MYFIRE

Course Syllabus

Section 1: Course Information

Format

Eight weeks.

Course ID

HIST 1033

Course Title

World Civilization to 1600

College

College of Unrestricted Education

Prerequisites

None

Credit Hours

3

Instructor

See the online course in MyFire for instructor contact information and availability.

Course Description

A survey of world history from the beginning of civilization to 1600. Introduction to the origins and early development of individual civilizations. Stresses interdependency and interrelations among cultures, and compares social, political, and religious movements. Introduces students to texts and documents that represent the social, political, and religious developments that took place throughout the ancient and early-modern worlds. Students will also learn how to analyze these primary sources and consider how historians "write" history.

Course Overview

This course provides an overview of the history of the world from the beginnings of civilization to around 1600. That is almost 6000 years of history. We will look at the world geographically, region by region, but also chronologically. It is important to see how events in one part of the world have an effect on other parts of the world. This course will help you see how the world is interconnected. As you consider how people have interacted over the centuries you can learn how we can respond today. We need to learn from the past so we can avoid some of the mistakes people made in the past. We can also find out what strategies work. I enjoy this course because it reminds me of my own place in the ongoing story that is world history.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 4.8 hours per week.

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SEU Mission and Vision Statements

Mission Statement

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

Vision Statement

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.

In addition to our mission and vision statement, we hold fundamental truths about the Christian faith that include the following:

- The Scriptures are inspired by God and declare His design and plan for mankind.
- There is only one true God who is revealed in three persons: Father, Son and Holy Spirit (commonly known as the Trinity).
- Jesus Christ, as God's son, was both fully human and divine.

We are proud of our affiliation with the Assemblies of God and our Pentecostal tradition. We are also proud to be a welcoming community for students from all Christian backgrounds and denominations. Our campus includes many Baptists, Presbyterians, Methodists, etc., as well as nondenominational students. Everyone shares a strong commitment to knowing Christ and making Him known, and we celebrate our theological similarities while appreciating our differences.

Refer to Human Sexuality for additional details related to What We Believe.

Title IX Statement

Southeastern University is committed to creating an environment for every student to thrive academically spiritually and socially. An aspect of creating this culture is providing avenues for students to discuss and report any activity that may compromise this commitment.

Under a federal law known as Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).

While students should feel comfortable approaching faculty with issues they may be struggling with or concerns they may be having, students should know that all faculty and staff are required to report certain information about Sexual Misconduct and certain crimes to University administration, in order to help keep the University community safe, and to connect students to all of the resources and reporting options that are available.

For example, if you inform faculty or staff (in private or during class discussions) of an incident of Sexual Misconduct, that individual will keep the information as private as possible, but is required to bring it to the attention of the institution's Title IX Office. If a student would like to talk to the Title IX office directly, they can do so by e-mail at smpowell@seu.edu, by phone at 863-667-5236, or in person at Pansler U225. For more information about Title IX reporting options at Southeastern, please go to: http://www.seu.edu/titleix.

If you are struggling with an issue that is traumatic, unusually stressful, or results in disruptive behavior, faculty and staff will likely inform the Care Team. If students would like to reach out directly to the Care Team for assistance, they can do so at the Campus

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[Counseling Center](#) located in Esperanza 303, by phone at 863-667-5205, or by e-mail at care@seu.edu.

Course Materials

Berger, Eugene; Israel, George; Miller, Charlotte; Parkinson, Brian; Reeves, Andrew; and Williams, Nadejda, "World History: Cultures, States, and Societies to 1500" (2016). *History Open Textbooks*. 2. https://oer.galileo.usg.edu/history-textbooks/2

Note: Download the Berger et al. text and save it. This will be our main text for the class. Other texts will be available as PDF documents or links.

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- First Civilizations and Ancient India
- Ancient China and Greece
- The Roman Empire and the Americas
- The Rise of Islam and Early Civilizations of Africa
- Southern Asia and Traditional China
- The Making of Europe
- Reformation and State Building
- Final Project

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Analyze and evaluate trends, events, and intellectual currents from pre-history through 1600, which have had an impact on the development of World Civilization.
2. Recall the fundamental elements of the early development of World Civilization and understand how those elements relate to our world today.
3. Recognize individuals and groups who have played significant roles in the history of World Civilization.
4. Assess the role that culture has played in developing World Civilizations.
5. Locate specific geographic sites that have played an important part in World Civilization.
6. Demonstrate a broad understanding of the development of World Civilization from pre-history through 1600 and be able to relate it to life in the world today.

