Georgia Highlands College

History 1111/W4, World Civilization I

CRN# 80122

Fall semester 2023

Second Session (October-December)

Instructor: Dr. Bronson Long

Professor of History

Georgia Highlands College

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Office hours: By appointment only on Zoom or phone

Class Meeting Days/Times: Completely Online

This class is an asynchronous online class, which means that it has assignments with deadlines, but does not have any in-person meetings or scheduled meetings online on a forum such as Zoom.

Mid-term Date (Last day to withdraw with a “W”): Tuesday, November 7

Course Prerequisites: Satisfactory placement scores/READ 0099 and ENGL 0099

Credit hours for H1111: Three credit hours

**Course syllabus:** The term “syllabus” originates in Latin and Greek and means “outline” or “summary.” The syllabus for this course thus is intended to serve as a guideline, a roadmap of sorts. Students should consult the syllabus for course policies, assignments, dates, deadlines, and other information. The instructor will gladly answer questions about the course at any time, but students should first see their syllabus. **Students are responsible for all dates and policies listed on the syllabus. Please read this syllabus carefully and use it as reference guide for the class throughout the semester!**

**Purpose of the Course:**

History 1111 is a survey, an overview of the world’s great civilizations from pre-historic times to the beginning of the modern era around 1500. Our class will focus on major political, economic, social, cultural and religious developments. We will also explore the interactions between major civilizations. Our class will deal with change over time, including important events and people that helped shape the past.

There are many other reasons for studying history. It helps you learn geography. It improves your cultural competencies and therefore allows you to better relate to people from different cultures. It also helps you sharpen your reading, writing and critical thinking skills. While you may not go on to become a historian, these are skills that will serve you well in any profession. Ultimately, History is worth studying because it is interesting. That is because History is about people. As we will also see, people in the past, and particularly in pre-modern times, influenced the world we live in today. Understanding the past thus helps us understand the present world and helps us grapple with the problems and possibilities of what it is to be a human being.

**Viewpoint statement:**

This class deals with World Civilization from pre-historic times until 1500. As such, it covers many different peoples who held a wide range of views on politics, philosophy, religion, gender and sexuality and so forth. Students are by no means requested to change their own opinions on these matters. However, they are required to understand what other peoples believed and how they lived their lives. The aim of this class is not to tell you what to think, rather it is to get you to think!

**Student Learning Outcomes:**

We will pay special attention to developing the skills that are necessary to the study of history.

1. **Understand the complex nature of the historical record:**
   1. Distinguish between primary and secondary materials and decide when to use each.
   2. Identify key events that define change over time in a particular place or region, and identify how change occurs over time.
   3. Recognize a range of viewpoints in historical narratives.
2. **Engage in historical inquiry, research, and analysis:**
   1. Understand the dynamics of change over time.
   2. Explore the complexity of the human experience, across time and space.
   3. Distinguish between historical facts and historical interpretations.
3. **Generate significant, open-ended questions about the past and devise research strategies to answer them**
   1. Seek a variety of sources that provide evidence to support an argument about the past.
   2. Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
   3. Evaluate a variety of historical sources for their credibility, position, significance, and perspective.

**Course Objectives:**

Students who successfully complete History 1111 should be able to understand these six major developments below.

* The student will understand the transition from the Paleolithic period to the Neolithic Period.
* The student will understand the emergence of civilizations in Egypt, Mesopotamia, the Indus River, China, Central America, and Oceania.
* The student will understand Hellenism and its impact on cultures from the Indus River to the Atlantic Ocean.
* The student will understand the development of the Indian World and its influence on Eurasia.
* The student will understand the development of the Mediterranean World from the Fall of Rome to the Medieval Period.
* The student will understand the origins and expansion of Islamic empires and their cultural, political, and economic influence on the World System.

**Required Texts, Equipment and Online Issues**:

**Texts:**

Textbook (free):

Online “Video Textbook” available on D2L

**Equipment:**

You need regular access to an electronic device (computer, tablet, phone) that allows you to access the internet, especially D2L and Youtube. Furthermore, you need access to an electronic device that allows you to write documents for the class. **This is an internet, web based class. You cannot succeed in this class without proper internet access. It is the sole responsibility of the student to secure internet access and to resolve any computer problems that arise during the semester.**

**Netiquette Policy:**

Students are also urged to use proper etiquette, or “netiquette” in both online discussions that form the participation component of the class and with e-mails to the instructor. This includes the following basic rules:

* Remember that you are a guest in the instructor’s online classroom. Don’t behave online in a way that you would not behave if you were a guest at someone’s house.
* Be civil and polite both to your fellow classmates and the instructor in all of your communication. You are free to hold opinions that differ from others. However, if and when you disagree with someone, do so in a respectful manner.
* Use correct grammar and punctuation in all of your communication. Do not use excessive slang or “text language” that you might use with your friends. This is unprofessional. Part of the purpose of a college education is to prepare you for a professional career. Please develop the habits of professional communication in this class. In other words, write “thank you for this link” instead of “OMG! Thx!”
* Address your instructor as “Dr. Long” or Professor Long.”
* Accept your instructor’s feedback and learn from it.

