WORLD HISTORY I
Course Syllabus

Course Code: HST 101
Course Type: 135 hours/4 Months (120 Days)

A. COURSE DESCRIPTION

This course introduces you to World History by exploring the evolution of societies and civilizations from the dawn of mankind up to 1500 Common Era (CE). We start by discussing man’s ancient ancestors, the formation of complex societies, and the rise of Mediterranean culture. We then move on to discuss the rise and fall of the major societies in Europe, Asia, the Middle East, and India. The course concludes with a discussion of the European Renaissance, pre-Columbian America, and the impact that transatlantic exploration had on the world.

B. METHOD OF INSTRUCTION

This course is self-paced, independent study, in an online environment. It takes a lot more discipline than an in person class. You are responsible for scheduling your study time and sticking to it regularly. This course will take approximately 135 hours to complete. This includes your reading, module activities, and module exams. The text for this course is an embedded eTextbook.

Each of your modules consists of reading materials, learning activities, videos, websites, and a module exam. Your module exams determine your grade in the course. The final module of the course involves a cumulative, timed, proctored exam. Your exams include questions from the reading only, however we encourage you to view all the videos and read the associated articles. These materials are an extension of your reading materials and will be great resources for you in the future.

C. LEARNING OUTCOMES

1. Define how human beings evolved to form complex societies
2. Differentiate between the ancient cultures of Africa, Europe, Asia, and the Americas
3. Identify how conquest, religion, and innovation led to social change during the Common Era
4. Recall the impact global epidemics had on the world, and how we recovered from it
5. Recognize how terrestrial and oceanic exploration impacted cultural evolution
## D. COURSE TOPICS/UNITS