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Key Performance Indicators

Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments. Successful students will:

1. Read all of the assigned readings, including readings from the textbook and primary source readings.
2. Watch all videos and presentations in preparation for completing weekly assignments.
3. Engage in the weekly course discussion forum, responding meaningfully to the assigned prompts, as well as to other classmates' discussion posts.
4. Maintain a weekly Learning Journal in which the student's insights from the readings will be recorded and thoughtfully expounded.
5. Create one voice-over slide presentation that thoroughly analyzes a primary source according to the methods covered in this class.

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Grading Scale

The university's general grading scale is provided in the Academic Policies and Procedures section of the **Southeastern University Catalog.** All online courses use the following scale:

Grade Letter	Grade Percentage
A	94 – 100%
A- (minus)	90% to 93%
B+ (plus)	87% to 89%
B	84% to 86%
B- (minus)	80% to 83%
C+ (plus)	77% to 79%
C	74% to 76%
C- (minus)	70% to 73%
D+ (plus)	67% to 69%
D	64% to 66%
D- (minus)	60% to 63%
F	0% to 59%

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Late Work Policy/Guidelines

Work ahead: For planned events (mission trips, vacations, surgeries) you are invited to work ahead in order to submit work by the due date. No permission is needed.

Request an extension: If you know you will not be able to turn work in on time, contact your professor at least 24 hours before the assignment is due. Let the professor know about your circumstances and when you can turn the work in. If the professor decides to grant you an extension and you get the work in when you say you will, there will not be a penalty. You should only request an extension when something unforeseen comes up that you have no control over; a professor has no obligation to grant an extension and will be less inclined to do so if you are asking for one every week.

Late work: without prior arrangements, late work* submitted within one week of the original due date will be considered for partial credit. Work will ONLY be accepted for the first seven days after it is due. NO WORK will be accepted past the last day of the course.

*Discussion Posts: late participation in discussion forums is not accepted for late credit. The purpose of the discussion forum is to engage with your classmates on substantive ideas related to the course material, and your classmates will not revisit forums past the due dates. Similarly, professors will not revisit forums to grade past discussion due dates.

Professors of Foundational Core courses have been instructed to follow this policy to ensure fairness across all FC classes. Your professor will work with you if true emergencies occur, but your busy schedule will not be considered an emergency. If you have travel, a vacation, a wedding, or any other plannable event, it is up to you to communicate with your instructor to avoid grade penalties.

Extra Credit

No extra credit accepted.

Class Participation

Students are required to login regularly to the online course. The instructor will monitor student activity and participation through MyFire. Students are also required to participate in all class activities such as discussion board posts and responses, chat, or conference sessions and group projects.

Official Email

You are expected to check your SEU webmail account **daily** during the course term. All written correspondence between instructor and student must be handled through the SEU email system.

MyFire Use

Please, make it a habit to always check your MyFire account as messages; assignments, grades, and other important related materials may be posted. It is the student's responsibility to check grades and notify your instructor if you have questions.

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Technical Difficulties

Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 Support Center via the links provided in the below Technical Support section.

Be sure your computer system complies with all SEU Technical Requirements. These requirements are listed within MyFire and a Browser Checker is provided to ensure the browser you are using is compatible with MyFire.

Technical Support

If you have questions or need assistance, you can reach out to our 24/7 Support Center at 1-888-889-6599 or click here to submit a support ticket via email. *Note: Email response is within 24 hours. If immediate assistance is required, please contact support via phone/chat*. To chat LIVE! with a Support Representative, click here.

Disability Statement

Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled.

Students with medical diagnoses that qualify them for accommodations must contact ADA services at (863) 667-5283, or e-mail ADAservices@seu.edu. Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the director of academic and auxiliary services with a list of his or her current professors and their e-mails.

Contact with the Office of Academic and Auxiliary Services is mandatory for each new semester. For more information, visit the SEU students with disabilities page on our website.

Academic Honesty

Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and, when done intentionally, violates the integrity of the community.

Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source.

