AU HIST 117 Civilization and Ideas I
Fall 2017
AU HIST 117 950 Civilization and Ideas I
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format with deadlines every Friday. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Instructor: Dr. Adam Fenner, PhD
Email: fennera@andrews.edu
Cell phone: (269) 408-6410: feel free to text me anytime, but I prefer email communication.

Other Assistance

| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and cancellations | sderegister@andrews.edu | (269) 471-6323 |
| Bookstore | bookstore.andrews.edu |
| Technical assistance with Moodle | dlit@andrews.edu | (269) 471-3960 |
| Technical assistance with your Andrews account | andrews.edu/hdchat/chat.php |
| Exam requests | sdeexams@andrews.edu | (269) 471-6566 |

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Description
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.

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
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.

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: 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.

Please Be Advised: The schedule is provided in advance so you may read ahead of schedule. . Your
dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

**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.

**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 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.

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

<table>
<thead>
<tr>
<th>20%</th>
<th>Parts of Speech</th>
</tr>
</thead>
<tbody>
<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>
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</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 3 hours to complete both the midterm exam and the final exam. You must bring your photo ID to the exams.

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 advance 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.
# 16-Week Schedule:

All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Activities</th>
<th>Course Objectives Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Orientation Writing Expectations Chapter 1: “The Earliest Human Societies” Read pages: 17-30</td>
<td></td>
<td>Tell About Me Academic Honesty</td>
<td></td>
</tr>
<tr>
<td>1 Aug 28 – Sept 1</td>
<td>The Earliest Human Societies and the Emergence of Civilization</td>
<td>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 Discussion Board Posts</td>
<td>CO1, CO2, CO4</td>
</tr>
<tr>
<td>2 Sept 3 – 8</td>
<td>Early India</td>
<td>Chapter 3: Societies and Beliefs of Early India, to 550 CE</td>
<td>Quiz 2 Assignment Sheet 2 Discussion Board Posts</td>
<td>CO1, CO2, CO3, CO4</td>
</tr>
<tr>
<td>3 Sept 10 – 15</td>
<td>Early China</td>
<td>Chapter 4: The Origins of Chinese Empire, to 220 CE</td>
<td>Quiz 3 Assignment Sheet 3 Discussion Board Posts</td>
<td>CO2, CO3, CO4</td>
</tr>
<tr>
<td>4 Sept 17 – 22</td>
<td>Early Americas and Persians</td>
<td>Chapter 5: Early American Societies: Connection and Isolation, to 1500 CE Chapter 6: The Persian Connection: Its Impact and Influences, 2000 BCE-637 CE</td>
<td>Quiz 4 Assignment Sheet 4 Discussion Board Posts</td>
<td>CO2, CO3, CO4</td>
</tr>
<tr>
<td>5 Sept 24 – 29</td>
<td>Ancient Greeks</td>
<td>Chapter 7: Greek Civilization and Its Expansion into Asia, 2000-30 BCE</td>
<td>Quiz 5 Assignment Sheet 5 Discussion Board Posts</td>
<td>CO1, CO2, CO3, CO4, CO5</td>
</tr>
<tr>
<td>6 Oct 1 – 6</td>
<td>The Romans</td>
<td>Chapter 8: The Romans Connect the Mediterranean World, 753 BCE – 284 CE</td>
<td>Quiz 6 Assignment Sheet 6 Discussion Board Posts</td>
<td>CO2, CO3, CO4</td>
</tr>
<tr>
<td>7 Oct 8 – 13</td>
<td>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 Discussion Board Posts</td>
<td>CO1, CO2, CO3, CO4, CO5</td>
</tr>
<tr>
<td>8 Oct 15 – 20</td>
<td>Early Islam</td>
<td>Chapter 11: The Origins and Expansion of Islam, 100-750</td>
<td>Quiz 8 Assignment Sheet 8 Discussion Board Posts</td>
<td>CO1, CO2, CO3, CO4</td>
</tr>
</tbody>
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**MIDTERM EXAM**

*(Midterm Exam needs to be completed by Thursday, October 19, 11:59 pm)*

You have until October 20, 5 pm to complete the rest of your coursework for the week.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Activities</th>
<th>Course Objectives Met</th>
</tr>
</thead>
</table>
| 9    | Oct 22 – 27 | Religion and East and South Asia | Chapter 12: Religion and Diversity in the Transformation of Southern Asia, 711-1400 | Quiz 9  
Assignment Sheet 9  
Discussion Board Posts | CO2, CO3, CO4 |
| 10   | Oct 29 – Nov 3 | Early Africa | Chapter 13: Early African Societies, 1500 BCE – 1500 CE | Quiz 10  
Assignment Sheet 10  
Discussion Board Posts | CO1, CO2, CO3, CO4, CO5 |
| 11   | Nov 5 – 10 | The Central Asian Nomads | Chapter 15: Nomadic Conquests and Eurasian Connections, 1000 to 1400 | Quiz 11  
Assignment Sheet 11  
Discussion Board Posts | CO1, CO2, CO3, CO4, CO5 |
| 12   | Nov 12 – 17 | The West Emerges from the Dark Ages | Chapter 16: The Resurgence of the Christian West, 1050-1530 | Quiz 12  
Assignment Sheet 12  
Discussion Board Posts | CO1, CO2, CO4 |
| 13   | Nov 19 – 24 | The World of Islam | Chapter 17: Culture and Conflict in the Great Islamic Empires, 1071-1707 | Quiz 13  
Assignment Sheet 13  
Discussion Board Posts | CO2, CO3, CO4 |
| 14   | Nov 26 – Dec 1 | The Greatest Empires of the Americas | Chapter 18: The Aztec and Inca Empires, 1300-1550 | Quiz 14  
Assignment Sheet 14  
Discussion Board Posts | CO1, CO2, CO4 |
| 15   | Dec 3-8 | The World United | Chapter 19: Global Exploration and Global Empires, 1400-1700 | Quiz 15  
Assignment Sheet 7  
Discussion Board Posts | CO2, CO3, CO4 |
| 16   | Dec 10 – 14 | | | MAIN EXAM  
(Final Exam needs to be completed by Wednesday, December 13, 11:59 pm) |

**Completing Assignments**

All assignments for this course will be submitted electronically through LearningHub 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>
</tr>
<tr>
<td>10%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>10%</td>
<td>Paper</td>
</tr>
<tr>
<td>10%</td>
<td>Discussion Board</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 Moodle
- 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 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>66.9% and below</td>
</tr>
</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](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](http://www.andrews.edu/weblmsc/moodle/public/incompletes.html).

Late Work
Late work will not be accepted. Timely completion of all assignments is an absolute necessity due to the nature of the online course. Unless a reasonable excuse is provided, all assignments are required to be turned in on the date indicated. Accordingly, all student assignments that are turned in by the designated time will be graded with corresponding feedback by the time the next week’s assignments are due.
Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.
Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette
In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.
"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.
4. Changes on revised material depends much on meeting objectives, content development, editing, and following all the criteria for evaluation of an essay (as outlined in this syllabus). If you essay is not actually revised but merely edited (proofread with resulting minor surface-level changes), your grade will not reflect any significant percentage increase.
5. Please note that you cannot revise a paper you have not written. If you fail to turn in an assigned essay, you cannot submit a revision of that paper. You are encouraged to revise any paper with which you are not satisfied. Unfortunately you can only revise your essays. You cannot revise discussion board postings, journal entries, midterm exam, or final exam.

**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](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.