

**HIS 181 Syllabus  
Anderson University (SC)**



**I. Course Information:**

**HIS 181-OT1:** Foundations of the Modern World

**Credit Hours:** 3 hours

**Prerequisites:** None

**Target Student Audience:** Freshmen or sophomores

**Class Meeting Times and Places:** fully online

**Course Begins:** [REDACTED] **Course Ends:** [REDACTED]

**Expectations for Workload:** 12 hours per week of lecture videos, activities and group discussions, quizzes, and reading

**II. Instructor Information:**



**III. Course Purpose, Student Learning Outcomes, and Course Learning Goals:**

**Course Purpose:** Beginning with the rise of civilization and concluding at the eve of the Modern Period (AD 1500) this course provides for the development of critical inquiry by emphasizing the analysis of primary sources. It examines major cultural, social, economic, and political trends of major world civilizations as a means of examining the society in which we live, and our identities and responsibilities as informed Christian world citizens.

**Student Learning Outcomes:**

Common Learning Outcome 1:

#3 [HP] Knowledge of Global Historical Perspectives:

Students will investigate examples of major cultural, social, political and religious influences as a way of understanding the formation of contemporary social structures. Students will apply historical perspectives in order to utilize the study of the past as a means of practicing Christian virtues such as empathy, charity, and respect for others.

LG 1: Students will be able to evaluate primary and secondary sources.

LG 2: Students will be able to analyze the impact of global forces on historical events.

LG 3: Students will be able to explain continuity and change over time.

Common Learning Outcome 2:

#9 [WC] Written Communication Skills

Students will be able to clearly and professionally communicate in a variety of written formats.

LG 2.1 Students will be able to articulate a central, unifying idea, thesis, or arguable claim.

LG 2.2 Students will be able to integrate appropriate, logical, and relevant supporting details and evidence from sources.

**IDEA Course Evaluation Objectives:** Since this is a core curriculum course, we will focus both on content and on skills that are transferable to other disciplines. When it comes time for you to complete the IDEA Evaluation of this course, please keep in mind that we focused the majority of the semester on the following objectives:

- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning how to find, evaluate, and use resources to explore a topic in depth

#### **IV. Method(s) of Instruction:**

Methods of instruction in this course will vary, with lectures, large group discussions, small group discussions, group debates, group work, and workshops all incorporated throughout the course. Readings assigned in advance of each class also provide a key means of delivering overviews and chronological grounding for the course.

#### **V. Content Outline and Course Calendar:**

This course will cover the major world civilizations from the beginning of written history until 1500. Civilizations from Asia, Africa, the Americas, Europe, and Oceania will be discussed, with discussion of politics, social structures, religion, and culture for each civilization. Since global history is a staggeringly broad subject, we will focus our discussions and studies on a few key questions: What did each culture value most? How did these values shape the interactions of various contemporary cultures? How did cross-cultural interaction or isolation, along with other forces such as time, geography, and ecology, contribute to the demise of older cultures or the creation of new ones? The exploration of these questions as we learn about world history will lead us to a greater understanding of cultural and historical narratives, of global connectedness (or isolation), and of the foundations of today's modern world and global society. Along the way, we'll discuss empathy, accountability, and truth and how we, as scholars and individuals, can pursue these virtues in our studies as historians, as world citizens, and as Christians.

*T&E indicates selections from Traditions and Encounters. Lectures and readings for each week should be completed prior to doing any of the week's assignments.*

Week/Dates	Topics	Readings	Assignments Due <i>All assignments for this course will be due Friday at midnight</i>
[REDACTED]	Introduction to Course	"5 Reasons Christians Should Study History" (Canvas)	1. Syllabus Quiz
[REDACTED]	Sources and Pre-History; Early Societies in Asia	T&E Ch. 2, 4, 5 "The Historian's Sources" <i>Hammurabi's Code</i> Excerpts	1. Cave Painting and Sources Activity and Reflection 2. Twitter Activity and Reflection 3. Quiz 1: Sources
[REDACTED]	Early Societies in Africa and the Americas	T&E Ch. 3, 6 "Creation Story of the Maya"	1. Meme Activity and FlipGrid Reflection 2. Quiz 2: Early Societies 3. Exam 1/Crash Course Video 1
[REDACTED]	Classical Societies in Asia and Europe	T&E Ch. 7-11 "The Duties of a King" "Persia Under Darius" "Lives of the Caesars-Deified Augustus"	1. Campaign Ad Activity and FlipGrid Reflection 2. Quiz 3: Classical Societies
[REDACTED]	Early Medieval Societies in Asia and East Asia	T&E Ch. 13, 15 Chinese inventions readings (paper money, guns and gunpowder, printing)	1. New Invention Commercial and FlipGrid Reflection
[REDACTED]	Early Medieval Societies in the	T&E Ch. 14, 16 "Baghdad under the Abbasids"	1. Historical Journal Entry

