**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. Discover Divine Providence and Design within the human experience.
2. Identify critical key events, people, and historical forces impacting historical developments.
3. Determine the connections, similarities, and differences between historically significant characters.
4. Analyze key historical questions utilizing primary documents and secondary literature.
5. Utilize historical knowledge to inform current understanding of personal experiences and those around the world.
Required Text/Material

Special Note: This textbook is only available as an etextbook.

NOTE: Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#. For eTextbooks you will be shipped an access card to access the book online.

Credit Hour and Commitment
This class is designed to meet federal regulations and requires approximately 135 hours of learning time. This means for a 15-week course you’ll be spending approximately 9 hours learning in the course. If this is unacceptable for any reason please think seriously about your enrollment in this class. For each module, it is suggested you allocate your time learning in the following way:

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

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.

Course/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. If you need assistance, call or email us: (296) 471-6016 or 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: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Assessment Descriptions

Regular Participation: You are expected to “show up” to class by interacting in the blogs and forums. 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.

Assigned Readings: Readings are drawn from the textbook and other online materials. 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 a multiple choice and short answer quiz will be administered to demonstrate your mastery of the textbook material. Each quiz is worth 30 points.

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

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. 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.

Journal Entries
A fundamental part of this course is the journaling component. This exercise will allow participants to consider significant questions raised by the teacher pertaining to their personal lives, spiritual welfare, and place in the world. Think of the journaling exercise as an opportunity to think critically about the world around you. A chance to record your thoughts and in the process have your perspective broadened. This assignment is worth 30 points.

For the journaling assignment students are required to answer four questions raised by the teacher.
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 of 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.

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.
Rubrics

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.

Rubric for Journal Participation:

1. Answers to journal questions 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.
2. All answers 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.
3. All posts must address the question or questions posed. Writing on a completely separate topic will yield no credit.
4. 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.
5. 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 answer(s) in your journals do not meet these criteria they will not receive full credit.

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
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</thead>
<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>
</tr>
<tr>
<td>40</td>
<td>How well you addressed and supported your thesis</td>
</tr>
<tr>
<td>100</td>
<td>Total</td>
</tr>
</tbody>
</table>
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 are made up of multiple choice questions.

The midterm and final exams in this course must be taken in the presence of an exam proctor or at a testing center. The exam proctoring process is supported by the School of Distance Education.

You are allowed 150 minutes to complete both the midterm exam and the final exam. You must bring your photo ID to the exams. –this is a sample paragraph. . .please include time, information on photo ID and any resources that are allowed during the test. If no resources are allowed, please indicate that also.

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 LearningHub 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.
## Schedule with start, midterm, final and completion dates in **RED**.

<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 May 14-20</td>
<td>The Earliest Human Societies and the Emergence of Civilization Chapter 1: The Emergence of Human Societies, to 3000 BCE Chapter 2: Early Societies of West Asia and North Africa, to 500 BCE</td>
<td>Quiz 1 Assignment Sheet 1 Blog 1 CO1, CO2, CO4</td>
</tr>
<tr>
<td>2</td>
<td>Early India Chapter 3: Societies and Beliefs of Early India, to 550 CE</td>
<td>Quiz 2 Assignment Sheet 2 Blog 2 CO1, CO2, CO3, CO4</td>
</tr>
<tr>
<td>3</td>
<td>Early China Chapter 4: The Origins of Chinese Empire, to 220 CE</td>
<td>Quiz 3 Assignment Sheet 3 Blog 3 CO2, CO3, CO4</td>
</tr>
<tr>
<td>4 Early Americas and Persians</td>
<td>Chapter 5: Early American Societies: Connection and Isolation, to 1500 CE Chapter 6: The Persion Connection: Its Impact and Influences, 2000 BCE-637 CE</td>
<td>Quiz 4 Assignment Sheet 4 Blog 4 CO2, CO3, CO4</td>
</tr>
<tr>
<td>5</td>
<td>Ancient Greeks Chapter 7: Greek Civilization and Its Expansion into Asia, 2000-30 BCE</td>
<td>Quiz 5 Assignment Sheet 5 Blog 5 CO1, CO2, CO3, CO4, CO5</td>
</tr>
<tr>
<td>6</td>
<td>The Romans Chapter 8: The Romans Connect the Mediterranean World, 753 BCE – 284 CE</td>
<td>Quiz 6 Assignment Sheet 6 Blog 6 CO2, CO3, CO4</td>
</tr>
<tr>
<td>7 The Germans and Byzantines</td>
<td>Chapter 9: Germanic Societies and the Emergence of the Christian West, 100-1100 CE Chapter 10: The Byzantine World, 284-1240</td>
<td>Quiz 7 Assignment Sheet 7 Blog 7 CO1, CO2, CO3, CO4, CO5</td>
</tr>
<tr>
<td>8 June 17-21 Early Islam</td>
<td>Chapter 11: The Origins and Expansion of Islam, 100-750</td>
<td>Quiz 8 Assignment Sheet 8 Blog 8 CO1, CO2, CO3, CO4</td>
</tr>
<tr>
<td><strong>MIDTERM EXAM</strong> <strong>(Needs to be completed by Thursday, June 21, by 11:59 PM)</strong></td>
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<tr>
<td>9 Religion and East and South Asia</td>
<td>Chapter 12: Religion and Diversity in the Transformation of Southern Asia, 711-1400 Chapter 14: The Evolution and Expansion of East Asian Societies, 220-1240 CE</td>
<td>Quiz 9 Assignment Sheet 9 Blog 9 CO2, CO3, CO4</td>
</tr>
<tr>
<td>10 Early Africa</td>
<td>Chapter 13: Early African Societies, 1500 BCE – 1500 CE</td>
<td>Quiz 10 Assignment Sheet 10 Blog 10 CO1, CO2, CO3, CO4, CO5</td>
</tr>
<tr>
<td>11</td>
<td>The Central Asian Nomads</td>
<td>Chapter 15: Nomadic Conquests and Eurasian Connections, 1000 to 1400</td>
</tr>
<tr>
<td>12</td>
<td>The West Emerges from the Dark Ages</td>
<td>Chapter 16: The Resurgence of the Christian West, 1050-1530</td>
</tr>
<tr>
<td>13</td>
<td>The World of Islam</td>
<td>Chapter 17: Culture and Conflict in the Great Islamic Empires, 1071-1707</td>
</tr>
<tr>
<td>14</td>
<td>The Greatest Empires of the Americas</td>
<td>Chapter 18: The Aztec and Inca Empires, 1300-1550</td>
</tr>
<tr>
<td>15</td>
<td>The World United</td>
<td>Chapter 19: Global Exploration and Global Empires, 1400-1700</td>
</tr>
<tr>
<td>16</td>
<td>July 29-August 2</td>
<td>FINAL EXAM (Needs to be completed by Thursday, August 2, by 11:59 PM)</td>
</tr>
</tbody>
</table>

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

**Part 4: Grading Policy**

**Graded Course Activities**
Points for your assignments each of the modules are as follows:

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
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<tbody>
<tr>
<td>10%</td>
<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>Blogs</td>
</tr>
<tr>
<td>15%</td>
<td>Quizzes</td>
</tr>
<tr>
<td>45%</td>
<td>Assignment Sheets</td>
</tr>
<tr>
<td>100%</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

**Viewing Grades in LearningHub**
- 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>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>C-</td>
<td>70-72%</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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</tbody>
</table>

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.

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.

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.

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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.