**E-mail and the Instructor’s availability to students:**

Georgia Highlands e-mail is the official means of communication at Georgia Highlands College for all faculty, staff, and students. Students must use the e-mail that is assigned to them by the college in order to receive information and updates. Important information for this course such as the syllabus, lecture outlines, and announcements will only either be posted on D2L or sent to you at a Georgia Highlands e-mail address.

When you e-mail me, please tell me your full name, class (HIST 1111) and section (web). Please note that I teach over 100 students each semester. It will make it easier for me to help you if you identify yourself from the outset of your e-mail. **Please also do not e-mail me using D2L as this only gives me a “do not reply message” and makes it difficult for me to reply to you. Please only e-mail me at my GHC e-mail address.**

I am generally available to students on weekdays via e-mail or for conversation on Zoom or by phone. On weekdays, I will try my best to respond to e-mails within 24 hours. If you have not heard from me in 48 hours during the weekday, a second e-mail is appropriate. Please note that I typically do not answer e-mails after 9:30 p.m. on weekday evenings. Also, on the weekends, I generally do not respond to e-mails, except on Sunday evenings.

**Course Documents and Desire 2 Learn (D2L):**

A number of important documents for this class can be found on GHC’s Learning Management System, which is known as Desire 2 Learn, or D2L for short. Module materials such as videos and short primary source documents are all on D2L. Likewise, the course syllabus and other documents can be found on D2L. Most of these materials can be found on the “Content Items” tab of D2L under “Content.” The instructor may put other documents up on D2L at a later date. Finally, grades will occasionally be posted on D2L.

Because this course takes place in D2L, it is vital that students have access to D2L and log on to the course D2L page on a regular basis. The instructor has no control over the D2L system and is not a computer expert. However, a link for students about D2L, which includes how to get your username and password, how to use the system and who to contact if you have problems, can be found as follows:

D2L information:

http://www.highlands.edu/d2l

If you experience trouble with D2L, look on the “Help” tab on the link above for information on how to contact D2L or GHC Information Technology.

**Course Activities: What will students do on a regular basis to prepare for assignments?**

Organization of Course Materials:

The materials for this class are broken into seven Modules, with roughly one Module covered every two weeks. The exception to this is Module 1, an introductory Module that is covered the first week. Course materials for each Module are found in D2L under the “Content Items” tab at the top of the D2L page and then under the “Content” sub-tab. On the “Content” sub-tab, please look to the far left side of the screen and scroll down to see the a variety of useful documents for the class listed first, followed by the Modules. Please click on the Module in question to access Module course materials. With the exception of Module 1, each Module has a brief Introduction folder that students should read. Following the Introduction folder, students will see a series of videos. All videos have a video symbol beside them. The videos comprise the “Video Textbook” for the class. Students should watch all of the videos, taking good notes as they watch. Next, students should access and view the Module Images folder, which features useful images for each Module on a PowerPoint slide. In addition, students should read the primary source or sources for the Module under the Primary Sources folder. Finally, students may wish to review the materials they have learned before completing the graded assignments for the Module, namely the Module Quiz and Discussion. Optional review questions for students who are interested in using review questions to study are found under the Module Review Questions folder.

For each Module, students will first complete all of the Module course materials as described in the above paragraph. Then, they will use what they learned to complete the two graded assignments for each Module, the Discussion Post and Quiz. Each Module Quiz is located at the bottom of the Module materials. Simply click on the Quiz to begin. Each Discussion is located under the “Communication” tab at the top of D2L under the sub-tab “Discussions.” Simply click on the Module Discussion in question in order to read the instructions for the Discussion. The two graded Module assignments, the Discussion and Quiz, are due on Mondays at 11:30 p.m., with the specific dates in which Module assignments are due listed on the course schedule and in D2L.

