



School of  
Distance Education  
Andrews University



# SYLLABUS

**HIST 117 Civilization & Ideas I**

202241

# HIST 117 Civilization & Ideas I

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

### 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

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with online courses	<a href="mailto:dilit@andrews.edu">dilit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	Call: (269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	Text: (269) 397-4477

## Part 1: Course Information

### Course Descriptions

This course is a survey of the development of major world civilizations from their emergence to the eighteenth century, and includes explorations in their origins and 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 I.* 7<sup>th</sup> Edition. Cengage, 2019.  
Hardcopy ISBN: 9781337679695. eText ISBN: 9780357159378

### Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 16 modules with 15 lessons that include a quiz, assignment sheet and blog for each lesson, 2 exams, 1 paper. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

## Student 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.

## 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 10 or newer) or MAC (10.14 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: 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](mailto: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 is 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.

### **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. Check the paper grading rubric for the grade breakdown.

### Journal Blog 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.

### 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 must be taken under the supervision of a proctor.

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

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

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

**Suggested 8 Week Schedule:**

Module	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	The First Civilizations	Chapter 2 The First River-Valley Civilizations, 3500–1500 BCE Read Pages: 26-49	Quiz 1 Assignment Sheet 1 Blog 1	SLO1, SLO2, SLO4
	Early European Civilizations	Chapter 3 The Mediterranean and Middle East, 2000–500 BCE Read Pages: 50-78	Quiz 2 Assignment Sheet 2 Blog 2	
2	Early East Asian Civilization	Chapter 4 New Civilizations Outside the West Asian Core Area, 2300 BCE–350 CE Read Pages: 80-103	Quiz 3 Assignment Sheet 3 Blog 3	SLO1, SLO2, SLO3, SLO4
	Ancient Greece and Iran	Chapter 5 Greece and Iran, 1000–30 BCE Read Pages: 112-139	Quiz 4 Assignment Sheet 4 Blog 4	SLO2, SLO3, SLO4
3	The Ancient World's Superpowers	Chapter 6 An Age of Empires: Rome and Han China, 753 BCE–330 CE Read Pages 142-165	Quiz 5 Assignment Sheet 5 Blog 5	SLO2, SLO3, SLO4
	Wealth and Diversity in Southeast Asia	Chapter 7 India and Southeast Asia, 1500 BCE–1025 CE Read Pages: 168-190	Quiz 6 Assignment Sheet 6 Blog 6	SLO1, SLO2, SLO3, SLO4, SLO5
4	Peoples of the Americas	Chapter 8 Peoples and Civilizations of the Americas, from 1200 BCE Read Pages 192-220	Quiz 7 Assignment Sheet 7 Blog 7	SLO2, SLO3, SLO4
	International Connections Before Modern Technology	Chapter 9 Networks of Communication and Exchange, 300 BCE–1100 CE Read Pages: 224-243	Quiz 8 Assignment Sheet 8 Blog 8	SLO1, SLO2, SLO3, SLO4, SLO5
<b>PROCTORED MIDTERM EXAM</b>				
5	Early Islam	Chapter 10 The Sasanid Empire and the Rise of Islam, 200–1200 Read Pages: 244-266	Quiz 9 Assignment Sheet 9 Blog 9	SLO1, SLO2, SLO3, SLO4
	Medieval Europe	Chapter 11 Christian Societies Emerge in Europe, 600–1200 Read Pages: 268-290	Quiz 10 Assignment Sheet 10 Blog 10	SLO2, SLO3, SLO4
6	Asia's Foundational Period	Chapter 12 Inner and East Asia, 400–1200 Read Pages: 292-311	Quiz 11 Assignment Sheet 11 Blog 11	SLO1, SLO2, SLO3, SLO4, SLO5

Module	Lessons	Readings	Assignments	Outcomes Met
	The Mongol Devastation	Chapter 13 Mongol Eurasia and Its Aftermath, 1200–1500 Read Pages: 318-343	Quiz 12 Assignment Sheet 12 Blog 12	SLO1, SLO2, SLO3, SLO4, SLO5
7	Europe Begins to Take Shape	Chapter 14 Latin Europe, 1200–1500 Read Pages: 344-364	Quiz 13 Assignment Sheet 13 Blog 13	SLO1, SLO2, SLO4
	The Golden Age of the Global South	Chapter 15 Southern Empires, Southern Seas, 1200–1500 Read Pages: 366-390	Quiz 14 Assignment Sheet 14 Blog 14	SLO2, SLO3, SLO4
8	Europe’s Move Outward	Chapter 16 The Maritime Revolution, to 1550 Read Pages: 392-416	Quiz 15 Assignment Sheet 15 Blog 15 Final Paper	SLO1, SLO2, SLO4
	<b>PROCTORED FINAL EXAM</b>			