<table>
<thead>
<tr>
<th>Module # and Topics</th>
<th>Module Subtopics</th>
<th>Module Learning Objectives</th>
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</table>
| **Module 1:** Dawn of Humans- Prehistory to 3500 BCE | • Homo Erectus, Neanderthals, and Cro-Magnon Humans  
• Migration and Foraging  
• Hunting and Gathering  
• Culture and Social Development  
• Advances in Toolmaking  
• Agricultural Evolution  
• Population Growth  
• Birth of Social Classes and Religion  
• First Towns and Cities  
• Emergence of the Complex Society | • Recognize the ancestors that preceded Homo Sapiens  
• Identify how early man survived through innovation  
• Define how agriculture and tools led to civilization  
• List some of the first towns and cities made by man  
• Name causes for prehistoric population growth  
• Recall how complex society emerged  
• Pick causes for culture and social development | 1. Read Chapter 1  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 1 |
| **Module 2:** Formation of Complex Societies- 3500 to 1000 BCE | • What Is a Civilization?  
• Ancient Mesopotamia  
• Ancient Egypt  
• Nubia and the Kingdom of Kush  
• Sub-Saharan Africa and the Bantu Migrations  
• Hebrews, Israelites, and Jews  
• The Harappan Civilization of the Indus Valley  
• River Civilizations in China | • Recognize the historical contributions of Mesopotamia and Ancient Egypt  
• Identify the impact Hebrews, Israelites, and Jews had on history  
• Define civilization  
• List the cultures of Africa and the Middle East  
• Name the River civilizations of China | 1. Read Chapter 2  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 1, 2 |
| **Module 3:** Ancient Mediterranean Culture- 1000 BCE to 400 CE | • The Phoenicians  
• The Minoans  
• The Mycenaean  
• Emergence of Classical Greece  
• Greek Writing and Culture  
• Athenian Democracy and Politics  
• Greek Architecture  
• Socrates, Plato, and Aristotle | • Recognize how classical Greek culture emerged  
• Identify the beginnings of democratic politics  
• Define Greek Architecture  
• Name the Greek Philosophers that still impact world views today  
• Differentiate between the Phoenicians, Minoans, and Mycenaeans | 1. Read Chapter 3  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 2, 3 |
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| Module 4: Great Eurasian Empires- 800 BCE to 400 CE | • Early Persian Empire  
• Achaemenid Empire  
• Macedonian Empire  
• Hellenistic Empire  
• Alexander the Great  
• Rise of the Roman Republic  
• The Roman Empire  
• China’s Qin Dynasty  
• China’s Han Dynasty | • Recognize how Alexander the Great contributed to world culture  
• Define the rise of Rome as a Republic  
• List how Rome went from being a Republic to an Empire  
• Name the historical significance of China’s Qin and Han Dynasties  
• Differentiate between the Persian, Achaemenid, Macedonian, and Hellenistic empires | 1. Read Chapter 4  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 2, 3 |
| Module 5: European Social Change- 400 to 1200 CE | • Ostrogoths, Visigoths, and Franks  
• Charlemagne  
• Anglo-Saxons and The Vikings  
• Social Structure in the Germanic Kingdoms  
• Rise of the Roman Catholic Church  
• Church Practice, Influence, and Hierarchy  
• Byzantine Empire  
• Eastern Orthodoxy vs. Roman Catholicism | • Recognize Charlemagne’s role in European history  
• Identify the social structures of the Germanic states  
• Define Anglo-Saxon and Viking cultures  
• List ways the Catholic Church evolved and changed Europe  
• Name the historical influence of the Byzantine Empire and Eastern Orthodox Christianity  
• Differentiate between Ostrogoths, Visigoths, and Franks | 1. Read Chapter 5  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 2, 3 |
| Module 6: Islam, India, and China- 300 BCE to 1300 CE | • Origin of Islam  
• Formation of the Islamic Empire  
• The Abbasid Dynasty  
• The Crusades  
• Medieval India  
• Buddhism  
• China’s Tang Dynasty  
• China’s Song Dynasty | • Recognize the origin and evolution of Islam  
• Identify the Abbasid Dynasty  
• Define how the Crusades impacted Europe and the Middle East  
• List the historical significance of medieval India  
• Differentiate between the Tang and Song Dynasties | 1. Read Chapter 6  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 2, 3 |
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<tbody>
<tr>
<td>Module 7: Mongol Empire-1200 to 1350 CE</td>
<td>• Mongol Empire • Genghis Khan • Jurchen Dynasty • Conquest of Russia, East Europe, and Persia • Expansion into China • The Yuan Dynasty • Era of Pax Mongolica • Travels of Marco Polo</td>
<td>• Recognize how Genghis Kahn led the Mongol Empire to world domination • Identify the Jurchen Dynasty • Define how the Mongols expanded their empire into Russia, East Europe, Persia, and China • List the historical significance of the Yuan Dynasty • Define the Era of Pax Mongolica • Identify how the travels of Marco Polo helped the East and West come together</td>
<td>1. Read Chapter 7 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam</td>
<td>2, 3</td>
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<tr>
<td>Module 8: Catastrophe and Renaissance-1200 to 1350 CE</td>
<td>• The Black Death • Plague’s Impact on the World • Post-Plague Recovery • The Italian States • France’s Hundred Years’ War • English Civil War • Unification of Spain • Russian Monarchy • The Renaissance • Rise of the Middle Class • Renaissance Literature, Philosophy, Art, and Architecture</td>
<td>• Recognize how the Plague impacted many cultures around the world and how the world recovered • Identify the key events of the Hundred Years’ and English Civil Wars • Define the unification of Spain • List how the Russian monarchy came into power • Name key events and outcomes of the European Renaissance • Differentiate between the Italian States</td>
<td>1. Read Chapter 8 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam</td>
<td>2, 3, 4</td>
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<tr>
<td>Module 9: American Civilizations-1500 BCE to 1500 CE</td>
<td>• The Olmecs of Mesoamerica • The Maya • The Toltecs • The Aztecs • City of Tenochtitlán • The Chavin • The Mochica • The Inca</td>
<td>• Recognize the various pre-Columbian cultures of North and South America • Identify the major cultural centers of Mesoamerica • Define how European exploration impacted these cultures • Differentiate between the Olmecs, Maya, Toltecs, Aztecs, Chavin, Mochica, and Inca</td>
<td>1. Read Chapter 9 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam</td>
<td>2, 3, 5</td>
</tr>
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<td>Module 10:</td>
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| Age of Exploration- 750 to 1500 CE | • Age of Exploration in the Islamic World  
• Rise of the Ottoman Empire  
• Oceanic Exploration in the Ming Dynasty  
• European State Building in the Fifteenth-Century  
• Rise of the European Merchant Class  
• Increasing Growth of Trade  
• Religious Missions  
• Early European Exploration of the Atlantic  
• Portuguese Expeditions  
• Spanish Expeditions, Christopher Columbus, and Conquest of the Americas | • Recognize how the Islamic people explored the world  
• Identify the rise of the Ottoman Empire  
• Define how the Ming Dynasty explored the oceans  
• Name how European countries grew politically and economically  
• Recall how religion impacted exploration  
• Identify the early European explorers and their discoveries  
• Define how Columbus and subsequent explorers impacted the Americas | 1. Read Chapter 10  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 2, 3, 5 |
| Module 11:          |                  |                             |             |                  |
| Steps to Course Completion | • Final Exam  
• Course Survey  
• Certificate of Completion | N/A | 1. Take the Cumulative Practice Exam – Optional  
2. Review the Proctored Exam Information  
3. Create an Account with Proctor U  
4. Schedule an Exam Time Take the Proctored Final Exam  
5. Take the Cumulative Final Exam  
6. Submit the Course Survey  
7. Print Your Certificate of Completion | 1, 2, 3, 4, 5 |