Time Commitment for this Class:

For Modules in which students have two weeks to complete their work, which includes every Module with the exception of Module 1, it is recommended that students focus on watching the videos and taking good notes on the videos, as well as viewing the Module images and reading the primary source documents during the first week and then using the second week to complete the Module Discussion and the Module Quiz. However, students are free to work at their own pace, although they are encouraged not to wait until the last minute to do their Module work. **For each Module, it should take students approximately** **5-6 hours to go through all course materials, followed by another 1-2 hours to complete the Module Discussion and Quiz. While online classes such as this class allow for greater flexibility with schedules, they do require time and effort. Students should take care to manage their time carefully to avoid falling behind in this class.** Finally, again, all graded Module assignments, both Module Discussions and Quizzes, are due on the same day and time, with the specific dates in which Module work is due the course schedule.

The Video Textbook:

This class does not have a traditional textbook. Instead, students will watch a number of short lecture videos for each Module. Most videos are about 10-20 minutes in length. The total time of the videos per each of the seven Modules is between two hours and three and half hours. Dr. Long, as well as GHC History professors Dr. Jayme Feagin and Dr. Steve Blankenship put these videos together. Collectively speaking, these videos compromise the “Video Textbook” for the class. Videos for each Module are on D2L and linked to YouTube. These videos are free, although you will need internet access to watch them. Students should watch these videos at their own pace. Students can pause videos and go back and forth as they see fit. **Students are strongly encouraged to take good notes as they watch each video**. **Students should also spend time studying their notes prior to quizzes and exams.** **Module quizzes are based on the short videos for the Module in question. The two exams in the class will be heavily based on the videos as well.**

Students who would like to read a textbook to save time or simply because they have a preference for a written text over short videos may read a text version of the short videos. This text version in essence is a written version of the short videos, with sections for each video. The content is very similar to the short videos. The text version has a written text of the video lectures along with images and review questions. Students who prefer the text version can find it embedded in the Module materials in D2L as a PDF file along with web links.

Primary Source Documents:

Students are assigned a few short primary source documents on D2L for each Module under the Primary Source folder. Students should read these in advance of the Module Discussion and Quiz. In order to help students better understand primary sources, an “Assessing Primary Sources” folder can be found under each Module “Primary Sources” folder. Students may want to review the “Assessing Primary Sources” folder before reading the primary sources or taking the Module Quiz.

**Course Assignments: What will students do in the class for grades?**

Overview:

Assignments in this course are designed both to encourage and measure learning. While this is a history course, assignments and activities are geared not only to improve students’ knowledge of the past, but also to enhance their knowledge of geography, their cultural competencies and their communication skills. Finally, this class aims to sharpen students’ critical thinking and reading abilities.

Participation/Discussion (40% of course grade):

For Participation, the class will feature a Discussion for each Module. The Module Discussions are all embedded with sources and instructions in a social learning platform called Perusall. Links to Persuall are in D2L at the bottom of Module materials for the Module in question, just below the Module Quiz. Students should pay close attention to the instructions and questions asked in Perusall. Module Discussions require students to interact with primary source documents, excerpts from the textbook, and short videos. Students will be required to highlight or comment on important parts of texts and interact with fellow students. **Because Perusall also measures whether or not students have read materials and watch videos, students may wish complete all readings and videos that are assigned both for Module assignments and the purposes of Discussion within Perusall first.**

Because Module Discussion assignments are completed as online discussion for each Module, except for extenuating circumstances described later in this syllabus, they cannot be made-up after the discussion for that Module is over. That is because it is not fair at that point to expect the conversation to continue with the rest of the class. **The Module Discussion for each Module are due and will close on the same day and time as the chapter quizzes for the Module are due. Students who do not post in the Discussions forum before the discussion is closed will receive a zero as a Participation grade for that Module Discussion.**

For proper etiquette for online discussion and e-mails to the instructor, please see the Attendance and Netiquette section further below on this syllabus. For extensive instructions about Discussion Posts, please see the Discussions Guideline document for this class on D2L.

Module Quizzes (30% of course grade):

Students will take a quiz for each of the seven Modules. The quizzes will be based off the Videos in the “Video Textbook” for the Module in Question. The quiz for Module 1 is based off the videos for Module 1 and the syllabus. All other quizzes are comprised of 20 content questions based on Module videos. Moreover, each Module Quiz contains 5 questions based on the assigned primary source readings from the Module under the “Primary Sources” folder. Students will find it useful to read the primary source or sources for each Module and review the “Assessing Primary Sources” folder before taking the Module Quiz. Between the 20 content questions and 5 from the readings, the quizzes have a total of 25 questions. Quizzes are open note assignments, although students will perform better and will require less time to take the quizzes if they study their notes beforehand.

