



SYLLABUS

HIST 118 Civilization and Ideas II

202241

HIST 118 Civilization and Ideas II

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	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Descriptions

Andrews University

Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world.

Oakwood University

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

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 II.* 7th Edition. Cengage, 2019. Print ISBN: 9781337401722 eText ISBN: 9780357159385

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. For a 16-week course, this translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

For each module, it is suggested you allocate your time learning in the following way:

- Textbook Readings: 2 hours
- Lectures and videos: 2 hours
- Journal Entries: 1 hour
- Quizzes and writing assignments: 1 hour
- Online activities: 1 hours
- Essay Writing and Studying for Upcoming Exams: 2 hours

Institutional Outcomes

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
- 2.b. Pursue enduring questions through study in core fields and explore the connections between those fields.

Student Learning Outcomes

After completing this course students should be able to:

- Discover Divine Providence and Design within the human experience.
- Identify critical key events, people, and historical forces impacting historical developments.
- Determine the connections, similarities, and differences between historically significant characters.
- Analyze key historical questions utilizing primary documents and secondary literature.
- 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 or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

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

1. 25-30 Points: Notes demonstrate appropriate information and are well organized.
2. 20-25 Points: Notes demonstrate some of the appropriate information and are somewhat organized.
3. 15-20 Points: Notes are missing important information and are disorganized.
4. 10-15 Points: Notes are missing all-important information and are very disorganized.
5. 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 Essay

There is ONE short paper required worth 250 points.

Your paper will address the following: **Choose any ideology, conflict, or world leader covered in the course textbook and explain why you were influenced by it or them.**

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

Feel free to contact your professor and ask them to review your thesis. Students that do so, are significantly more likely to receive higher marks, because they have a better tendency to write on the identified topic.

Your paper should include the following:

1. Title Page
2. Introductory paragraph, 1/2 to 3/4 page
3. Body of evidence that supports your thesis, 3-4 pages
4. Conclusion, 1/2 to 3/4 page
5. Bibliography
6. The paper must have proper grammar, punctuation, syntax, etc...
7. Due to the online nature of the course all of your sources can come from the Internet.
8. All evidence used to support your claims must be properly documented. **IN TEXT CITATION IS NECESSARY.** Either footnotes or endnotes are required for proper documentation. MLA, Chicago, APA, and Harvard styles of citation are all acceptable. One possible style for how to correctly document historical sources can be found at: <http://www.colorado.edu/history/undergraduates/paper-guidelines/referencing>
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 grade breakdown.

Journal Entries

A fundamental part of this course is the journaling component. This exercise will allow participants to consider significant questions raised by the teacher pertaining to their personal lives, spiritual welfare, and place in the world. Think of the journaling exercise as an opportunity to think critically about the world around you. A chance to record your thoughts and in the process have your perspective broadened. This assignment is worth 30 points.

For the journaling assignment students are required to answer four questions raised by the teacher each week.

Rubric for Journal Participation:

1. Posts and responses must be thoughtful and careful to include sufficient explanation. Stating simply that “I agree,” or “I disagree,” or “this is wrong” is unsatisfactory. Use examples, personal experience, and specific references to the course content to explain yourself. Remember, your fellow students will be reading your work.
2. All posts should be limited to one paragraph and be between 75 and 250 words long. Writing longer posts will not improve your grade but will not detract from it either.
3. All posts must address the question or questions posed. Writing on a completely separate topic will yield no credit. Likewise, if post content is inaccurate or irrelevant to the discussion at hand it will not yield high marks.
4. When appropriate refer to your personal experiences in your posts. If you have learned something about the world that is relevant to the topic at hand share it with us.
5. Posts should always be complete when posted and use proper grammar. No one likes to read anything riddled with mistakes.

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

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. Then 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 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	Lesson 1: The Origins of European Power	Chapter 17 Transformations in Europe, 1500-1750 Read Pages: 424-450	Blog 1 Assignment Sheet 1 Quiz 1	SLO2, SLO3, SLO4
	Lesson 2: Diversity in the Americas	Chapter 18 The Diversity of American Colonial Societies, 1530-1770 Read Pages: 452-477	Blog 2 Assignment Sheet 2 Quiz 2	SLO1, SLO2, SLO4
2	Lesson 3: Atlantic Connections	Chapter 19 The Atlantic System and Africa, 1550-1800 Read Pages: 478-504	Blog 3 Assignment Sheet 3 Quiz 3	SLO1, SLO2, SLO3, SLO4
	Lesson 4: Central Asia	Chapter 20 Between Europe and China, 1500-1750 Read Pages: 506-530	Blog 4 Assignment Sheet 4 Quiz 4	SLO2, SLO3, SLO4
3	Lesson 5: East Asia	Chapter 21 East Asia in Global Perspective Read Pages: 532-549	Blog 5 Assignment Sheet 5 Quiz 5	SLO2, SLO3, SLO4
	Lesson 6: Early Industrial Revolution	Chapter 22 The Early Industrial Revolution, 1760-1851 Read Pages: 556-582	Blog 6 Assignment Sheet 6 Quiz 6	SLO1, SLO2, SLO3, SLO4, SLO5
4	Lesson 7: Revolution in the Atlantic World	Chapter 23 Revolutionary Changes in the Atlantic World, 1750-1850 Read Pages: 584-608	Blog 7 Assignment Sheet 7 Quiz 7	SLO2, SLO3, SLO4
	Lesson 8: Imperialism	Chapter 24 Land Empires in the Age of Imperialism, 1800-1870 Read Pages: 610-632	Blog 8 Assignment Sheet 8 Quiz 8	SLO1, SLO2, SLO3, SLO4, SLO5
PROCTORED MIDTERM EXAM				
5	Lesson 9: Nation Building in the Atlantic World	Chapter 25 Nation Building and Economic Transformation in the Americas, 1800-1890 Read Pages: 634-661	Blog 9 Assignment Sheet 9 Quiz 9	SLO1, SLO2, SLO3, SLO4
	Lesson 10: The Experience of Imperialism	Chapter 26 Varieties of Imperialism in Africa, India, Southeast Asia, and Latin America, 1750-1914 Read Pages: 668-694	Blog 10 Assignment Sheet 10 Quiz 10	SLO2, SLO3, SLO4
6	Lesson 11: New Powers and Change to the International System	Chapter 27 The New Power Balance, 1850-1900 Read Pages: 698-724	Blog 11 Assignment Sheet 11 Quiz 11	SLO1, SLO2, SLO3, SLO4, SLO5
	Lesson 12: World Crisis	Chapter 28 The Crisis of the Imperial Order, 1900-1929 Read Pages: 726-749	Blog 12 Assignment Sheet 12 Quiz 12	SLO1, SLO2, SLO3, SLO4, SLO5

