

**CONSORTIUM**  
*of Adventist Colleges & Universities*



# SYLLABUS

**HIST 117 950 Civilization and Ideas I**  
**Fall 2019**

# HIST 117 950 Civilization and Ideas I

## Consortium of Adventist Colleges and Universities

### Interactive Online Format

This course follows an interactive online format with Wednesday/Friday deadlines. 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](mailto: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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## 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

Judge, Edward H. and Langdon, John W., *Connections: World History, Volume 1*. 3rd edition. Boston, MA: Pearson, 2016.

The complete book is now available as an eBook only, ISBN 13: 978-0-13-384531-0. **The hard copy is no longer available.** Order online at [www.mypearsonstore.com](http://www.mypearsonstore.com) or [www.vitalsource.com](http://www.vitalsource.com)

## Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. Note that as an 8 week course, it is the equivalent of a semester course offered in half the time. You should budget about 3.5 hours per week day. If this is unacceptable for any reason please think seriously about your enrollment in this class. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

For each module (two per week), it is suggested you allocate your time learning in the following way:

- Textbook Readings: 1.5 hours
- Interactive Discussion on the Readings: 1 hour
- Primary Document Readings: 1 hour
- Quiz and Writing Assignments: 2 hours
- Online Activities: 1.5 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](mailto:helpdesk@andrews.edu).

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dilit@andrews.edu](mailto:dilit@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 [dilit@andrews.edu](mailto:dilit@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:

20%	Parts of Speech
20%	Format
20%	Length
40%	How well you addressed and supported your thesis
100%	Total Possible

## Exams

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at [calendly.com/sde-exams/online](http://calendly.com/sde-exams/online).

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html)



**Schedule:**

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

Week/ Module	Lessons	Readings	Activities	Course Objectives Met
Intro		Orientation Writing Expectations Chapter 1: "The Earliest Human Societies" Read pages: 17-30	Tell About Me Academic Honesty	
1 Aug 26-30	The Earliest Human Societies and the Emergence of Civilization	Chapter 1: The Emergence of Human Societies, to 3000 BCE  Chapter 2: Early Societies of West Asia and North Africa, to 500 BCE	Quiz 1 Assignment Sheet 1 Discussion Board Posts	CO1, CO2, CO4
2 Sept 1-6	Early India	Chapter 3: Societies and Beliefs of Early India, to 550 CE	Quiz 2 Assignment Sheet 2 Discussion Board Posts	CO1, CO2, CO3, CO4
3 Sept 8-13	Early China	Chapter 4: The Origins of Chinese Empire, to 220 CE	Quiz 3 Assignment Sheet 3 Discussion Board Posts	CO2, CO3, CO4
4 Sept 15-20	Early Americas and Persians	Chapter 5: Early American Societies: Connection and Isolation, to 1500 CE Chapter 6: The Persian Connection: Its Impact and Influences, 2000 BCE-637 CE	Quiz 4 Assignment Sheet 4 Discussion Board Posts	CO2, CO3, CO4
5 Sept 22-27	Ancient Greeks	Chapter 7: Greek Civilization and Its Expansion into Asia, 2000-30 BCE	Quiz 5 Assignment Sheet 5 Discussion Board Posts	CO1, CO2, CO3, CO4, CO5
6 Sept 29 – Oct 4	The Romans	Chapter 8: The Romans Connect the Mediterranean World, 753 BCE – 284 CE	Quiz 6 Assignment Sheet 6 Discussion Board Posts	CO2, CO3, CO4
7 Oct 6-11	The Germans and Byzantines	Chapter 9: Germanic Societies and the Emergence of the Christian West, 100-1100 CE Chapter 10: The Byzantine World, 284-1240	Quiz 7 Assignment Sheet 7 Discussion Board Posts	CO1, CO2, CO3, CO4, CO5
8 Oct 13-18	Early Islam	Chapter 11: The Origins and Expansion of Islam, 100-750	Quiz 8 Assignment Sheet 8 Discussion Board Posts	CO1, CO2, CO3, CO4
<b>MIDTERM EXAM</b> <b>(Midterm Exam needs to be completed by Thursday, October 17, 11:59 p.m.)</b>				
9 Oct 20-25	Religion and East and South Asia	Chapter 12: Religion and Diversity in the Transformation of Southern Asia, 711-1400 Chapter 14: The Evolution and Expansion of East Asian Societies, 220-1240 CE	Quiz 9 Assignment Sheet 9 Discussion Board Posts	CO2, CO3, CO4
10 Oct 27 – Nov 1	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 3-8	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



Week/ Module	Lessons	Readings	Activities	Course Objectives Met
12 Nov 10-15	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 17-22	The World of Islam	Chapter 17: Culture and Conflict in the Great Islamic Empires, 1071-1707	Quiz 13 Assignment Sheet 13 Discussion Board Posts <b>Paper Due</b>	CO2, CO3, CO4
14 Nov 24-29	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
14 Dec 1-6	The World United	Chapter 19: Global Exploration and Global Empires, 1400-1700	Quiz 15 Assignment Sheet 7 Discussion Board Posts	CO2, CO3, CO4
15 Dec 8-11	<b>FINAL EXAM</b> (Final Exam needs to be completed by Wednesday, December 11, 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

Percent %	Description
10%	Midterm Exam
10%	Final Exam
10%	Paper
10%	Discussion Board
15%	Quizzes
45%	Assignment Sheets
100%	Total Percent Possible

### 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

Letter Grade	Percentage
A	93 and above
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
F	66.9% and below

## 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>.

### 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](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.
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>

**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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