Students will take **all quizzes** online on D2L. The quizzes are found under each Module “Content” sub-tab in D2L, at the bottom of the Module course materials. The due dates for quizzes are listed on the “Course Schedule” section of this syllabus and on D2L. Students should ensure that they complete the quizzes on their own time prior to the deadline (day and time). It is recommended that students aim to complete quizzes early, ideally when the material is fresh on their minds instead of waiting until the last minute. For students with travel plans or other schedule issues, please note that the quizzes can be taken in advance. If you wish, you can “work ahead” and complete as many quizzes as you like early.

Students should also ensure that they give themselves adequate time to take the quizzes before the deadline; about 20-30 minutes should normally suffice. Students should note that while there is no time limit to each quiz, quiz deadlines are strictly enforced. Once the deadline (day and time) for a quiz has passed, the quiz will shut down and D2L will **not allow** students to take the quiz or finish it for students whose quiz is incomplete at the time of the deadline. **Students who do not complete a quiz before the due date cannot make-up the quiz, except for extenuating circumstances described later in the syllabus. Failure to properly manage your time is not an excuse for missing a quiz. It is recommended that you not wait until the last minute to take quizzes to avoid poor performance or even missing quizzes. Please note you can work ahead on quizzes if you choose.**

Exams (30% of course grade):

This class has two exams, a Midterm Exam and a Final Exam. Each exam consists of 50 multiple choice questions. Exams are based off materials covered in each Module. This especially includes material covered in the short videos that comprise the “Video Textbook.” However, the assigned primary source documents could appear on exams as well. Each exam is worth 20% of the course grade, for a total of 40% The Midterm Exam will cover Modules 1-4, the Final Exam will cover Modules 5-7.

Students will take the two exams in D2L. Students will have an exam week, a time window of one week, within which they must take each exam. Students should take care to arrange time on their own schedule to study and take the exam during the exam week. Both exams are timed. Once students open the exam within D2L, they will have 1 hour and 15 minutes to complete it. To access the exams during the exam week, go into D2L and go to “Assessments” at the top of the page. After you click on “Assessments,” click on “Quizzes.” Then, scroll down to the exam that you need to take, either the “Midterm Exam” or “Final Exam” to begin.

In order to study for the exams, students are urged to study their notes. If students are missing notes or wish to view certain videos again, they can revisit videos in previous Modules to do so. While study guides are not available per se for the exams, students can use the review questions for each Module found under the “Review Questions” folder as a study guide of sorts.

**Grades:**

Grades are based on student performance. They are earned and not given. Because not all students have the same aptitude for History, the class requires more work for some than others. Grades in this class can be described as follows:

* To receive an A, students must display superior performance in course work.
* To receive a B, students must display above average performance in course work.
* To receive a C, students must display average performance in course work.
* To receive a D, students must exhibit minimum requirements for the course.
* To receive an F, students will not meet the basic requirements for the course.

**Grading and grade scale:**

Participation (Module Discussions, 7 total): 40%

Module Quizzes (7 total): 30%

Midterm Exam: 15%

Final Exam: 15%

A=90-100

B=80-89

C=70-79

D=60-69

F=59 and below

**What does it take to succeed in this class?**

To succeed, you will need to complete all Module materials (watch all videos, read all short primary sources), take good notes on the videos, participate in online discussions and complete your work on time. In brief, show up (online) prepared and ready to engage.

Extra credit:

No other extra credit opportunities will be allowed in this class. **This is especially on an individual basis at the end of the semester!**

**A note on averages:** The instructor only averages grades at the end of the semester. The instructor, however, will periodically post grades listed in his grade book on D2L. The D2L gradebook also calculates grades. In addition, if students would like to calculate their grades themselves, they can do so at any point in the semester, using the grading scale above. In order to do this, students should average their grades in each category (participation, quizzes, exams, geography exam, project), multiply it by the percentage of the total grade it is worth, and add the points of each category together for the total grade. For example, if a student has a 90 average in participation, he or she would have 9 points for that category as 90 x .10 is 9.

In any case, it is the responsibility of students to keep up with their grades and to calculate them on their own if desired and **not** the instructor’s.

**Make-up Policy and Dropped Grades:**

Make-ups for Module assignments (Module Quizzes and Module Discussions) and the two exams **are generally not allowed, except for extenuating circumstances such as a work emergency, major illness, or family emergency.** Students should therefore make every effort to log in to class on a regular basis and complete Module assignments. Instead of make-ups for quizzes and participation assignments or extra credit work, the instructor will automatically drop the lowest participation grade and the lowest quiz grade for each student at the end of the semester.

