



SYLLABUS

HIST 118 Civilization & Ideas II
Summer 2021

HIST 118 Civilization and Ideas II

School of Distance Education

Interactive Online Format

This course follows a condensed accelerated interactive online format and has multiple deadlines per week. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. You are completing the work from a regular semester in half the time.

Also, please keep in mind while this online class is not self-paced, it is asynchronous. 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 throughout each week in the graded discussion forums. Additionally, you will have written assignments presentations and papers due regularly each week.

Adequate Internet access and setting aside enough time each week to complete discussions and assignments during the duration of the course is critical. To be successful, plan to spend time daily on the course.

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

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

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

Bulliet, Richard W., Crossley, Pamela Kyle, Headrick, Daniel R., Hirsch, Steven W., Johnson, Lyman L. and Northrup, David, *The Earth and Its Peoples: A Global History. Volume II.* 7th Edition. Cengage, 2019. ISBN# 9781337401494

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

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

Institutional Outcomes

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
- 2.b. Pursue enduring questions through study in core fields and explore the connections between those fields.

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

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([Office 365 available here](#))

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. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

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.

Your 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>
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

Discussion forums are a fundamental part of this course in which the students and the teacher will participate. These online interactions will allow participants to consider significant questions raised by the teacher and class content. Think of the discussion forum as an opportunity to express yourself in class, a chance to share your thoughts and in the process have your perspective broadened.

Course weeks [after the first week] begin on Friday and end on Thursday. Each week essentially consists of a normal two weeks' worth of work. Note the LearningHub and schedule setup with two parts to each week. Each forum's deadlines are setup to give you more time to prepare your initial post, with at least two responses due the following day. See the schedule and LearningHub for details.

For each lesson 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:

20%	Parts of Speech
20%	Format
20%	Length
40%	How well you addressed and supported your thesis
100%	Total Possible

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. 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 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.

Week	Lessons	Readings	Assignments	Outcomes Met
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 14-17	The Origins of European Power	Chapter 17 Transformations in Europe, 1500-1750 Read Pages: 424-450	Discussion 1: Initial Post Due Tues, June 15, 11:59 p.m. Quiz 1 Assignment Sheet 1 Discussion 1: Responses Due Thurs, June 17, 11:59 p.m.	SLO2, SLO3, SLO4
	Diversity in the Americas	Chapter 18 The Diversity of American Colonial Societies, 1530-1770 Read Pages: 452-477	Discussion 2: Initial Post Due Tues, June 15, 11:59 p.m. Quiz 2 Assignment Sheet 2 Discussion 2: Responses Due Thurs, June 17, 11:59 p.m.	SLO1, SLO2, SLO4
2a June 18-21	Atlantic Connections	Chapter 19 The Atlantic System and Africa, 1550-1800 Read Pages: 478-504	Discussion 3: Initial Post Due Sun, June 20, 11:59 p.m. Quiz 3 Assignment Sheet 3 Discussion 3: Initial Post Due Mon, June 21, 11:59 p.m.	SLO1, SLO2, SLO3, SLO4
2b June 22-24	Central Asia	Chapter 20 Between Europe and China, 1500-1750 Read Pages: 506-530	Discussion 4: Initial Post Due Wed, June 23, 11:59 p.m. Quiz 4 Assignment Sheet 4 Discussion 4: Responses Due Thurs, June 24, 11:59 p.m.	SLO2, SLO3, SLO4
3a June 25-28	East Asia	Chapter 21 East Asia in Global Perspective Read Pages: 532-549	Discussion 5: Initial Post Due Sun, June 27, 11:59 p.m. Quiz 5 Assignment Sheet 5 Discussion 5 Due Mon, June 28, 11:59 p.m.	SLO2, SLO3, SLO4
3b June 29 – July 1	Early Industrial Revolution	Chapter 22 The Early Industrial Revolution, 1760-1851 Read Pages: 556-582	Discussion 6: Initial Post Due Wed, June 30, 11:59 p.m. Quiz 6 Assignment Sheet 6 Discussion 6: Responses Due Thurs, July 1, 11:59 p.m.	SLO1, SLO2, SLO3, SLO4, SLO5
4a July 2-5	Revolution in the Atlantic World	Chapter 23 Revolutionary Changes in the Atlantic World, 1750-1850 Read Pages: 584-608	Discussion 7: Initial Post Due Sun, July 4, 11:59 p.m. Quiz 7 Assignment Sheet 7 Discussion 7: Responses Due Mon, July 5, 11:59 p.m.	SLO2, SLO3, SLO4
4b July 6-8	Imperialism	Chapter 24 Land Empires in the Age of Imperialism, 1800-1870 Read Pages: 610-632	Discussion 8: Initial Post Due Wed, July 7, 11:59 p.m. Quiz 8 Assignment Sheet 8 Discussion 8: Responses Due Thurs, July 8, 11:59 p.m.	SLO1, SLO2, SLO3, SLO4, SLO5
PROCTORED MIDTERM EXAM (Midterm Exam needs to be completed by Thursday, July 8, 11:59 p.m.)				