Plagiarism includes unattributed use of any source, in any medium, published or unpublished.

Examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit
- Submitting as original work written entirely by someone else

Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.

Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

For more information, visit the SEU Plagiarism page on our website.

Citation Style

Students will complete written work in the style of their major. For majors in Ministry and Theology, this will be Chicago/Turabian. All other majors will use APA.

Course Evaluation

In order to help us to assess the effectiveness of our courses and instructors, please complete the course evaluation. **If you receive a course evaluation for this course, you are required to complete it.**

Official Withdrawal

To officially withdrawal from this course you must consult the Registrar's Office for details.

Netiquette

General Rules of Netiquette

- Make your messages easier to read by making your paragraphs short and to the point.
- DO NOT SHOUT BY TYPING IN ALL CAPS.
- Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
- Reinforce others in the course (e.g., "Good presentation!" or "Thanks for the feedback."). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
- Think twice and send once. The old carpenter adage to measure twice and cut once holds great value here. Once you send something not well-thought out you

will find it difficult and time-consuming to recover. Think about what you want the group and the professor to think about you.

- Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum.
- In an online discussion forum, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.

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Section 3: Course Schedule

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by week and include the due dates and point values.

Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

Withdraw: The last day to withdraw from this course is the last day of Week 5.

Module 1: 10/21/2020 - 10/27/2020

Aim

- Identify the history and background of ancient Mesopotamia, Egypt, and India.
- Discuss the concept of the development of civilizations in these regions.
- Analyze the principles of the development of writing in these cultures.
- Analyze a primary source document.

Learn

- Early Humans and the First Civilizations: Read Berger, pp. 12–20, about the Neolithic period; Read Chapter 2, pp. 21–61.
- Ancient India: Read Berger, Chapter 3, pp. 62–97.
- Read primary source document (provided in the course).

Apply

- Module 1 Discussion Forum
    - ILOs: 1, 2, 5
    - Due: Sunday (initial post); Tuesday (response posts)

- - Points: 20
  - Module 1 Learning Journal
    - ILOs: 3,4,6
    - Due: Tuesday
    - Points: 20
  - Module 1 Primary Source Analysis
    - ILOs: 6
    - Due: Tuesday
    - Points: 20

Module 2: 10/28/2020 - 11/3/2020

Aim

- Identify the history and background of ancient China and Greece.
- Discuss the concept of the development of governments in these regions.
- Analyze the principles of the development of literature in these cultures.
- Properly analyze primary sources.

Learn

- China in Antiquity: Read Chapter 4, pp. 111–134.
- The Civilization of the Greeks: Read Chapter 5, pp. 171–216.
- Read primary source document (provided in the course).

Apply

- Module 2 Discussion Forum
  - ILOs: 1,4,6
  - Due: Sunday (initial post); Tuesday (response posts)
  - Points: 20
- Module 2 Learning Journal
  - ILOs: 2,3,5
  - Due: Tuesday
  - Points: 20
- Module 2 Primary Source Analysis
  - ILOs: 6
  - Due: Tuesday
  - Points: 20

MYFIRE

Aim

- Identify the history and background of ancient Rome and the ancient Americas.
- Discuss the concept of the development of transportation in these regions.
- Analyze the principles of the development of laws in these cultures.
- Properly analyze primary sources.

Learn

- The Roman World Empire: Read Chapter 6, pp. 217–260, and "The Han Dynasty," pp. 134–139.
- The Americas: Read Chapter 10, pp. 368–397.
- Read primary source document (provided in the course).

Apply

- Module 3 Discussion Forum
  - ILOs: 1,2,4,6
  - Due: Sunday (initial post); Tuesday (response posts)
  - Points: 20
- Module 3 Learning Journal
  - ILOs: 3 and 5
  - Due: Tuesday
  - Points: 20
- Module 3 Primary Source Analysis
  - ILOs: 6
  - Due: Tuesday
  - Points: 20

Module 4: 11/11/2020 - 11/17/2020

Aim

- Identify the history and background of the development of Islam and the early civilizations of Africa.
- Discuss the concept of the development of trade in these regions.
- Analyze the principles of the development of religion in these cultures.
- Properly analyze primary sources.