Students who wish to make up any assignments must contact the instructor to provide a valid excuse, preferably with a written document as evidence. Students should contact the instructor as soon as possible. **It is the sole responsibility of the student to contact the instructor to make arrangements for a make-up if necessary, to provide a valid excuse and to comply with all make-up deadlines. Failure to contact the professor and provide a valid excuse and/or failure to make-up an assignment within the allotted time for make-ups will result in a grade of “0” for the exam.**

**Attendance and Working Ahead on Assignments:**

Because this class is an online class, there is no “attendance” per se. However, students should log in to D2L on a regular basis. When they do so, they should check the announcements for the class, particularly for announcements that give assignment deadlines. They should also consult the Course Schedule towards the bottom of this syllabus for deadlines. Students who do not log in on a regular basis will invariably miss announcements and will not complete assignments in a timely manner, all of which will adversely impact the student’s grade.

Regular attendance is vital to learning and success in this class. Poor attendance (i.e. not logging on to D2L on a regular basis) will adversely impact the student’s grade. **Students who have not logged on to D2L within the first week of class risk being automatically dropped from the class.**

Except for the Midterm Exam and Final Exam, all assignments in the class, especially the Module Quizzes and Module Discussions are set up so that students can “work ahead” and complete them early. Students who have plans such as travel, work, or family events that conflict with due dates for Module assignments should take advantage of how they are set up to “work ahead” on assignments.

**Academic Integrity:**

Each student is expected to do his or her own work. Cheating and plagiarism will not be tolerated and will be punished in accordance with college policies. Plagiarism consists of taking material from a source such as a book, article, academic journal, encyclopedia, or online source and attempting to pass it on as ones’ own work. Copying in part or in whole from a source without citing the source is plagiarism. Plagiarism includes copying word for word and paraphrasing.

Cheating consists of passing another student’s work off as one’s own work on a quiz, exam, or discussion. Students who assist another student in cheating are guilty of cheating as well. Examples of cheating and plagiarism include cutting and pasting material off the internet without citing it, copying an article out of a book or encyclopedia without citing it, stealing another student’s paper and turning it in as one’s own and looking on another student’s paper during an exam or quiz. For this class,students should only use the books and documents assigned to them by the instructor. The use of any other sources is forbidden. **This ESPECIALLY** **includes internet sources such as wikipedia, which should not be consulted at all. Copying in part, in whole or paraphrasing from internet sources is plagiarism! Finally, the use of Artificial Intelligence (AI) programs and websites such as Chat GPT is not allowed for this class. The unauthorized use of AI programs and websites to complete written assignments is considered cheating!**

**If the instructor discovers that a student is guilty of cheating or plagiarism on an assignment, the instructor will report it to the college. The instructor may choose several courses of action depending on the nature and severity of the offense. This may include rewriting the assignment with penalty or a zero on the assignment. If the infraction is severe enough, the instructor also reserves the right to fail the student for the entire class.** Students who have question about what constitutes cheating and plagiarism should speak with the instructor. College policies on student conduct and academic integrity are located in the GHC “Students Rights & Responsibilities” document as well as in the *Academic Integrity Code* and *Student Code of Conduct*. A link to these college policies is as follows:

<https://sites.highlands.edu/student-engagement/judicial/>

**Note: Ignorance is no excuse for plagiarism and cheating!**

**Class cancellations:**

If the college closes due to inclement weather or for some other reason, this class will abide by college decisions on closings. As this is an online class, the class will continue during the event of inclement weather, unless if involves several days in which electricity is out. Please note that in the event of inclement weather, the class will continue as it is online. If there are significant power and internet outages due to inclement weather, the instructor may make adjustments to due dates. If so, students will be notified. Students are encouraged to consult the college website in the event of extreme weather conditions for information on these matters. Please see more information about inclement weather below under the college policies section of this syllabus.

**GHC College Policies**

**COVID-19**

While this class is entirely online, the COVID 19 pandemic could impact it. First, students should strive to take care of themselves. If a student contracts COVID 19, he or she should contact the instructor on an individual basis, especially if the student may become too ill to complete work. Likewise, if the instructor falls ill with COVID 19, he will contact the entire class if he is too ill to teach online. Next, if GHC moves all classes online because of COVID 19, it would greatly impact this class. However, if that happens, the instructor will contact the class.