Week	Lessons	Readings	Assignments	Outcomes Met
5a July 9-12	Nation Building in the Atlantic World	Chapter 25 Nation Building and Economic Transformation in the Americas, 1800-1890 Read Pages: 634-661	Discussion 9: Initial Post Due Sun, July 11, 11:59 p.m. Quiz 9 Assignment Sheet 9 Discussion 9: Responses Due Mon, July 12, 11:59 p.m.	SLO1, SLO2, SLO3, SLO4
5b July 13-15	The Experience of Imperialism	Chapter 26 Varieties of Imperialism in Africa, India, Southeast Asia, and Latin America, 1750-1914 Read Pages: 668-694	Discussion 10: Initial Post Due Wed, July 14, 11:59 p.m. Quiz 10 Assignment Sheet 10 Discussion 10: Responses Due Thurs, July 15, 11:59 p.m.	SLO2, SLO3, SLO4
6a July 16-19	New Powers and Change to the International System	Chapter 27 The New Power Balance, 1850-1900 Read Pages: 698-724	Discussion 11: Initial Post Due Sun, July 18, 11:59 p.m. Quiz 11 Assignment Sheet 11 Discussion 11: Responses Due Mon, July 19, 11:59 p.m.	SLO1, SLO2, SLO3, SLO4, SLO5
6b July 20-22	World Crisis	Chapter 28 The Crisis of the Imperial Order, 1900-1929 Read Pages: 726-749	Discussion 12: Initial Post Due Wed, July 21, 11:59 p.m. Quiz 12 Assignment Sheet 12 Discussion 12: Responses Due Thurs, July 22, 11:59 p.m.	SLO1, SLO2, SLO3, SLO4, SLO5
7a July 23-26	World Collapse	Chapter 29 The Collapse of the Old Order, 1929-1949 Read Pages: 750-774	Discussion 13: Initial Post Due Sun, July 25, 11:59 p.m. Quiz 13 Assignment Sheet 13 Discussion 13: Responses Due Mon, July 26, 11:59 p.m.	SLO1, SLO2, SLO4
7b July 27-29	Life Changes	Chapter 30 Revolutions in Living, 1900-1950 Read Pages: 776-800	Discussion 14: Initial Post Due Wed, July 28, 11:59 p.m. Quiz 14 Assignment Sheet 14 Discussion 14: Responses Due Thurs, July 29, 11:59 p.m.	SLO2, SLO3, SLO4
8a July 30 – August 2	Cold War	Chapter 31: The Cold War and Decolonization, 1945-1975 Read Pages: 810-832	Discussion 15: Initial Post Due Sun, August 1, 11:59 p.m. Quiz 15 Assignment Sheet 15 Discussion 15: Responses Due Mon, August 2, 11:59 p.m.	SLO1, SLO2, SLO4
8b August 3 - August 5			Final Paper Due Thurs, August 5, 11:59 p.m.	
PROCTORED FINAL EXAM (needs to be completed by Thursday, August 5, 11:59 PM)				

Completing Assignments

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

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
10%	Midterm Exam
10%	Final Exam
10%	Paper
10%	Discussion Forum
15%	Quizzes
45%	Assignment Sheets
100%	Total Percent Possible

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

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%

Letter Grade	Percentage
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

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>. 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/>
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.

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