Learn

- The Middle East; The Rise of Islam: Read Chapter 8, pp. 296–335 and pp. 266–280.
- Early Civilizations in Africa: Read Chapter 9, pp. 336–367.
- Read primary source document (provided in the course).

Apply

- Module 4 Discussion Forum
  - ILOs: 1,4,5,6
  - Due: Sunday (initial post); Tuesday (response posts)
  - Points: 20
- Module 4 Learning Journal
  - ILOs: 2,3
  - Due: Tuesday
  - Points: 20
- Module 4 Primary Source Analysis
  - ILOs: 6
  - Due: Tuesday
  - Points: 20

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- Choose Primary Source for Final Project
  - ○ ILOs: 6
  - ○ Due: Tuesday
  - ○ Points: 10

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Aim

- Identify the history and background of southern Asia and traditional China.
- Discuss the concept of the development of the economy in these regions.
- Analyze the principles of the development of art in these cultures.
- Properly analyze primary sources.

Learn

- Southern Asia: Read p. 84, pp. 98–110, and pp. 420–425.
- Traditional China: Read pp. 140–170, 398–419
- Read primary source document (provided in the course).

Apply

- Module 5 Discussion Forum
  - ILOs: 1,3,6
  - Due: Sunday (initial post); Tuesday (response posts)
  - Points: 20
- Module 5 Learning Journal
  - ILOs: 2,4
  - Due: Tuesday
  - Points: 20
- Module 5 Primary Source Analysis
  - ILOs: 6
  - Due: Tuesday
  - Points: 20

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Module 6: 11/25/2020 - 12/1/2020

Aim

- Identify the history and background of East Asia Rimlands and the development of Europe.
- Discuss the concept of how the geography of these regions affected their history.
- Analyze the principles of the development of feudalism in these cultures.
- Properly analyze primary sources.

Learn

- Read resources (provided in the course)
- The Making of Europe: Read Chapter 12.
- Read primary source document (provided in the course).

Apply

- Module 6 Discussion Forum
    - ILOs: 1,5,3,6
    - Due: Sunday (initial post); Tuesday (response posts)
    - Points: 20
- Module 6 Learning Journal
    - ILOs:2,4
    - Due: Tuesday
    - Points: 20
- Module 6 Primary Source Analysis
    - ILOs: 6
    - Due: Tuesday
    - Points: 20

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Aim

- Identify the history and background of the creation of a World Market and Europe Transformed.
- Discuss the concept of the development of the technology in these regions.
- Analyze the principles of the development of science in these cultures.
- Properly analyze primary sources.

Learn

- Read resources (provided in the course)
- Read primary source document (provided in the course).

Apply

- Module 7 Discussion Forum
    - ILOs: 1,2,6
    - Due: Sunday (initial post); Tuesday (response posts)
    - Points: 20
- Module 7 Learning Journal
    - ILOs:3,4
    - Due: Tuesday
    - Points: 20
- Module 7 Primary Source Analysis
    - ILOs: 6
    - Due: Tuesday
    - Points: 20

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Aim

- Properly analyze primary sources.

Learn

- Review Final Project resources (provided in the course)

Apply

- Module 8 Discussion Forum
    - ILOs: 1,3,5,6
    - Due: Sunday (initial post); Tuesday (response posts)
    - Points: 20
- Final Project
    - ILOs: 1,3,6
    - Due: Tuesday
    - Points: 80

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Section 4: Assessments

Discussion Forums

Description

Students are asked to respond to discussion prompts in an online, discussion format. The initial post should be an original, substantial post that demonstrates depth of understanding. In addition to the initial post, students must respond substantially to a minimum of two of their peers' initial posts. These posts must add breadth and depth to the discussion, continue to build on the initial post, and add additional insights and questions.

Total Possible Points

160

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Learning Journals

Description

Students will post six insights every week, in either a word document or video. These insights will highlight new knowledge they gained from the reading assignments of the respective week. Four insights will be taken from the text, and two will come from the primary source for the week.

Total Possible Points

140

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Primary Source Analyses

Description

Students will analyze one primary source every week by responding to provided prompts. These are short answer responses.

Total Possible Points

140

Final Project

Description

Students will create a Primary Source Analysis Project that includes picking a primary source from a database, researching the source, and producing a voice-over slide presentation that analyzes their primary source.

Total Possible Points

80

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