E. TEXTBOOK(S) AND REQUIRED MATERIALS

- Textbook (required): *World History: The Human Experience to 1500* by Farid Mahdavi  
  (All required materials are included in your tuition, there are no additional fees.)
F. GRADING RUBRIC

We use a percentage system for grading quizzes.

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Percentage Average</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>990 - 1100</td>
<td>90 – 100 %</td>
<td>A</td>
</tr>
<tr>
<td>880 - 989</td>
<td>80 – 89 %</td>
<td>B</td>
</tr>
<tr>
<td>770 – 879</td>
<td>70 – 79 %</td>
<td>C</td>
</tr>
<tr>
<td>660 - 769</td>
<td>60 – 69 %</td>
<td>D</td>
</tr>
<tr>
<td>0 - 659</td>
<td>0 – 59 %</td>
<td>F</td>
</tr>
</tbody>
</table>

Module Exams & Final Exam Policy

Our module exams are not timed and you are allowed 3 attempts to achieve your highest score. The final module of this course consists of a one hour, 50 question, cumulative, proctored exam through ProctorU. You must achieve a score of 50% on the final exam to pass. Unlike the other module exams, the final cannot be taken more than once. If you need to take the final exam again, you must re-purchase the entire course. A minimum 70% cumulative score in the course is required to pass the course. This means you can fail a quiz, but still pass the course if you achieve a 70% cumulative score. All exams and quizzes are weighted equally.

G: PROCTORED FINAL EXAM

The final module of this course consists of a one hour, 50 question, cumulative proctored exam proctored by ProctorU. You will need to have access to a webcam, microphone and a computer in order to take the proctored final exam. You are allowed to bring notes to the exam. You will need to create an account at https://go.proctoru.com prior to scheduling your final exam. From there, you can select your exam and create an appointment. Possible dates for the exam will appear in a calendar. All exams need to be scheduled 72 hours in advance in order to not incur any additional cost. The normal fee for proctoring is covered in your tuition. If you need to take an exam sooner than 72 hours there will be an additional fee.

Once you are logged in to take the exam, you will be introduced to your proctor who will walk you through the proctoring process. You will need to hold up your government issued photo ID to help the proctor authenticate your identity. Then, the proctor will have you pan the webcam 360 degrees around the room so they can see the surroundings. This step is followed to ensure there are no unauthorized materials in the workspace. During the exam, the proctor is using screen-sharing and audible programs to monitor your surroundings to ensure academic integrity.
To learn more about the proctoring process, go to: https://www.proctoru.com/portal/ed4credit.