**Suggested 16 Week Schedule:**

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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	The First Civilizations	Chapter 2 The First River-Valley Civilizations, 3500–1500 BCE Read Pages: 26-49	Quiz 1 Assignment Sheet 1 Blog 1	SLO1, SLO2, SLO4
2	Early European Civilizations	Chapter 3 The Mediterranean and Middle East, 2000–500 BCE Read Pages: 50-78	Quiz 2 Assignment Sheet 2 Blog 2	
3	Early East Asian Civilization	Chapter 4 New Civilizations Outside the West Asian Core Area, 2300 BCE–350 CE Read Pages: 80-103	Quiz 3 Assignment Sheet 3 Blog 3	SLO1, SLO2, SLO3, SLO4
4	Ancient Greece and Iran	Chapter 5 Greece and Iran, 1000–30 BCE Read Pages: 112-139	Quiz 4 Assignment Sheet 4 Blog 4	SLO2, SLO3, SLO4
5	The Ancient World’s Superpowers	Chapter 6 An Age of Empires: Rome and Han China, 753 BCE–330 CE Read Pages 142-165	Quiz 5 Assignment Sheet 5 Blog 5	SLO2, SLO3, SLO4
6	Wealth and Diversity in Southeast Asia	Chapter 7 India and Southeast Asia, 1500 BCE–1025 CE Read Pages: 168-190	Quiz 6 Assignment Sheet 6 Blog 6	SLO1, SLO2, SLO3, SLO4, SLO5
7	Peoples of the Americas	Chapter 8 Peoples and Civilizations of the Americas, from 1200 BCE Read Pages 192-220	Quiz 7 Assignment Sheet 7 Blog 7	SLO2, SLO3, SLO4

Week	Lessons	Readings	Assignments	Outcomes Met
8	International Connections Before Modern Technology	Chapter 9 Networks of Communication and Exchange, 300 BCE–1100 CE Read Pages: 224-243	Quiz 8 Assignment Sheet 8 Blog 8	SLO1, SLO2, SLO3, SLO4, SLO5
<b>PROCTORED MIDTERM EXAM</b>				
9	Early Islam	Chapter 10 The Sasanid Empire and the Rise of Islam, 200–1200 Read Pages: 244-266	Quiz 9 Assignment Sheet 9 Blog 9	SLO1, SLO2, SLO3, SLO4
10	Medieval Europe	Chapter 11 Christian Societies Emerge in Europe, 600–1200 Read Pages: 268-290	Quiz 10 Assignment Sheet 10 Blog 10	SLO2, SLO3, SLO4
11	Asia's Foundational Period	Chapter 12 Inner and East Asia, 400–1200 Read Pages: 292-311	Quiz 11 Assignment Sheet 11 Blog 11	SLO1, SLO2, SLO3, SLO4, SLO5
12	The Mongol Devastation	Chapter 13 Mongol Eurasia and Its Aftermath, 1200–1500 Read Pages: 318-343	Quiz 12 Assignment Sheet 12 Blog 12	SLO1, SLO2, SLO3, SLO4, SLO5
13	Europe Begins to Take Shape	Chapter 14 Latin Europe, 1200–1500 Read Pages: 344-364	Quiz 13 Assignment Sheet 13 Blog 13	SLO1, SLO2, SLO4
14	The Golden Age of the Global South	Chapter 15 Southern Empires, Southern Seas, 1200–1500 Read Pages: 366-390	Quiz 14 Assignment Sheet 14 Blog 14	SLO2, SLO3, SLO4
15	Europe's Move Outward	Chapter 16 The Maritime Revolution, to 1550 Read Pages: 392-416	Quiz 15 Assignment Sheet 15 Blog 15 Final Paper	SLO1, SLO2, SLO4
16	<b>PROCTORED FINAL EXAM</b>			

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub 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

### Graded Course Activities

Percent %	Description
10%	Midterm Exam
10%	Final Exam
10%	Paper
10%	Blogs
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%
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/web/msc/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](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto: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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