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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
Course Number: HIST111
Course Name: World Civilizations Before 1650
Credit Hours: 3
Length of Course: 8-Weeks
Prerequisite: None

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Instructor Information

Please see the Syllabus Tool in your classroom for your instruction information. Thank you!

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Course Description (Catalog)

This course is a survey of the history of the human community from the dawn of civilization to 1650. Emphasis is placed on the origins and achievements of the core civilizations of Asia, Europe, Africa and the Western Hemisphere. It stresses the interrelations of societies and cultures of the past, comparing and contrasting the experiences of peoples and civilizations with one another.

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Course Scope

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This course will cover the peoples, places and events in all of the major civilizations of the world from the beginning of time to around 1650. We will discuss how they are connected, what ideas instituted change and how these civilizations still influence the world today.

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Course Objectives

After successfully completing this course, you will be able to

- Describe the agricultural revolution and its importance.
- Recognize the character of individual world civilizations throughout history.
- Identify the growth of major world religions (Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, Islam).
- Demonstrate comprehension of the invention, diffusion, and impact of major technological innovations and their impact throughout the world.
- Analyze the relationships between world cultures.
- Explain global interaction and the relationship between geography and history.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

Required Course Textbooks

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McKay, John P., et al. *A History of World Societies*. 8th ed. Vol. I: To 1715. New York: Bedford/St. Martin's, 2009.

Required Readings:

Lecturettes within Classroom

Additional Resources:

The Chicago Manual of Style, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.

Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.

[HIST111 Course Guide](#)

[Bedford / St. Martins Student Center for A History of World Societies](#)

Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
University of Chicago Style Manual	http://www.apus.edu/Online-Library/tutorials/chicago.htm

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Evaluation Procedures

Describe how you will evaluate your students for each graded activity.

Reading Assignments: This course relies mainly on the assigned text, lecturettes, and supplemental readings. Links to these readings are located in the weekly lesson section of the course.

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Forum Assignments: Throughout the course you will answer questions in the Forums, respond to the postings of you classmates, and answer follow-up questions that I will post in the Forum. Directions for the Forum assignments are located within the classroom and an in-depth explanation of the exact expectations are located in the “Forum Guidance and Requirements” document within the Week 1 Assignment lesson.

Written Assignments: During the course you will write two short papers, each at least three pages long. An in-depth explanation of the exact expectations are located in the “Written Assignment Guidance” document and assessment of these assignments is explained with the “Written Assignment Rubric” document within the Week 1 Assignment lesson.

Written Assignment Follow-On Questions: The grading of the two written assignments will include content related questions. During the course, two weeks after each of the written assignments is due, you will have the opportunity to post the answer to one of the questions that I ask while grading your paper and answer it. Special forums are in the class during Weeks Five and Eight for this purpose.

Exams: There is an open book final exam, non-proctored, that will be available for you to complete during Week Eight.

Grade Instruments	Points
Weekly Forums (Weeks 1 through 8: See gradebook with the class for exact breakdown of points.)	51
Written Assignment 1	10
Written Assignment 2	10
Written Assignment 1 Follow-Up Question	2
Written Assignment 2 Follow-Up Question	2
Final Exam	25
Total	100

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8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

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<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	<p>“Early Civilization in Afroeurasia”; “Foundation of Indian Society”; “China’s Classical Age”</p>	<ol style="list-style-type: none"> 1. Examine the influence of geography on the development of culture and civilization. 2. Identify the changes brought to India by the Aryan invasions. 3. Describe the link between the caste system and religion in India. 4. Explain the importance of writing. 	<p>McKay, Chapters 1, 2, and 3. Read through the syllabus and documents in Lesson 1 Assignments.</p>	<p>Forum #1</p>
2	<p>“The Greek Experience”; “The World of Rome”</p>	<ol style="list-style-type: none"> 1. Analyze the importance of humanism, idealism and realism on art, architecture, philosophy and literature in the Classical world. 2. Compare and contrast the governments and social structures of Athens and Sparta. 3. Explain the democratic process in Athens. 4. Identify the cause of the end of the period of monarchy and the rise of the Republic in Rome. 5. Illustrate the importance of the Punic Wars on Roman expansion. 	<p>McKay, Chapters 4 and 5</p>	<p>Forum #2</p>

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		5. Conclude the reasons for the fall of Rome.		
3	“East Asia and the Spread of Buddhism”; “Europe and Western Asia”	<ol style="list-style-type: none"> 1. Summarize how the First Emperor of China gained power. 2. Identify the reasons for the spread of Buddhism. 3. Appraise the importance of Buddhism in China. 4. Compare and contrast the differences between the Eastern and Western Churches. 5. Explain the difference between the West and Byzantium. 	McKay, Chapters 6 and 7	<p>Forum #3</p> <p>Forum #2 Follow-Up</p> <p>Written Assignment #1</p>
4	“The Islamic World”; “African Societies and Kingdoms”	<ol style="list-style-type: none"> 1. Explain the foundations of Islam. 2. Define the division between Shi'ite and Sunni. 3. Identify the importance of caravan trade in the transmission of culture. 4. Describe the importance of Christianity in Aksum. 	McKay, Chapters 8 and 9	<p>Forum #4</p> <p>Forum #3 Follow-Up</p>
5	“Civilizations of the Americas”	<ol style="list-style-type: none"> 1. Identify the differences in the civilizations in North and South America. 2. Define the influence of religion on the Maya and the Aztecs. 	McKay, Chapter 10	<p>Forum #5</p> <p>Forum #4 Follow-Up</p> <p>Written Assignment</p>

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		3. Explain the development of the Incan Empire.		#1 Follow-Up
6	"Central and Southern Asia"; "East Asia"	1. Explain the expansion of the Mongols. 2. Define the ways that Islamic rule changed India. 3. Compare and contrast Heian leadership and the Kamakura Shogunate. 4. Analyze the importance of the bureaucratic system in China.	McKay, Chapters 11 and 12	Forum #6 Forum #5 Follow-Up Written Assignment #2
7	"Europe in the Middle Ages"; "Europe in the Renaissance and Reformation"	1. Explain how the invasions of the ninth century helped shape social and political development. 2. Define the reasons behind the Crusades. 3. Identify the importance of Humanism. 4. Analyze how the Black Death changed Europe.	McKay, Chapters 13 and 14	Forum #7 Forum #6 Follow-Up
8	"The Acceleration of Global Contact"; "Absolutism and Constitutionalism in Europe"	1. Explain the motivations behind exploration. 2. Analyze the impact of European contact on Asia, Africa and the Americas. 3. Define the causes of the Thirty Years War.	McKay, Chapters 15 and 16	Forum #8 Forum #7 Follow-Up Written Assignment #2 Follow-Up

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		4. Evaluate the leadership of the Absolutist monarchs in their individual countries. 5. Identify the causes of the English Civil War.		Final Exam
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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations: Within the class, are several documents that explain the expectation within the History program. These documents are the “Forum Guidance and Requirements”, “Written Assignment Guidance”, and “Written Assignment Rubric”.

Citation and Reference Style: Attention Please: Students will follow the University of Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the University of Chicago Manual of Style.

Late Assignments: Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette: Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however,

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can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement: Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you

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need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code. Professors will use Turnitin.com to routinely check for potential plagiarism in forum postings, written assignments, and the final exam.

Selected Bibliography

The selected bibliography for this course is located in the [Course Guide](#) within the APUS Online Library.

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