AU : HIST 118 Civilization and Ideas II  
OU : HI 104 World Civilizations II  
WAU : HIST 1 26 History of World Civilizations II  

201531
Self-Paced Courses
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

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

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

<table>
<thead>
<tr>
<th></th>
<th><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></th>
<th>(269) 471-6016</th>
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<tr>
<td>Username and password assistance</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
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<td>Technical assistance with Learning Hub</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
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<td>Technical assistance with your Andrews account</td>
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<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
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<td>Student Services Support &amp; FAQ</td>
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<td><a href="mailto:sde@andrews.edu">sde@andrews.edu</a>, (800) 782-4769 or (269) 471-6570</td>
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Part 1: Course Information

Course Description
Andrews University
Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world.

Oakwood University
A survey course that investigates the great movements of history from the era of A.D. 1650 to the present time.
An introduction to the historical development of human civilizations from approximately the mid-seventeenth century to the present. Emphases include the interaction between Western and non-Western cultures and the impact of key social and political ideas and movements.

**Course Prerequisites**
None.

**Course Learning Outcomes**
After completing this course students should be able to:
1. Distinguish principal events, people, and historical forces in world history from about 1500 A.D. to the mid-19th century
2. Perform thoughtful analysis of historical questions through the use of primary documents and secondary literature
3. Conduct meaningful research on historical topics
4. Consider connections, similarities, and differences between peoples across time and space
5. Apply knowledge of the past to better understand the present
6. Think more critically about their lives and the experiences of those around them
7. Better communicate their ideas through the use of technology and text
8. See evidence of Divine Providence in the human experience

**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.
1. “Amistad” (1997)
   “Saving Private Ryan” (1998)

**Credit Hour and Commitment**
*About 3 hours/day not including Sabbath*  This course is offered for 3 semester credits. In a face to face 15-week semester class, that typically requires 3 hours of classroom time per week, and 6 hours of homework per week for a total of about 135 hours. This class is delivered online in 8 weeks; so you should plan to spend about 3 hours/day on this class, including reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework. 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:
1. Textbook Readings: 4 hours
2. Interactive Discussion on the Readings: 2 hours
3. Primary Document Readings: 2 hours
4. Quiz and Writing Assignments: 4 hours
5. Online Activities: 2 hours
6. Essay Writing and Research: 4 hours

**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. This eight 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.

**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](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](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:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

**Your Schedule**
In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.
Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

**Regular Participation:** 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.

**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 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.
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 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. Information on how to correctly document historical sources can be found at:

   [http://bcourses.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html](http://bcourses.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html)

9. The 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:

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<tr>
<td>20%</td>
<td>Length</td>
</tr>
<tr>
<td>40%</td>
<td>How well you addressed and supported your thesis</td>
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**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 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.
## Suggested schedule for completion in 8 weeks:

