

DEPARTMENT OF HISTORY & POLITICAL SCIENCE
ANDREWS UNIVERSITY
BERRIEN SPRINGS, Michigan 49104

HIST 117-002, Civilizations & Ideas I (3 credit hours)
(Fall Semester 2009)

INSTRUCTOR: John J. Markovic, PhD
CLASS MEETS: MWF 9:30 – 10:20 in Chan Shun Auditorium
OFFICE HOURS: MW 15:00 – 16:30 and F 12:30-13:30
Th 13:00 – 15:20; other times by appointment
OFFICE: Nethery Hall 122E; cell: (269) 208-8831
E-mail: jjmarko@andrews.edu
johnjovanmarkovic@msn.com

These are my office hours, but you are welcome to stop by my office at other times when I am in. If you cannot find me in the office, and you need to see me, please contact me by phone or e-mail.

D2L The Readings & Assignment Schedule is posted on D2L web system. To access D2L, go to <http://d2l.andrews.edu>, and use your AU username and password to access D2L.

To access the course look under “My Andrews University Courses” and there should be a + sign next to the semester that you are in. Click on the + sign and your courses will be listed. Click on “HIST117-002 Civilizations & Ideas I” and you will see the page where news and instructions from me will appear throughout the semester.

To access the Readings & Assignment Schedule click on “Content” (in the upper left corner, immediately below the AU logo), and then click on “Information” or “Readings” as necessary. You will see the Syllabus and the Reading & Assignment Schedule.

To access the readings, click module “Readings” and then choose the appropriate reading assignment for the day.

NOTE: If you have problems and need help, if username and password do not work, or you have any other technology question, contact Marsha Beal at 471-6200 or email at dlit@andrews.edu.

DESCRIPTION: This course surveys political, economic, social, cultural and intellectual developments of major world civilizations from ancient times to approximately the 15th century of the new era. The course material covers the making of kingdoms and empires, the emergence of social structures and hierarchy of power, the origins of ideas and beliefs, the role of higher culture and arts in society, architecture, technology, differences between civilizations, and so forth. Through description and analysis of what happened in the past, of the causes and of ramifications of political, economic and social events, trends, and changes in human affairs, we will attempt to explain the current events, trends and changes in society.

PREREQUISITES: Good attitude and a sharp mind.

OBJECTIVES: You should acquire a *body of knowledge* of the past events and developments (such as, social trends, religious, intellectual, and philosophical ideas), as to enable you to critically and intelligently analyze the events and developments of our contemporary world.

You should acquire a *historical context* which will help you better master subject matter in your own major(s) and minor(s), such as: theology, law, politics, military studies, arts, architecture, medicine, mathematics, astronomy, physics, chemistry, architecture, business, biology, music, anthropology, and so forth.

You should develop *spiritual and philosophical discernment* as not to allow activists, unscrupulous politicians, preachers, or anyone else, dupe you into believing lies, bigotry, variety of destructive isms, and so forth.

COURSE GOALS: Course goals are beyond the course objectives. They are precious stones or nuggets we find at the end of the journey. For them we have to continually keep working toward, so as to develop the habit of learning — for it is the learners who learn from the mistakes of the past. You as a student ought to identify and set your own goals while in this course. I, as a teacher, cannot make those choices for you, though I can help you in reaching them.

REQUIRED TEXTS: *A History of World Societies*, by John P. McKay, Bennett D. Hill, John Buckler and Patricia Buckley Ebrey, Special Andrews ed. (6th ed. will serve you as well); published by Boston: Houghton Mifflin Co., 2007.

History Through the Eyes of Faith. Western Civilization and the Kingdom of God by Ronald A. Wells (New York: HarperCollins, 1989).

I also post articles related to the topic under discussion on AU D2L. I may recommend a book, a documentary, or a movie, and those would be either for your own class portfolio or you will be asked to read or view it.

ATTENDANCE: Students are expected to attend the classes regularly. Learning is an active process, and you must be present to participate in it.

Regular attendance improves performance at the time of examination, and it will make a difference in the final grade. "**Required**" attendance (that is, maximum of three absences for the semester—excused or non-excused, makes no difference here) may result in an automatic raising of the final grade for one grade bracket (example: from C+ to B-). One exception: there is no automatic raising of the grade from F to D. Notice that, according to AU 2009-2010 Class Schedule, p. 3, or the current AU Bulletin, “whenever the number of absences exceeds 20 percent of the total course appointments, the teacher may give a failing grade.” I keep the record of your attendance. In case you are late, it is your responsibility to make sure to sign your name on the sign-up sheet (or the quiz) for the day.

By Friday, August 28, 2009, you should decide where you want to sit for this entire semester. That should be your assigned seat for the semester, and will help me in getting to know you, as well as for easier and more efficient return of assignments, quizzes and tests.