The instructor does not set COVID 19 policies. The University System of Georgia (USG) and GHC are in charge of policies that pertain to COVID 19. For detailed information on these policies, and for more information from the college on what to do if you contract COVID-19 please see the following resources:

GHC Campus Guidelines for COVID-19:

<https://sites.highlands.edu/marketing-and-communications/new-campus-guidelines/>

Please also visit the FAQs page for more information and details:

<https://sites.highlands.edu/marketing-and-communications/new-campus-guidelines/faqs/>

If you have additional questions not answered there, reach out to hr\_covid- 19@highlands.edu

**Please note that events could cause the USG and GHC to alter their COVID-19 policies later in the semester. You are encouraged to pay attention to news about COVID-19 as policies are subject to change!**

**Inclement Weather**

When inclement weather creates a condition under which there might be a question of whether the College will operate on a normal basis, the President, or a designated official will release to each campus and local news media a statement concerning the College schedule. If the weather condition occurs during working hours, the statement will be released through normal distribution channels on campus. Media statements regarding the college’s schedule may also be distributed through the school website, GHC Notify, or on local radio and television stations. To be prepared, consider the different ways to signing up for inclement weather notifications with GHC Notify. It is assumed that all distance-learning courses are considered accessible even during periods of inclement weather.

GHC Notify link:

<https://sites.highlands.edu/marketing-and-communications/wp-content/uploads/sites/46/2019/01/weathernotifications2018.pdf>

**Disability Statement**

Your experience in this class is important to me. If you have already established accommodations with the Student Support Services Office of Disability Access, please provide your accommodation notice to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through Disability Access, but want to request accommodations due to a disability. Accommodations may be requested (such as providing materials in alternative formats, assuring physical access to classrooms or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) through Student Support Services on all campuses. Contact the campus Disability Access Office: Cartersville & Paulding 678-872-8004; Douglasville, Marietta, and Floyd 706-368-

7536 or **sss@highlands.edu**. It is important to Georgia Highlands College to create inclusive and accessible learning environments consistent with federal and state law.

**Early Alert Program**

Georgia Highlands College requires that all faculty members report their students' progress throughout the course of the semester as part of the institution-wide Early Alert Program (EAP). The objective of the program is to support academic success by reviewing early indicators of student progress. In accordance with EAP, faculty members provide the Registrar's Office and Academic Success Center with academic reports of each student enrolled in their course(s) at checkpoints staggered throughout the semester. The following success factors are reported at their corresponding checkpoint:

● Week 2: Notification of Non-attendance (Registrar via Score)

● 40% mark of term: Navigate Student Progress Report (Academic Success Center via Navigate)

**Early Grades**

GHC offers a variety of part-of-term classes to allow our students to have flexible schedules. However, there are only three Semesters each year; Spring, Summer and Fall. It is only at the end of each Semester that grades are rolled to academic history and available on the official transcript. After each part-of-term, as soon as Instructors have entered grades, they may be viewed online by

**Extended Absence**

Students who have circumstances that prevent them from continuing to attend classes over an extended period of time sometimes request that the faculty member permit them to submit work in absentia to receive credit to complete the course. If the concurrent absences will constitute more than 15% of the class sessions for the term, then written permission from the Academic Dean is required before any course assignments can be completed while missing class. The student must be in good academic standing in the course to make the request. All approved coursework must be completed by the end of the semester in which the course was begun. (Note: If a program has a more stringent absence policy than this, then the program policy prevails.)

**Financial Aid**

This message applies only to students receiving financial aid: Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. Please be advised that any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class. Students who have earned at least one grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student’s financial aid should be adjusted from the time they signed the withdrawal form.

**Incomplete and Unearned F**

A grade of incomplete indicates that a student who is performing satisfactory work is unable to meet the full course requirements for non-academic reasons beyond the student’s control. An “I” must be removed within two semesters of residence, or one calendar year, whichever is shorter, or it will automatically become an F. An “I” grade is not given in Learning Support courses. Arrangements for the removal of an “I” should be made with the instructor during the semester immediately succeeding the semester in which the “I” was awarded. Students cannot re-register for a class in which an “I” has been given. All grade change requests must be made within two semesters of residence following the semester during which the course was taken, or one calendar year, whichever is shorter. The entire appeals process must conclude by the end of the next Fall or Spring semester. After this time, any grade change request must be made through the Office of the Provost and Chief Academic Officer.

F$ – This symbol is for an unearned F, which indicates that the student stopped attending class and did not fill out appropriate paperwork to withdraw. This grade is computed in the grade point average as an F. For students with financial aid, federal regulations state that if a student stopped attending classes and received all failing grades, then the grades were not earned and aid needs to be reduced accordingly. Students who have earned at least one grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student’s financial aid should be adjusted from the time they signed the withdrawal form.