<table>
<thead>
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<th>Module</th>
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<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Intro</td>
<td>Introduction and Orientation</td>
<td>Orientation, Writing Expectations</td>
<td>Submit Schedule, Tell About Me, Academic Honesty</td>
</tr>
</tbody>
</table>
| 1      | Module 1 | Chapter 16: “Acceleration of Global Contact, 1450-1600,” in *A History of World Societies*  
“Listening to the Past: Columbus Describes His First Voyage”  
“Viewpoints: Christian Conversion in New Spain” | Module 1 Assignment Worksheet, Watch Videos in Module 1, Online Activities, Journal Questions, Begin Short Essay, Quiz 1 |
| 2      | Module 2 | Chapter 17: “European Power and Expansion, 1500-1750,” in *A History of World Societies*  
“Listening to the Past: A German Account of Russian Life”  
“Viewpoints: The Debate over the Extent of Royal Power in England” | Module 2 Assignment Worksheet, Watch Videos in Module 2, Online Activities, Journal Questions, Work on Short Essay, Quiz 2 |
| 3      | Module 3 | Chapter 18: “New Worldviews and Ways of Life, 1540-1790,” in *A History of World Societies*  
“Listening to the Past: Denis Diderot’s Supplement to Bougainville’s Voyage”  
“The Declaration of Independence” by Thomas Jefferson | Module 3 Assignment Worksheet, Watch Videos in Module 3, Online Activities, Journal Questions, Work on Short Essay, Quiz 3 |
| 4      | Module 4 | Chapter 19: “Africa and the World, 1400-1800,” in *A History of World Societies*  
“Listening to the Past: Duarte Barbosa on the Swahili City-States”  
“Viewpoints: European Descriptions of Timbuktu and Jenne” | Module 4 Assignment Worksheet, Watch Videos in Module 4, Online Activities, Journal Questions, Work on Short Essay, Quiz 4 |
| 5      | Module 5 | Chapter 20: “The Islamic World Powers, 1300-1800,” in *A History of World Societies*  
“Listening to the Past: Katib Chelebi on Tobacco”  
“Viewpoints: Ottoman Travelers in Mughal and Safavid Lands” | Module 5 Assignment Worksheet, Watch Videos in Module 5, Online Activities, Journal Questions, Work on Short Essay, Quiz 5 |
| 6      | Module 6 | Chapter 21: “Continuity and Change in East Asia 1400-1800,” in *A History of World Societies*  
“Listening to the Past: Keinen’s Poetic Diary of the Korea Campaign”  
“Viewpoints: Chinese and Japanese Financial Advice” | Module 6 Assignment Worksheet, Watch Videos in Module 6, Online Activities, Journal Questions, Work on Short Essay, Quiz 6 |
| 7      | Module 7 | Chapter 22: “Revolutions in the Atlantic World, 1775-1815,” in *A History of World Societies*  
“Viewpoints: The Question of Jewish Citizenship in France” | Module 7 Assignment Worksheet, Watch Videos in Module 7, Online Activities, Journal Questions, Work on Short Essay, Quiz 7 |
| 8      | Module 8 | Chapter 23: “The Revolution in Energy and Industry, 1760-1850,” in *A History of World Societies*  
“Listening to the Past: The Testimony of Young Mine Workers”  
“Viewpoints: Women’s Role in Industrialized Europe” | Module 8 Assignment Worksheet, Watch Videos in Module 8, Online Activities, Journal Questions, Quiz 8, Turn in Short Essay |
| 9      | Module 9 | Chapter 24: “Ideologies of Change in Europe, 1815-1914,” in *A History of World Societies*  
Listening to the Past: Mrs. Beeton’s Guide for Running a Victorian Household”  
“Viewpoints: Socialist and Anti-Socialist Perspectives” | Module 9 Assignment Worksheet, Watch Videos in Module 9, Online Activities, Journal Questions, Quiz 9 |
| 10     | Module 10 | Chapter 25: “Africa, Southwest Asia, and the New Imperialism, 1800-1914,” in *A History of World Societies*  
“Listening to the Past: A French Leader Defends Imperialism” | Module 10 Assignment Worksheet, Watch Videos in Module 10, Online Activities, Journal Questions, Quiz 10 |
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  Academic Honesty |
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  Journal Questions  
  Begin Short Essay  
  Quiz 1 |
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  Online Activities  
  Journal Questions  
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  Quiz 2 |
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  Online Activities  
  Journal Questions  
  Work on Short Essay  
  Quiz 3 |
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  Online Activities  
  Journal Questions  
  Work on Short Essay  
  Quiz 4 |
| 5      | Module 5  | Chapter 20: “The Islamic World Powers, 1300-1800,” in *A History of World Societies*  
  “Listening to the Past: Katib Chelebi on Tobacco” | Module 5 Assignment Worksheet  
  Watch Videos in Module 5  
  Online Activities  
  Journal Questions |

Suggested schedule for completion in 17 weeks:

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  Quiz 2 |
| 3      | Module 3  | Chapter 18: “New Worldviews and Ways of Life, 1540-1790,” in *A History of World Societies*  
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  Online Activities  
  Journal Questions  
  Work on Short Essay  
  Quiz 3 |
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  Online Activities  
  Journal Questions  
  Work on Short Essay  
  Quiz 4 |
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  Watch Videos in Module 5  
  Online Activities  
  Journal Questions |
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“Viewpoints: Chinese and Japanese Financial Advice” | Work on Short Essay Quiz 5 |
| --- | --- | --- | --- |
| Module 7 | 7 | Chapter 22: “Revolutions in the Atlantic World, 1775-1815,” in *A History of World Societies*  
“Viewpoints: The Question of Jewish Citizenship in France” | Module 7 Assignment Worksheet  
Watch Videos in Module 7  
Online Activities  
Journal Questions  
Work on Short Essay Quiz 7 |
| ME | Midterm | Midterm Exam | Module 8 Assignment Worksheet  
Watch Videos in Module 8  
Online Activities  
Journal Questions Quiz 8  
Turn in Short Essay |
| Module 8 | 8 | Chapter 23: “The Revolution in Energy and Industry, 1760-1850,” in *A History of World Societies*  
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“Viewpoints: Socialist and Anti-Socialist Perspectives” | Module 10 Assignment Worksheet  
Watch Videos in Module 10  
Online Activities  
Journal Questions Quiz 10 |
| Module 10 | 10 | Chapter 25: “Africa, Southwest Asia, and the New Imperialism, 1800-1914,” in *A History of World Societies*  
“Listening to the Past: A French Leader Defends Imperialism”  
“Viewpoints: The Congo Free State” | Module 11 Assignment Worksheet  
Watch Videos in Module 11  
Online Activities  
Journal Questions Quiz 11 |
| Module 11 | 11 | Chapter 26: “Asia in the Era of Imperialism, 1800-1914,” in *A History of World Societies*  
“Listening to the Past: Fukuzawa Yukichi, Escape from Asia”  
“Viewpoints: Rammohun Roy and Thomas Babington Macauley for Education for Indians” | Module 12 Assignment Worksheet  
Watch Videos in Module 12  
Online Activities  
Journal Questions Quiz 12 |
| Module 12 | 12 | Chapter 27: “Nation Building in the Americas and Australia, 1770-1914,” in *A History of World Societies*  
“Listening to the Past: Mary Seacole on Her Early Life”  
“Viewpoints: Mexican and American Perspectives on the U.S.-Mexican War” | Module 13 Assignment Worksheet  
Watch Videos in Module 13  
Online Activities  
Journal Questions Quiz 13 |
| Module 13 | 13 | Chapter 28: “World War and Revolution, 1914-1929,” in *A History of World Societies*  
“Listening to the Past: The Experience of War”  
“Viewpoints: Poetry of the Great War” | Module 14 Assignment Worksheet  
Watch Videos in Module 14  
Online Activities  
Journal Questions Quiz 14 |
| Module 14 | 14 | Chapter 29: “Nationalism in Asia, 1914-1939,” in *A History of World Societies*  
“Listening to the Past: Resolution of the General Syrian Congress at Damascus”  
“Viewpoints: Gandhi and Mao on Revolutionary Means” | Module 15 Assignment Worksheet  
Watch Videos in Module 15  
Online Activities  
Journal Questions Quiz 15 |
Completing Assignments
All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed. Assignments and exams must be completed within 180 days of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Assignment Point Values for Graded Course Activities

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<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>30</td>
<td>Quizzes each</td>
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<tr>
<td>30</td>
<td>Video Lecture Notes each, on Assignment Worksheet</td>
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<tr>
<td>30</td>
<td>Primary Source Questions each, on Assignment Worksheet</td>
</tr>
<tr>
<td>30</td>
<td>Online Activities each, on Assignment Worksheet</td>
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<tr>
<td>30</td>
<td>Discussion Board Participation each</td>
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<table>
<thead>
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<th>Points</th>
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<td>250</td>
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Percentages for Graded Course Activities

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<th>Percentage of Final Grade</th>
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<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 Learning Hub

- 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>
</tr>
<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>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</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.

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.

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.

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.
**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.