TARDINESS: Students are expected to enter the classroom **on time**. When you make an appointment, you are expected to be on time. Your employer will not tolerate tardiness either. Likewise, I plan to start my classes on time, and I expect you to be in your seat on time. Occasionally, you may be late, and in such a case, please come in, but take one of the empty seats near the two entrances. I would rather you come in and attend the class than sit outside and miss the class discussion altogether.

It may happen that you have to leave the class before the end of the period, and in such case, again, please take a seat nearest to the two exits, and when needed, exit quietly. Whatever the case, being late or leaving earlier should never become a habit.

CUTTING CLASSES: Students cut for two general reasons. They have things to do that appear more important than the class, or they wish to avoid what they fear will be painful consequences if they attend. In regard to the first, nursing an illness or attending funerals are good—or should I say, legitimate—excuses for missing a class. But other excuses—the demands of your job, social engagements (including recovering from the night before), completing assignments for other courses—are, at best, questionable.

The other general reason is more disturbing and perhaps less recognized. I often ask

students what they most dislike about the way the course is taught, and the answer is plain—**anything that produces sustained tension or anxiety**. I believe cutting is a result of that aversion. The response of students to feelings of personal inadequacy, **fear** of humiliation, or a threatening professorial personality or teaching style is often to avoid class. This response feeds on itself, as frequent absences make attending even more threatening.

But what accounts for frequent cutting where the teacher tries to make the material interesting, knows the students by name, and approaches them with respect, care, help, and affability? I take that question as one you and I cannot answer. I simply tell my students: Attend my class regularly or drop the course.

READINGS: Complete the readings (see Reading & Assignment Schedule) assigned by the instructor — **on time**. The readings are assigned from the above listed textbooks.

QUIZZES: Quizzes will be unannounced, always at the beginning of the class period. Each quiz is based on the assigned reading for the day (see R&A Schedule). Each quiz is worth 10 points. Quizzes are a mix of multiple-choice answers, matching items with statements, true-false statements, fill in the blank, or a simple question you are asked to answer with a paragraph. The purpose of quizzing is to test your daily reading and learning and to make sure you read the material on time and with care. **Take quizzes seriously.**

MISSED QUIZZES: Since I drop five/six (5/6) lowest-score quizzes, no allowance to make-up missed quizzes.

EXAMS: There will be three (3) exams, all sectional, each worth 100 points. Exams are a combination of multiple-choice answers, matching, true and false statements, fill-in the blanks, and short answers.

MISSED TESTS: You are allowed to make-up only one (1) exam during the semester. You are allowed to make up the exam **only** because of an illness, a field trip with another class, death in the family, or if some other form of misfortune hits you. In all cases, a written statement from the doctor, the teacher, or your advisor is required. A note from your friend, pastor, parent, or a relative, is usually not accepted. **Take the test seriously. I do.**

ESSAYS: You are expected to write two (2) short essays (each worth, 50 points), each 2-1/2 to 3 pages long, double spaced, one-inch margins, font 12-points, Times New Roman (or very similar to it), and paginated. At the top of the first page, in the upper left corner, in single spacing, make sure there is your name, course acronym and course name, date of submission, and the number of the essay you are submitting (see the example below).

Eve Adams
HIST117. Civilizations & Ideas I
October 10, 2008
Essay 1

DOCUMENT 1
THE BOOK OF MENCIVS

As we work through the class material, take appropriate notes for the upcoming essay (the first is due Oct 5, 2009; the second is due Nov 18, 2009). The instructions for each essay are provided below (see pp 6 and 7) and in the Readings & Assignments Schedule (see info entries for Oct 5, and Nov 18. Taking notes and preparing for an essay should also be helpful

for the upcoming exams. Taking notes in the class and while you do your homework is essential for learning.

All essays should be both, a critical comparative analysis and a positional stand on the issue(s) we encounter during the given period. All essays should directly address issues raised in the assigned documents (see below, Readings and Assignments Schedule). Make sure you stay on course with the issue(s) posed in the question for the essay. Use factual information and examples from the readings to substantiate your position. Give careful attention to grammar, punctuation and syntax. Do not be repetitive, do not use rhetorical language, do not moralize, patronize, or preach.

PARTICIPATION: I expect your participation in and outside the class. I will ask questions, and provoke your reasoning processes. Feel free to ask questions, for they create discussion and lead to deeper understanding. If you do not ask questions or make comments, I will probably miss what is important to all and each one of you. Your comments – as long as they are reasonable, respectful and proper – are always welcome. Come to my office if you have a need to ask or to comment.

ATMOSPHERE: A productive and open discussion involves personal exposure, meaning you or other students are taking risks. Your ideas may not be in accord with those of the others, but your point — as long as it is honest, supported, and sensible — need to be respected by all in the class. The same applies to each of you toward other students. Questions, discussion, humor, cheer, and laughter are a part of the class, but scoffing, jeer, or any other form of contempt for the opinions of others is not.