	Middle East and Europe	“Surahs on women” “Aelfric Colloquy”	and FlipGrid Reflection 3. Quiz 4: Early Medieval Societies 4. Exam 2/Crash Course Video 2
	Late Medieval Societies in Africa, Asia, and the Americas	T&E Ch. 17, 18, 20 “Marco Polo on the Mongols” “Ibn Battuta” “Marco Polo”	1. Welcome Brochure and FlipGrid Reflection 2. You should start working on your historical film analysis now if you haven’t already started...
	Late Medieval Societies in Europe; History in Film	T&E Ch. 19 “Boccaccio on the Black Death” “On the Jacquerie”	1. Late Medieval Catastrophe “Fact Check” and FlipGrid Reflection 2. History in Films Discussion 3. Quiz 5: Late Medieval Societies 4. Exam 3/Crash Course Video 3
<b>Final Paper: Historical Film Analysis</b>			

**VI. Assignments; Methods of Assessing Achievement of Student Learning Outcomes; Student Feedback and Grading Policies and Procedures**

**Participation:** Course attendance and participation is vital to your success in this course. Not only will we be practicing primary source analysis in class, but also much of the material for each exam will be drawn from lectures. Your participation grade will be determined according to your weekly content response assignments, both in group discussions and in individual projects.

**Quizzes:** The unit quizzes will be fill-in-the-blank and multiple-choice quizzes based on terms from the textbook and on lecture content. These are meant to help you learn some of the key figures, ideas, texts, and events from each chapter, and to provide you with specific details to

go with the broad narratives we trace in class. These quizzes will be open book and open note; however, they will be timed, so make sure you've studied before you start the quiz. *See my make-up policy for information on missing a quiz, or starting a quiz accidentally.*

**Exams/Crash Course Videos:** Exams for this course can be taken in two formats. The first format is a traditional essay exam, in which you take a timed essay exam and write responses to the unit's prompts. The second format is the creation of a "crash course" style video, in which you take the essay prompts and film an answer and historical analysis. Both formats require you to use specific historical evidence, to engage with the unit prompts, and to articulate a clear thesis as an answer to the prompt. Essays must be between 500 and 700 words; crash course videos must be between 5 and 7 minutes.

**Historical Film Analysis:** This film analysis paper will act as the final project for the course. Pick any film that is set in the time period covered by this class (paleolithic era to 1500). Then, write a 3–5-page analysis of this film. Your paper needs to discuss which society the film is claiming to portray and then defend a thesis about the film's accuracy and merits. Papers will be graded on their thesis claims and the use of evidence from the textbook, lectures, and course readings to analyze the film and support your thesis.

**Methods of Assessing Achievement of Student Learning Outcomes:** These outcomes will be measured in three separate ways: through a historical claims quiz, through essays on the exams, and through the historical film analysis. The historical claims quiz is an assignment on the evaluation and use of primary and secondary sources. Each of the course exams will assess a different SLO: global connections or continuity and change over time. The historical film analysis will assess your ability to articulate a thesis and defend that thesis with appropriate historical evidence.

These outcomes contribute to your development as a Christian, a world citizen, a historian, and a professional. Thus, by the end of the class, you will have gained not only greater knowledge of the historical world and discipline, but also skills of analysis and communication that will serve you well in your other college classes and later in your professions.

**Student Feedback and Grading Policies and Procedures:** Your final grade will be comprised of the following percentages:

- Participation: 30%
- Unit Quizzes: 25%
- Exams/Crash Course Videos (3): 30%
- Historical Film Analysis: 15%

In all history classes at Anderson University, letter grades are assigned on the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59.

Please know that grades earned reflect mastery of the subject, not effort. Grades of 'A' are reserved for excellent exams and papers; grades of 'B' for good exams and papers; and grades of 'C' for average exams and papers. 'A' students will have read the assigned readings, attended lectures, listened and participated in class discussions, and engaged the readings and assignments carefully, purposefully, and thoughtfully. If you are concerned about your grade and desire to discuss how your work is being assessed, please set up a meeting with me. The sooner you contact me, the more I can help you, and early requests will be considered more favorably than requests made a week before the final. As a general rule, extra credit will not be offered in this course.