H: SYSTEM REQUIREMENTS

Internet Connection

- Broadband or High-Speed - DSL, Cable, and Wireless Connections
*Dial-Up internet connections will result in a diminished online experience. Classroom pages may load slowly and viewing large audio and video files may not be possible.

Hardware Requirements

- Processor - 2GHz Processor or Higher
- Memory - 1 GB RAM Minimum Recommended
*Our courses are accessible through multiple mobile learning platforms.

PC Software Requirements

- Operating Systems - Windows 7 or higher
- Microsoft Office 2007 or higher. Also, you could use a general Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
  o Cookies MUST be enabled
  o Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- QuickTime, Windows Media Player &/or Real Player

MAC Software Requirements

- Operating Systems - Mac OS x 10 or higher with Windows
- Mac office programs or a Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers- Google Chrome is highly recommended
  o Cookies MUST be enabled
  o Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- Apple QuickTime Media Player
I: TECHNICAL SUPPORT

Technical Support is available to assist with computing or classroom technical issues. Technical Support is available at the classroom login page, as a link in each course. Technical Support utilizes a ticketing system assigning a unique ticket number to track the progress and responses online. For your reference we provide complete archives and history of all your support requests. A valid email address is required to submit a ticket.

J: INFORMATION, POLICIES AND GUIDELINES

College Credit Recommendation

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Ed4Credit courses have gone through an intensive quality review process by ACE CREDIT® prior to being available to students. ACE CREDIT has evaluated and recommended all Ed4Credit courses for credit. This course has been recommended for three (3) college credits. Once you have completed an Ed4Credit course, you are eligible to receive an ACE Transcript for credit transfer purposes. Founded in 1918, ACE is the major coordinating body for all the nation’s higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations nationwide. For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT Transcript Service website at www.acenet.edu/credit/transcripts.

Accommodations of Disability Policy

It is the policy of our company to provide an appropriate environment to optimize learning of educational materials. Anyone that needs additional assistance for a disability can contact our company to make additional accommodations, when available.

Non-Discrimination Policy

It is the policy of our company to not discriminate against any student on the basis of gender, ethnic background, religion, sexual orientation, national origin, age, handicap or disability.

Online Etiquette & Courtesy

Online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. It is important not to take disagreement personally. Responses to different ideas and observations need to be objective. Being objective means maintaining boundaries and not making personal attacks on the ability of others or making statements that have the potential to be taken personally. An important part of online learning is discussion. Differences in thinking are good because our knowledge is broadened. Because we have differences, we will have conflict. The important thing is to
handle conflict in a way that does not create defensiveness which blocks learning. Here are online references that discuss online netiquette [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).

**Academic Integrity**

Students are expected to exhibit academic integrity through their educational experiences and to avoid all forms of academic dishonesty. Academic dishonesty, which includes but is not limited to plagiarism, collusion, abuse of resource materials, cheating on an examination, or other academic work to be submitted, is subject to disciplinary action. Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

Students found responsible for an act or acts of academic dishonesty will be subject to academic and disciplinary sanctions. Academic sanctions may include withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Disciplinary sanctions may include suspension for a specified period of time, permanent separation from the program, and/or filing of criminal charges.

No certificate of completion will be given if the course is completed by anyone other than you. When you enroll in the course you are stating under penalty of perjury that you, and not another person, studied the material in its entirety and completed all requirements. By registering for this course, you understand that it may be a crime to make false statements or to falsify documents submitted.

**Best Practices for Online**

We provide instruction in an online learning environment. An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

- Stay engaged and on-task in your course.
- Utilize good time management skills.
- Read your messages in the message system.
- Communicate with a respectful, professional tone in discussion threads (collaborative learning).
- Uphold the standards of Academic Integrity set forth by this company.
- Avoid typing in all caps. Typing in all caps in the online environment is viewed as SHOUTING and should not be used. If you wish to place emphasis on an important passage, use bold.
- Recognize that you are participating in an online dialogue. Use correct spelling and grammar in all forms of your writing.
- Utilize Netiquette standards in all forms of communication.