to the rest of the course | Orientation  
Course Overview  
Introductions  
Academic Integrity | Student Introductions  
Academic Integrity Quiz  
Academic Integrity Statement |             |
| 1 | June 8 - 11 | The Origins of European Power  
Chapter 17  
Transformations in Europe, 1500-1750  
Read Pages: 424-450 | Quiz 1  
Assignment Sheet 1  
Discussion 1  
Due Thurs, June 11, 11:55 pm | SLO2, SLO3, SLO4 |
| 2 | June 12 - 18 | Diversity in the Americas  
Chapter 18  
The Diversity of American Colonial Societies, 1530-1770  
Read Pages: 452-477 | Quiz 2  
Assignment Sheet 2  
Discussion 2  
Due Thurs, June 11, 11:55 pm | SLO1, SLO2, SLO4 |
| 3 | June 19 - 25 | Atlantic Connections  
Chapter 19  
The Atlantic System and Africa, 1550-1800  
Read Pages: 478-504 | Quiz 3  
Assignment Sheet 3  
Discussion 3  
Due Mon, June 15, 11:55 pm | SLO1, SLO2, SLO3, SLO4 |
| 4 | June 26 - July 2 | Central Asia  
Chapter 20  
Between Europe and China, 1500-1750  
Read Pages: 506-530 | Quiz 4  
Assignment Sheet 4  
Discussion 4  
Due Thurs, June 18, 11:55 pm | SLO2, SLO3, SLO4 |
| 5 | July 3 - 9 | East Asia  
Chapter 21  
East Asia in Global Perspective  
Read Pages: 532-549 | Quiz 5  
Assignment Sheet 5  
Discussion 5  
Due Mon, June 22, 11:55 pm | SLO2, SLO3, SLO4 |
| Early Industrial Revolution | Chapter 22  
The Early Industrial Revolution, 1760-1851  
Read Pages: 556-582 | Quiz 6  
Assignment Sheet 6  
Discussion 6  
Due Thurs, June 25, 11:55 pm | SLO1, SLO2, SLO3, SLO4, SLO5 |
| Revolution in the Atlantic World | Chapter 23  
Revolutionary Changes in the Atlantic World, 1750-1850  
Read Pages: 584-608 | Quiz 7  
Assignment Sheet 7  
Discussion 7  
Due Mon, June 29, 11:55 pm | SLO2, SLO3, SLO4 |
| 4 | June 26 - July 2 | Imperialism  
Chapter 24  
Land Empires in the Age of Imperialism, 1800-1870  
Read Pages: 610-632 | Quiz 8  
Assignment Sheet 8  
Discussion 8  
Due Thurs, July 2, 11:55 pm | SLO1, SLO2, SLO3, SLO4, SLO5 |
| Nation Building in the Atlantic World | Chapter 25  
Nation Building and Economic Transformation in the Americas, 1800-1890  
Read Pages: 634-661 | Quiz 9  
Assignment Sheet 9  
Discussion 9  
Due Mon, July 6, 11:55 pm | SLO1, SLO2, SLO3, SLO4 |
| The Experience of Imperialism | Chapter 26  
Varieties of Imperialism in Africa, India, Southeast Asia, and Latin America, 1750-1914  
Read Pages: 668-694 | Quiz 10  
Assignment Sheet 10  
Discussion 10  
Due Thurs, July 9, 11:55 pm | SLO2, SLO3, SLO4 |

**PROCTORED MIDTERM EXAM**  
(Midterm Exam needs to be completed by Thursday, July 2, 11:59 p.m.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
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</thead>
</table>
| 6    | New Powers and Change to the International System | Chapter 27  
The New Power Balance, 1850-1900  
Read Pages: 698-724 | Quiz 11  
Assignment Sheet 11  
Discussion 11  
Due Mon, July 13, 11:55 pm | SLO1, SLO2, SLO3, SLO4, SLO5 |
| 7    | World Crisis | Chapter 28  
The Crisis of the Imperial Order, 1900-1929  
Read Pages: 726-749 | Quiz 12  
Assignment Sheet 12  
Discussion 12  
Due Thurs, July 16, 11:55 pm | SLO1, SLO2, SLO3, SLO4, SLO5 |
| 8    | Life Changes | Chapter 30  
Revolutions in Living, 1900-1950  
Read Pages: 776-800 | Quiz 14  
Assignment Sheet 14  
Discussion 14  
Due Thurs, July 23, 11:55 pm | SLO2, SLO3, SLO4 |
|      | Cold War | Chapter 31:  
The Cold War and Decolonization, 1945-1975  
Read Pages: 810-832 | Quiz 15  
Assignment Sheet 15  
Discussion 15  
Due Mon, July 27, 11:55 pm  
Final Paper  
Due Thurs, July 30, 11:55 pm | SLO1, SLO2, SLO4 |

**Completing Assignments**  
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

**Part 4: Grading Policy**

**Graded Course Activities**

<table>
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<th>Percent %</th>
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<tr>
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<td>Midterm Exam</td>
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<tr>
<td>10%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>10%</td>
<td>Paper</td>
</tr>
<tr>
<td>10%</td>
<td>Discussion Forum</td>
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<tr>
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<td>Quizzes</td>
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<td><strong>100%</strong></td>
<td><strong>Total Percent Possible</strong></td>
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**Viewing Grades in Moodle**

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.
**Letter Grade Assignment**

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<td>A-</td>
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<td>88-89%</td>
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<td>B</td>
<td>83-87%</td>
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<td>B-</td>
<td>80-82%</td>
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<table>
<thead>
<tr>
<th>Letter Grade</th>
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<td>73-77%</td>
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<tr>
<td>C-</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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**Part 5: Course Policies**

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

2. Download and fill in the disability form at 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 or fax it to (269) 471-8407.

3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment 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.