### **VII. Textbook(s), Supplementary Readings, Required Materials:**

We will work through a textbook and multiple primary source through lectures, discussions, and assignments. Our key texts for the course are as follows:

**Required:**



### **VIII. Computer and Information Technology Usage**

As this is a fully online class, clearly technology plays a large role in our course. Make sure you have a reliable internet connection, a computer, tablet, or phone that is updated enough to use FlipGrid and Canvas, and check email and course messages daily.

### **IX. Course Policies**

**Mental Health Extension Policy:** College is difficult, and studies show that most all of us struggle with mental health in some way, shape, or form. Thus, every member of this class has 1 free 24-hour extension, no questions asked, that you can use on the assignment or assessment of your choice at any point in the semester (*note: you cannot use this policy on the final exam/paper*). You need to let me know you're taking this extension, either in person or via email, and if you choose to use the extension on an exam, the make-up exam must be taken the next class day. If you're dealing with consistent mental health issues, please come to my office hours and talk to me. Your well-being is most important, and I will work with you to find a solution that fits your needs (but is also fair to your classmates).

**Disabilities and Academic Adjustments Policy:** If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the Coordinator of Accessibility Services in the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been

approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

**Academic Honesty:** Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty’s expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties for academic dishonesty are described in the Student Handbook. (Excerpt from AU Catalog)

**Email Policy:** I welcome emails with questions about course content, about assignments, or any more general requests you may have. I will respond to emails between 8 am and 5 pm Monday-Friday, usually within 24 hours; I will not check or respond to email over the weekend, over federal holidays, or outside of these hours, so make sure to leave adequate time when emailing about specific assignments or deadlines.

**Attendance Policy:** As this is an online course, attendance will be measured in terms of completion of weekly modules. To be considered an active participant in the course, you must complete each weekly module in a timely fashion. Completing only part of the module will negatively impact your participation grade; failing to complete any of the module will count as not attending class.

**Late Work Policy:** Late work will be penalized one letter grade for every day that it is late; this policy will hold true for all work that I receive late that you cannot definitively prove to have handed in on time. Keep your Turnitin and Canvas submission receipts- I will use these to judge when assignments have been submitted and to determine late penalties. *No late work will be accepted more than two weeks past the initial submission deadline.*

**Assessment Make-Up Policy:** Make-up exams and quizzes without any penalty assessed are only permitted when cleared by the instructor at least twenty-hours prior to the assessment. Make-up exams and quizzes (with a 10-point penalty assessed) are permitted at my discretion if you contact me within 24 hours of the missed assessment. All make-up assessments must be taken within a week of the individual deadline. You must contact me and set up a time, and if you miss the scheduled make-up assessment, no further attempts will be allowed. If you accidentally click on and open a quiz or exam, I am not obligated to give you another attempt at said quiz. Second attempts, if permitted, will come with a 10-point penalty in order to be fair to your classmates.

**Withdrawal Deadlines:** The last day to add/drop a course via Self-Service is [REDACTED].  
The last day to withdraw from a course with a grade of W is [REDACTED].

**Title IX Information:** It is the policy of Anderson University to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual misconduct or violence) based on sex in the University's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination, harassment, or misconduct. Any Anderson University student who believes that he or she has been the subject of or has witnessed any form of discrimination, harassment, sexual misconduct, or related retaliation should promptly report such behavior to the Title IX Coordinator as outlined below. Additionally, anyone in a supervisory, advisory or evaluative role (e.g. supervisors, managers, department chairs or faculty members) who experiences, witnesses or receives a written or oral report or complaint of harassment, sexual misconduct, or related retaliation shall promptly report it to the appropriate University official as outlined in the "Reporting Harassment or Sexual Misconduct" section of this policy.

#### **X. Learning Facilities and Resources for Students Pertinent to Course**

##### Thrift Library

Hours are posted at <https://www.andersonuniversity.edu/library>. (Closed on all university holidays)

##### Bunton Lab

Located in Thrift Library, 2nd floor.

##### The Writing and Multi-Media Center

Located in Thrift Library, 2nd floor. For drop-in hours and appointment-based tutoring for all your writing needs, see <https://www.andersonuniversity.edu/writing-center>. Schedule an appointment by visiting <https://anderson.mywconline.com>.

##### The Center for Student Success

Located in in Thrift Library, 2nd floor. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success>.

For additional information about these resources, or for information on counseling services, consult your student handbook.