HIST 118 902 Civilization and Ideas II
Summer 2018
Self-Paced Courses
This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

Instructor Contact
Please refer to course in LearningHub 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>Assistance</th>
<th>Helpdesk Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<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
Andrews University
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.

Oakwood University
A survey course that investigates the great movements of history from the era of A.D. 1650 to the present time.

Washington Adventist University
An introduction to the historical development of human civilizations from approximately the mid-seventeenth century to the present. Emphases includes the interaction between Western and non-Western cultures and the impact of key social and political ideas and movements.

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.

**Required Videos**
1. “Amistad” (1997)

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://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#.

**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 hour
- Online Activities: 2 hour
- 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.
Technical Requirements
Internet connection (DSL, LAN, or cable connection desirable).

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

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

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

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

Part 3: Course Requirements

Important Note: 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 but with four specific dates: start date, midterm date, final date and completion date.

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

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

Primary Source Readings

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

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 each week.

Rubric for Journal Participation:¹

1. 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.

2. 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.

3. 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.

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

**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](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.

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

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

Exams

Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

Please review the [current policy on approved proctors](#) before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form at least two weeks prior to each exam date. Bring an official photo ID to show the proctor at the start of the exam session.

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 exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam.

The final exam is worth 10% of your grade. You are allowed 150 minutes to complete this exam.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email sdeexams@andrews.edu with the reason you cannot meet this deadline, and a proposed alternate time within a week, and prior to the course end date.

Completed exams are never available to you or your proctor. Instructors provide feedback on exams other than the final exam. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your IVUE page.
### Schedule with start, midterm, final and completion dates in RED.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course &amp; Program Objectives Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Global Connections and Religious Conflict</td>
<td>Chapter 20: The West in an Age of Religious Conflict and Global Expansion, 1500-1650</td>
<td>Videos: “Historical Foundations” and “Transculturation” Quiz 1 Assignment Sheet 1 Journal Posts</td>
<td>CO1, CO2, CO4</td>
</tr>
<tr>
<td>3</td>
<td>Africa and Slavery</td>
<td>Chapter 23: Africa and the Atlantic Slave Trade, 1400-1800</td>
<td>Video: “As Old as Civilization” Quiz 3 Assignment Sheet 3 Journal Posts</td>
<td>CO2, CO3, CO4</td>
</tr>
<tr>
<td>4</td>
<td>Royal Power and Learning in Europe</td>
<td>Chapter 24: Absolutism and Enlightenment in Europe, 1600-1763</td>
<td>Video: Absolute Monarchy Quiz 4 Assignment Sheet 4 Journal Posts</td>
<td>CO2, CO3, CO4</td>
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<tr>
<td>5</td>
<td>Connecting East and West</td>
<td>Chapter 25: Russia’s Eurasian Empire: Convergence of East and West, 1300-1800</td>
<td>Video: The Historic Russian Experience with Foreigners Quiz 5 Assignment Sheet 5 Journal Posts</td>
<td>CO1, CO2, CO3, CO4, CO5</td>
</tr>
<tr>
<td>6</td>
<td>A New World Order</td>
<td>Chapter 26: The North Atlantic Revolutions, 1750-1830</td>
<td>Video: Napoleon Quiz 6 Assignment Sheet 6 Journal Posts</td>
<td>CO2, CO3, CO4</td>
</tr>
</tbody>
</table>
## Modules | Lessons | Readings | Assignments | Course & Program Objectives Met
---|---|---|---|---
 |  |  | Quiz 7
 |  |  | Assignment Sheet 7
 |  |  | Journal Posts
---|---|---|---|---
8 | Independence | [July 17-21](#) | Chapter 28: Nation Building in the Americas, 1789-1914 | Video: Manifest Destiny and the USA as Imperial Power
 |  |  | Quiz 8
 |  |  | Assignment Sheet 8
 |  |  | Journal Posts
---|---|---|---|---
**MIDTERM EXAM**
*Based on first 8-weeks of course work*
*(Needs to be completed by Thursday, June 21, 11:59 PM)*
---|---|---|---|---
9 | Asia and Africa: Transition to Modernity | Chapters 29 and 30: New Connections and Challenges in Eastern and Southern Asia, 1800-1912
New Connections and Challenges in West Asia and Africa, 1800-1914 | Video: Justifying Imperialism
Quiz 9
Assignment Sheet 9
Journal Posts | CO2, CO3, CO4
---|---|---|---|---
10 | New Powers | Chapter 31: The Great War and the Russian Revolutions, 1890-1918 | Video: Why was WWI so Terrible?
Quiz 10
Assignment Sheet 10
Journal Posts | CO1, CO2, CO3, CO4, CO5
---|---|---|---|---
11 | New Ideas | Chapter 32: Anxieties and Ideologies of the Interwar Years, 1918-1939 | Video: Karl Marx
Quiz 11
Assignment Sheet 11
Journal Posts | CO1, CO2, CO3, CO4, CO5
<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course &amp; Program Objectives Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>World at War</td>
<td>Chapter 33: World War II and the Holocaust, 1933-1945</td>
<td>Video: Hitler Quiz 12 Assignment Sheet 12 Journal Posts</td>
<td>CO1, CO2, CO4</td>
</tr>
<tr>
<td>14</td>
<td>Understanding Present-day Asia</td>
<td>Chapter 35: The Upheavals of Asia, 1945-Present</td>
<td>Video: India and WWI Quiz 14 Assignment Sheet 14 Journal Posts Essay Due</td>
<td>CO1, CO2, CO4</td>
</tr>
<tr>
<td>15</td>
<td>Understanding Present-day Latin America, Africa, and the Middle East</td>
<td>Chapters 36 and 37: Reform and Revolution in Latin America, 1914-Present Post-Colonial Challenges in Africa and the Middle East, 1939-Present</td>
<td>Video: The Utility of History Quiz 15 Assignment Sheet 15 Journal Posts</td>
<td>CO2, CO3, CO4</td>
</tr>
<tr>
<td>16</td>
<td>July 29-August 2</td>
<td><strong>FINAL EXAM</strong> <em>(Needs to be completed by Thursday, August 2, 11:59 PM)</em></td>
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**Completing Assignments**

All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.
Part 4: Grading Policy

Weight of Final Grade for Course Activities

<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>
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<tr>
<td>10%</td>
<td>Essay</td>
</tr>
<tr>
<td>10%</td>
<td>Journal</td>
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<tr>
<td>15%</td>
<td>Quizzes</td>
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<td>45%</td>
<td>Assignment Sheets</td>
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<td>100%</td>
<td>Total Percent Possible</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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<tr>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<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>
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<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.

Late Work
Unless a valid excuse is provided, no late work will be accepted. If you know you won’t be able to turn something in on time, please let your professor know ahead of time.

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.

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.

http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073

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.