**Withdrawal Policy**

Students who wish to withdraw officially from a course after the drop/add period ends and before the last date to withdraw with a W may do so in any campus office or online using the SCORE. The student will receive no refund for dropping a course. Those who withdraw before the last date to withdraw with a W will receive a W (withdrawal without penalty). Withdrawals without penalty will not be given after the midpoint of the total grading period (including final examinations) except in cases documented as hardship. Abandoning a course instead of following the official drop procedure will result in a grade of F or F$ at the end of the course.

In order to drop a class after mid-semester without penalty, a student may apply for a hardship withdrawal. The Hardship Withdrawal Application Form is available in the Office of the Provost and Chief Academic Officer or from any other Administrative office at any campus location and on the linked website. You can find it at the following link:

<https://sites.highlands.edu/academic-affairs/forms-for-download/>

Dropping after mid-semester is not allowed unless the student presents documentation of extenuating circumstances, and the hardship is approved by the Provost and Chief Academic Officer. If the hardship is not approved by the Provost and Chief Academic Officer, the student will receive the course grade earned. If the hardship is approved, the student may receive a W. The possibility that a student may fail a course after mid-semester will not be considered a hardship. While a hardship withdrawal may help a student’s academic status (GPA) it could still have an adverse effect on the student’s financial aid. For further information on Satisfactory Academic Progress (SAP), refer to the policy that is found on the Financial Aid website at the following link:

https://sites.highlands.edu/financial-aid/satisfactory-academic-progress/

**Campus Carry**

Sources: https://sites.highlands.edu/campuspolice/safety/campus-carry/

<https://www.usg.edu/news/release/guidelines_for_the_implementation_of_house_bill_280>

Georgia Highlands College is committed to providing a safe environment for students, employees, and campus visitors, while respecting the rights of individuals who are licensed to carry a concealed handgun as permitted by Georgia state law in regards to House Bill 280, commonly known as the “campus carry” legislation, effective on July 1, 2017. It will be the responsibility of those license-holders who choose to carry concealed handguns on campus to know the law and to understand where they can go while carrying.

**Tobacco-Free Campus:**

Georgia Highlands College prohibits the use of tobacco products on any property owned, leased, or controlled by GHC. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products (i.e., cigarettes, eCigarettes, cigars, smokeless tobacco, snuff, chewing tobacco, etc.) while on GHC property.

**Course Schedule (By Week and Module):**

**Module 1**: Introduction

**Week 1:** Monday, October 9-Thursday, October 12

Assignments:

Course Materials for Module 1 in D2L: Read syllabus and watch all Module 1 videos for the Videotextbook in D2L. In Perusall, read the documents “Assessing Primary Sources” document and “Why Study World History?” for the Module 1 Discussion

**Module 1 Graded Assignments: Discussion and Quiz**

**Due Date: Thursday, October 12 at 11:59 p.m.**

**Module 2:** Pre-History and Ways of Knowing,

**Week 2:** Friday, October 13-Thursday, October 19

Assignments:

Course Materials for Module 2 in D2L: Watch all Module 2 videos for the Videotextbook in D2L. In Perusall, read the article “World History Encyclopedia, Lascaux Cave” and view the images (scroll through) “Lascaux Cave paintings, Wikipedia.” Also, watch the short video “Cave Art 101. National Geographic.”

The images for the “Lascaux Cave paintings, Wikipedia” are also in the Module 2 Primary Source folder and are the primary source for the five primary source questions for the Module 2 Quiz.

**Module 2 Graded Assignments: Discussion and Quiz**

**Due Date: Thursday, October 19 at 11:59 p.m.**

**Module 3**: Module 3: The Human Web Widens: Ancient Civilizations

**Week 3:** Friday, October 20-Thursday, October 26

Assignments:

Course Materials for Module 3 in D2L: Watch all Module 3 videos for the Videotextbook in D2L. In Perusall, read “The Code of Hammurabi, excerpts.” Also, watch the three short videos “Mankind: The Story of US: Birth of Farming,” “Was this humanity’s biggest mistake? BBC Reel,” and “The Code of Hammurabi. NBC News Learn.”

The document “The Code of Hammurabi, excerpts” is also found in the Module 3 Primary Source folder and is the primary source document for the five primary source questions for the Module 3 Quiz.