Module	Lessons	Readings	Assignments	Outcomes Met
7	Lesson 13: World Collapse	Chapter 29 The Collapse of the Old Order, 1929-1949 Read Pages: 750-774	Blog 13 Assignment Sheet 13 Quiz 13	SLO1, SLO2, SLO4
	Lesson 14: Life Changes	Chapter 30 Revolutions in Living, 1900-1950 Read Pages: 776-800	Blog 14 Assignment Sheet 14 Quiz 14	SLO2, SLO3, SLO4
8	Lesson 15: Cold War	Chapter 31: The Cold War and Decolonization, 1945-1975 Read Pages: 810-832	Blog 15 Assignment Sheet 15 Final Paper Quiz 15	SLO1, SLO2, SLO4
	PROCTORED FINAL EXAM			

Suggested 16-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	Lesson 1: The Origins of European Power	Chapter 17 Transformations in Europe, 1500-1750 Read Pages: 424-450	Blog 1 Assignment Sheet 1 Quiz 1	SLO2, SLO3, SLO4
2	Lesson 2: Diversity in the Americas	Chapter 18 The Diversity of American Colonial Societies, 1530-1770 Read Pages: 452-477	Blog 2 Assignment Sheet 2 Quiz 2	SLO1, SLO2, SLO4
3	Lesson 3: Atlantic Connections	Chapter 19 The Atlantic System and Africa, 1550-1800 Read Pages: 478-504	Blog 3 Assignment Sheet 3 Quiz 3	SLO1, SLO2, SLO3, SLO4
4	Lesson 4: Central Asia	Chapter 20 Between Europe and China, 1500-1750 Read Pages: 506-530	Blog 4 Assignment Sheet 4 Quiz 4	SLO2, SLO3, SLO4
5	Lesson 5: East Asia	Chapter 21 East Asia in Global Perspective Read Pages: 532-549	Blog 5 Assignment Sheet 5 Quiz 5	SLO2, SLO3, SLO4
6	Lesson 6: Early Industrial Revolution	Chapter 22 The Early Industrial Revolution, 1760-1851 Read Pages: 556-582	Blog 6 Assignment Sheet 6 Quiz 6	SLO1, SLO2, SLO3, SLO4, SLO5
7	Lesson 7: Revolution in the Atlantic World	Chapter 23 Revolutionary Changes in the Atlantic World, 1750-1850 Read Pages: 584-608	Blog 7 Assignment Sheet 7 Quiz 7	SLO2, SLO3, SLO4
8	Lesson 8: Imperialism	Chapter 24 Land Empires in the Age of Imperialism, 1800-1870 Read Pages: 610-632	Blog 8 Assignment Sheet 8 Quiz 8	SLO1, SLO2, SLO3, SLO4, SLO5
	PROCTORED MIDTERM EXAM			

Module	Lessons	Readings	Assignments	Outcomes Met
9	Lesson 9: Nation Building in the Atlantic World	Chapter 25 Nation Building and Economic Transformation in the Americas, 1800-1890 Read Pages: 634-661	Blog 9 Assignment Sheet 9 Quiz 9	SLO1, SLO2, SLO3, SLO4
10	Lesson 10: The Experience of Imperialism	Chapter 26 Varieties of Imperialism in Africa, India, Southeast Asia, and Latin America, 1750-1914 Read Pages: 668-694	Blog 10 Assignment Sheet 10 Quiz 10	SLO2, SLO3, SLO4
11	Lesson 11: New Powers and Change to the International System	Chapter 27 The New Power Balance, 1850-1900 Read Pages: 698-724	Blog 11 Assignment Sheet 11 Quiz 11	SLO1, SLO2, SLO3, SLO4, SLO5
12	Lesson 12: World Crisis	Chapter 28 The Crisis of the Imperial Order, 1900-1929 Read Pages: 726-749	Blog 12 Assignment Sheet 12 Quiz 12	SLO1, SLO2, SLO3, SLO4, SLO5
13	Lesson 13: World Collapse	Chapter 29 The Collapse of the Old Order, 1929-1949 Read Pages: 750-774	Blog 13 Assignment Sheet 13 Quiz 13	SLO1, SLO2, SLO4
14	Lesson 14: Life Changes	Chapter 30 Revolutions in Living, 1900-1950 Read Pages: 776-800	Blog 14 Assignment Sheet 14 Quiz 14	SLO2, SLO3, SLO4
15	Lesson 15: Cold War	Chapter 31: The Cold War and Decolonization, 1945-1975 Read Pages: 810-832	Blog 15 Assignment Sheet 15 Final Paper Quiz 15	SLO1, SLO2, SLO4
16	PROCTORED FINAL EXAM			

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/mvc/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 or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

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

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.