

CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



AU HIST 117 Civilization and Ideas I

Civilization and Ideas I

Consortium of Adventist Colleges and Universities

Instructor Contact

If for any reason you feel the need to contact the instructor about this course, please email at: adamgfenner@gmail.com.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and cancellations	sderegister@andrews.edu	(269) 471-6323
Bookstore	http://bookstore.mbsdirect.net/andrews.htm	
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

AU Course Description

Survey of the development of major world civilizations to the eighteenth century, including the origins and history of ideas, worldviews, and institutions (Stoicism, Hinduism, Catholicism, etc.), with an emphasis on the interaction of cultures in the premodern world.

Required Textbook and Course Material

John P. McKay, Bennett D. Hill, John Buckler and Patricia Buckley Ebrey, et al, *A History of World Societies, Volume 1: To 1600*, 9th ed. (Boston: Bedford/St. Martin's, 2012). ISBN: 978-0312666927.

Required Videos

All of these films are available online. iTunes, Amazon Instant Video, YouTube, and Netflix are all inexpensive alternatives to purchasing the DVD versions.

1. "Confucius Words Of Wisdom" (2005)
2. "Engineering An Empire: Greece: Age of Alexander" (2006)
3. "Engineering An Empire: China" (2006)
4. "The Dark Ages" (2007)
5. "The Road to Timbuktu" (1999)
6. "The Crusades Crescent & the Cross" (2005)
7. "Luther" (2004)

Course Scope

The purpose of this course is to examine the most salient events, transformations, developments, and cycles of human history as they pertain to civilization until about 1650 A.D. We will begin by exploring human culture and society in the Paleolithic period. Then we will discuss the emergence and developments of civilizations in the Middle East, Africa, Europe, the Americas, and Asia. In order to provide relevance to our study, throughout the class the persistence of past civilizations and their legacies will be observed. Additionally, it is hoped that from studying the past students will develop and strengthen their spiritual beliefs.

Credit Hours

This eight week online course combines multiple learning exercises including short PowerPoint presentations, textbook readings, primary source analysis, online activities, quizzes, and short essays. The PowerPoint presentations will be consistent with the textbook but will also provide additional information. In addition to video lectures and regular readings, the class will employ the use of film to help students visualize past peoples and events. Lastly, there will also be online discussion board interaction based on readings and online activities. This class is designed to meet federal regulations and consume approximately eighteen hours of study per week. If this is unacceptable for any reason please reconsider your enrollment in this class. The following is a suggested weekly time allocation schedule for the course:

- Textbook Readings: 4 hours
- Interactive Discussion on the Readings: 2 hours
- Primary Document Readings: 2 hours
- Quiz and Writing Assignments: 4 hours
- Online Activities: 2 hours
- Essay Writing and Research: 4 hours

Course/Technical Requirements

To participate in this course you will need access to the Internet (DSL, LAN, or cable connection desirable) and Web browser (Internet Explorer, Firefox, Safari) with the latest version.

Moodle Access

This course is delivered online through Moodle at <http://aumoodle.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access Moodle. Please activate your username and password online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already.

Call (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

Part 2: Course Objectives

After completing this course students should be able to:

1. Distinguish principal events, people, and historical forces in world history from the beginning of human civilization to the early modern period
2. Perform thoughtful analysis of historical questions through the use of primary documents and secondary literature
3. Conduct meaningful research on historical topics
4. Consider connections, similarities, and differences between peoples across time and space
5. Apply knowledge of the past to better understand the present
6. Think more critically about their lives and the experiences of those around them
7. Better communicate their ideas through the use of technology and text
8. See evidence of Divine Providence in the human experience.

Part 3: Course Requirements**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.

Quizzes

Quizzes are a necessary evil when lengthy reading assignments are required, so each week a multiple choice and short answer quiz will be administered to demonstrate your mastery of the textbook material. There are a total of fifteen quizzes and they must be taken before the due date posted. Each quiz is worth 30 points.

Short Video Lecture Note Taking

Each week you are required to watch and take notes on a short video PowerPoint lecture. Your notes are due on the designated date and must demonstrate a mastery of the information presented in the video in order to receive full credit. This weekly assignment is worth 30 points. You can expect exam questions to employ information from the video lectures, so plan accordingly.

Rubric for Grading Video Lecture Notes:

Characteristics of full credit are as follows:

1. Notes must demonstrate information from the entire video lecture. In other words, they must show evidence of students having viewed the video lecture from beginning to end.
2. Notes need not be exhaustive, but they should be thorough.

Grading Scale

- 25-30 Points: Notes demonstrate appropriate information and are well organized.
- 20-25 Points: Notes demonstrate some of the appropriate information and are somewhat organized.
- 15-20 Points: Notes are missing important information and are disorganized.
- 10-15 Points: Notes are missing all-important information and are very disorganized.
- 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 each module and answer several corresponding questions. This assignment is worth 30 points.