**Module 3 Graded Assignments: Discussion and Quiz**

**Due Date: Thursday, October 26 at 11:59 p.m.**

**Module 4:** Module 4: The Silk Road and the Classical System

**Week 4:** Friday, October 27-Thursday, November 2

Assignments:

Course Materials for Module 4 in D2L: Watch all Module 4 videos for the Videotextbook in D2L. In Perusall, read the document “Prince Siddhartha encounters old age, sickness and death” in “Primary Sources.” Also, watch the two short videos “Brief History of Buddhism” and “How are Hinduism and Buddhism similar?”

The document “Prince Siddhartha encounters old age, sickness and death” is also found in the Module 4 Primary Source folder and is the primary source document for the five primary source questions for the Module 4 Quiz.

**Module 4 Graded Assignments: Discussion and Quiz**

**Due Date: Thursday, November 2 at 11:30 p.m.**

**Friday, November 3-Monday, November 6 at 11:59 p.m., Midterm Exam period.**

**Midterm Exam (Modules 1-4) Exam period, take the Midterm Exam in D2L. This is the only assignment for these days.**

**Midterm Exam must be completed in D2L no later than Monday, November 6 at 11:59 p.m.**

**Please see detailed instructions about exams under the previous section in this syllabus entitled “Exams.”**

**\*\*Tuesday, November 7, Last Day to drop with a W**

**Module 5:** Retraction and Expansion

**Week 5:** Tuesday, November 7-Monday, November 13

Assignments:

Course Materials for Module 5 in D2L: Watch all Module 5 videos for the Videotextbook in D2L. Also, read the “Marco Polo” primary source document in the Module 5 Primary Sources folder. In Perusall, read the document “Early Christianity Primary Sources” and watch the short video “Perpetua and Christian persecution in the Roman Empire.”

The document “Marco Polo” is also found in the Module 5 Primary Sources folder and is the primary source document for the five primary source questions for the Module 5 Quiz.

**Module 5 Graded Assignments: Discussion and Quiz**

**Due Date: Monday, November 13 at 11:59 p.m.**

**Module 6:** Trade and the Old-World System

**Week 6:** Tuesday, November 14-Monday, November 20

Assignments:

Course Materials for Module 6 in D2L: Watch all Module 6 videos for the Videotextbook in D2L. In Perusall, read the documents Giovanni Boccacio, “The Decameron, excerpts” and Ahmad al Maqrizi “The Bubonic Plague in Syria and Egypt.” Also, watch the sort videos “Plague 101. National Geographic” and “What was the Black Death?”

The document Giovanni Boccacio, “The Decameron, excerpts” is also found in the Module 6 Primary Sources folder and is the primary source document for the five primary source questions for the Module 6 Quiz.

**Module 6 Graded Assignments: Discussion and Quiz**

**Due Date: Monday, November 20 at 11:59 p.m.**

**Please note that the Thanksgiving Break is Tuesday, November 21-Monday, November 27. We do not have any assignment deadlines during the break,**

**although you can work on Module 6 assignments if you so choose.**

**Don’t forget as well that if you have early plans for Thanksgiving, you can “work ahead” and complete the Module 6 assignments early.**

**Module 7:** Early Modernity, Imperialism, and the New World System

**Week 7:** Monday, November 27-Monday, December 4

Assignments:

Course Materials for Module 7 in D2L: Watch all Module 7 videos for the Videotextbook in D2L. In Perusall, read the document Bartoleme de las Casas “A Short Account of the Destruction of the Indies, 1542” and the article Dr. Marc Barton, “Smallpox and the Conquest of Mexico.” Also, watch the two short videos “Ask History. What Happened to the Aztecs?” and “Columbian Exchange.”

The document Bartoleme de las Casas “A Short Account of the Destruction of the Indies, 1542” is also found in the Module 7 Primary Sources folder and is the primary source document for the five primary source questions for the Module 7 Quiz.

**Module 7 Graded Assignments: Discussion and Quiz**

**Due Date: Monday, December 4 at 11:59 p.m.**

**Week 8:** Tuesday, December 5-Monday, December 11

**Final Exam (Modules 5-7) Exam Week, take the Final Exam in D2L. This is the only assignment for Week 8.**

**Final Exam must be completed in D2L no later than Monday, December 11 at 11:59 p.m.**

**For information about the Final Exam, including what to expect on the exam and how to access it in D2L, please see detailed instructions about exams under the previous section of the syllabus entitled “Exams.”**

**Changes in this Course:** The instructor reserves the right to make changes to the course syllabus at any time. This especially pertains to changes in the course schedule due to disruptions caused by COVID 19 or extreme weather that causes power outages in our area.