Online Activities

One of the best characteristics of an online course is your access to the Internet. Online courses are not constrained by time and space the same way classroom courses are, so not utilizing this advantage would be a missed opportunity. Each week you are required to explore a number of websites dealing with worldwide historical topics. In order to assure you have completed these tasks you will need to answer the provided corresponding questions. This assignment is worth 30 points.

Discussion Board Interaction

A fundamental part of this course is the online discussion forums the students and the teacher will take part in several times a week. This online interaction will allow participants to consider significant questions raised by the teacher, class content, and their fellow students. Think of the discussion board as an opportunity to learn from one another. A chance to share your thoughts and in the process have your perspective broadened. This weekly assignment is worth 30 points.

Each week students are required to make at least five postings on the discussion board in accordance with the following parameters:

1. Respond to at least two of the questions posted by the teacher
2. Respond to at least two of the replies or questions made by other students
3. Post a question to be answered by both students and the teacher

Rubric for Online Discussion Board Participation:¹

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.

Papers

There are two short required papers, and each is worth 200 points.

Your first paper will address the following:

The Ancient World was full of monumental architecture. Many of these buildings such as the Egyptian pyramids, Mesopotamian ziggurats, and the Greek Parthenon are still impressive even today. Describe some of the more impressive ancient structures humans made, and explain why each was so important to the people that made it.

Your second paper will address the following:

Choose any people covered in the course textbook and explain why they influenced *you* more than any the others.

¹ Some of the standards for grading online discussion board participation were taken from ideas posted by Northern Arizona University at: <http://www2.nau.edu/d-learn/support/tutorials/discrubrics/disc1.php>.

A successful essay will include direct links between *you* and the people you choose. Possible writing topics include: food, dress, religion, culture, and politics to name but a few. You can choose one topic to write on or many. Try to convince your reader that the people you choose really did impact how you live your life.

Your papers will include the following:

1. Title Page
2. Introductory paragraph, 1/2 to 3/4 page
3. Body of evidence that supports your thesis, 3-4 pages
4. Conclusion, 1/2 to 3/4 page
5. Bibliography
6. The paper must have proper grammar, punctuation, syntax, etc...
7. Due to the online nature of the course all of your sources can come from the Internet.
8. All evidence used to support your claims must be properly documented. Information on how to correctly document historical sources can be found at:
http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html
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 Percent Possible

NOTE: All Assignments, Journals, Activities, Quizzes and Exams must be completed by the due date.

Exams

There are a total of 2 exams for this course. The first exam covers material from the first 8 weeks of the course and is worth 250 points. The second exam covers material from the last 7 weeks of the course and is also worth 250 points. Both exams contain multiple choice and essay 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.

Your exam proctor must be with you while you are taking the test. If you live at or near a school, contact the registrar, a faculty member, or the testing center to be your supervisor. If you live away from a school, contact a work supervisor, teacher, minister, or church officer, or other professional person. No relative, fellow student, or fiancé(e) is acceptable as an exam proctor, regardless of qualifications.

Part 4: Grading Policy

Graded Course Activities

Points for your assignments each module are as follows:

Points	Description
30	Quiz
30	Video Lecture Notes
30	Primary Source Questions
30	Online Activity Questions
30	Discussion Board Participation
150	Total Points Possible each module

Your final grade will be calculated by adding up points from the following assessments:

Points	Description
2250	Weekly Point Tabulation
250	Exam 1
250	Exam 2
200	Paper 1
200	Paper 2
3150	Total Points 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

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.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

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

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to 269-471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Course Schedule

Week	Due Date	Readings	Activities
Intro		Orientation Writing Expectations	Tell About Me Academic Honesty
1	Wednesday June 12	Chapter 2: "The Rise of the State in Southwest Asia and the Nile Valley 3200-500 B.C.E.," in <i>A History of World Societies</i> "A Great Flood" excerpt from <i>The Epic of Gilgamesh</i> "An Assyrian Emperor's Resume"	Module 1 Assignment Worksheet Watch Videos in Module 1 Online Activities Discussion Questions

			Begin Short Essay #1 Quiz 1
	Sunday June 16	Chapter 3: "The Foundation of Indian Society, to 300 C.E.," in <i>A History of World Societies</i> "Hindu Search for Divine Reality" excerpt from <i>The Upanishads</i> "Two Lessons"	Module 2 Assignment Worksheet Watch Videos in Module 2. Online Activities Discussion Questions Work on Short Essay #1 Quiz 2
2	Wednesday June 19	Chapter 4: "China's Classical Age, to 221 B.C.E.," in <i>A History of World Societies</i> "The Mandate of Heaven" "The Book of Mencius" in your textbook on pages 104 and 105	Module 3 Assignment Worksheet Watch Videos in Module 3. Online Activities Discussion Questions Work on Short Essay #1 Quiz 3
	Sunday June 23	Chapter 5: "The Greek Experience 3500-100 B.C.E.," in <i>A History of World Societies</i> The Odyssey excerpt "Aristotle, On the Family and On Slavery, from The Politics" on pages 128 and 129 of your textbook	Module 4 Assignment Worksheet Watch Videos in Module 4. Online Activities Discussion Questions Work on Short Essay #1 Quiz 4
3	Wednesday June 26	Chapter 6: "The World of Rome, 750 B.C.E.-400 C.E.," in <i>A History of World Societies</i> "On Roman Wives from a Tombstone Inscription and Juvenile's Sixth Satire" on page 152 of your textbook "Queen Cleopatra," on page 155 of your textbook	Module 5 Assignment Worksheet Watch Videos in Module 5. Online Activities Discussion Questions Work on Short Essay #1 Quiz 5
	Sunday June 30	Chapter 7: "East Asia and the Spread of Buddhism, 221 B.C.E.-800 C.E.," in <i>A History of World Societies</i> "Lessons for Women" by Ban Zhao "Sixth-Century Biographies of Buddhist Nuns" on pages 190 and 191 of your textbook	Module 6 Assignment Worksheet Watch Videos in Module 6. Online Activities Discussion Questions Work on Short Essay #1 Quiz 6
4	Wednesday July 3	Chapter 8: "Continuity and Change in Europe and Western Asia, 200-850," in <i>A History of World Societies</i> "The Life of Charlemagne: The Emperor Himself" "Roman and Byzantine Views of Barbarians" on page 222 of your textbook	Module 7 Assignment Worksheet Watch Videos in Module 7. Online Activities Discussion Questions Work on Short Essay #1 Quiz 7
	Sunday July 7	Chapter 9: "The Islamic World, 600-1400," in <i>A History of World Societies</i> "The Islamic World, 600-1400," in <i>A History of World Societies</i> "The Qur'an: Call for Jihad" "A Guide to Buying Female Slaves"	Module 8 Assignment Worksheet Watch Videos in Module 8. Online Activities Discussion Questions Turn in Short Essay #1 Quiz 8
MidtermExam			
5	Wednesday July 10	Chapter 10: "African Societies and Kingdoms 1000 B.C.E.-1500 C.E.," in <i>A History of World Societies</i> "A Tenth-Century Muslim Traveler Describes Parts of the East African Coast" available on pages 288 and 289 of your textbook "A Tenth-Century Muslim Traveler Describes Parts of the East African Coast" available on pages 288 and 289 of your textbook	Module 9 Assignment Worksheet Watch Videos in Module 9. Online Activities Discussion Questions Begin Short Essay #2 Quiz 9
	Sunday July 14	Chapter 11: "The Americas 2500 B.C.E.-1500 C.E.," in <i>A History of World Societies</i> "Creation in the Popul Vuh and in Okanogan Tradition" available on page 308 of your textbook. "The First New Chronicle and Good Government" available on pages 324 and 325 of your textbook.	Week 10 Assignment Worksheet Watch Videos in Module 10. Online Activities Discussion Questions Work on Short Essay #2 Quiz 10
6	Wednesday July 17	Chapter 12: "Cultural Exchange in Central and Southern Asia to 1400," in <i>A History of World Societies</i> "The Abduction of Women in The Secret History of the Mongols" available on pages 338 and 339 of your textbook. "Chinese and European Accounts About the Mongol Army" available on page 342 of your textbook. "Description of the World" by Marco Polo	Module 11 Assignment Worksheet Watch Videos in Module 11. Online Activities Discussion Questions Work on Short Essay #2 Quiz 11
	Sunday July 21	Chapter 13: "States and Cultures in East Asia 800-1400," in <i>A History of World Societies</i> "A Description of Foreign Peoples"	Module 12 Assignment Worksheet Watch Videos in Module 12. Online Activities

		"Zhu Xi and Yuan Cai on Family Management" available on page 377 of your textbook.	Discussion Questions Work on Short Essay #2 Quiz 12
7	Wednesday July 24	Chapter 14: "Europe in the Middle Ages 800-1450," in <i>A History of World Societies</i> "Crooked Booksellers" "The Rules of Love" "Diabolical Seduction: A Witch on Trial"	Module 13 Assignment Worksheet Watch Videos in Module 13. Online Activities Discussion Questions Work on Short Essay #2 Quiz 13
	Sunday July 28	Chapter 15: "Europe in the Renaissance and Reformation 1350-1600," in <i>A History of World Societies</i> Virtual Tour Uffizi Gallery, of Florence, Italy "Martin Luther On Christian Liberty" on pages 444 and 445 of your textbook	Module 14 Assignment Worksheet Watch Videos in Module 14. Online Activities Discussion Questions Turn in Short Essay #2 Quiz 14
8	Friday August 2	Chapter 16: "The Acceleration of Global Contact 1450-1600," in <i>A History of World Societies</i> "Columbus Announces His Discovery" "Fifteenth-Century Slave Trade" "Cortés on the Aztecs"	Module 15 Assignment Worksheet Watch Videos in Module 15. Online Activities Discussion Questions Quiz 15
		Final Exam	

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