Bad manners (such as foul language, disrupting the class atmosphere, and similar) will not be tolerated. If you repeatedly whisper and carry on a conversation during the class period, I may ask you to leave the room.

ELECTRONICS: **Turn OFF cell phones before the class begins.** The use of laptops is strongly discouraged; matter of fact, I do not want to see laptops used during the class period. No use of any other electronic device (such as, iPods, cell phones, etc.) during the class time is allowed.

HONESTY: Academic honesty and integrity are major components of learning in the university setting. Plagiarism is when you turn in someone else's work as your own. It is stealing. It is unacceptable, and in the academic community the punishment is severe. Any evidence of plagiarism or cheating may result in F grade for the term.

HELP NEEDED: If you have problems, don't be shy or afraid, come and talk to me.
An important tool on the campus is the Library. The staff will always be happy to help you. Writing labs are also available. If you have problems reading, there is help to improve your reading skills. Computer labs are available, use them for your written assignments. If you need tutorial help, or help with reading and writing, let me know or inquire at the Office of Student Success (Nethery Hall, 3rd floor).

DISABILITIES: If you qualify for accommodations under the American Disabilities Act, please see me (the instructor) as soon as possible for referral and assistance in arranging such accommodations. Students with diagnosed disabilities may request accommodations from the Office of Student Success.

EMERGENCIES: If you are facing personal problems, see your advisor, and let your advisor know that he/she is always welcome to call me and discuss your absence from my class. If you anticipate a field trip, let me know in advance. If you have to leave the campus because of death in the

family, make sure you inform me in person, by phone, or by e-mail. Your medical excuse has to come from your physician, not from a nurse. An altered or corrected note will not be accepted. In all case, do not ignore the problem. If the emergency prevents you from informing me in advance, then make sure you do so immediately following your return to the campus. If you missed a test for any reason, and you care about the grade, do not wait, inform me immediately of what is happening to you.

GRADING:

Quizzes (30%)	300 pts	(each 10 points)
Essays (20%)	100 pts	(each 50 points)
Exams (50%)	300 pts	

A	93% and above	Superior
A-	90-92%	
B+	87-89%	
B	83-86%	Above average
B-	80-82%	
C+	77-79%	
C	73-76%	Average
C-	70-72%	
D	60-69%	Below average
F	below 60%	Failure

READINGS AND ASSIGNMENTS SCHEDULE
(Fall Semester 2009)

PART I: ANTIQUITY: BEFORE COMMON ERA

- M Aug 24. Introduction to the Course
W Aug 26. What Is History? (McKay 3-8; D2L MARKOVIC 2-3)
F Aug 28. Studying History from Our Christian Perspective (Wells 1-14; D2L MARKOVIC 4)

M Aug 31. Ancient Mesopotamia (McKay 8-15; D2L MARKOVIC 5)
Document: *Code of Hammurabi* (D2L: 06 LAWS OF HAMMURABI)
W Sep 2. Ancient Egypt (McKay 16-26; D2L MARKOVIC 5)
Document: *The Book of the Dead* (D2L: 10 BOOK OF THE DEAD)
F Sep 4. *Epic of Gilgamesh* (D2L: 07 EPIC OF GILGAMESH)
Document 1: “A Quest for Immortality” (McKay 28-29)

M Sep 7. Labor Day: no class
W Sep 9. The Hebrews in the Ancient World (McKay 31-40; D2L MARKOVIC 6)
Document 2: “The Yahweh Covenant” (McKay 50-51)
F Sep 11. Akhenaten or Moses? (D2L MARKOVIC 7)

*** WEEK OF SPIRITUAL EMPHASIS ***
*** (this week only, the class begins at 9:10 a.m., and ends at 9:50 a.m.) ***
M Sep 14. Mesopotamia, 1100 B.C. to 500 B.C. (McKay 40-48)
W Sep 16. Ancient India, 3000 B.C. to 200 B.C. (McKay 53-74)
Document: “Rama and Sita” (McKay 76-77)
F Sep 18. Ancient China, 2000 B.C. to 256 B.C. (McKay 79-100)
Document 3: *The Book of Mencius* (McKay 102-103)

M Sep 21. The Land of Hellas: Ancient Greece (McKay 105-123; D2L MARKOVIC 8-9)
W Sep 23. Socrates, Plato and Aristotle
Document: *The Apology of Socrates* (D2L 15 APOLOGY OF SOCRATES)
Document: *The Theory of Ideas* by Plato (D2L 17 ALLEGORY OF THE CAVE)
Document: The Spiritual Life: Plato’s Dualism of Body and Soul (D2L 18 PLATO DUALISM)
F Sep 25. The Hellenistic World (McKay 123-138)
Document: “Antiochus III and the Jews” (McKay 140-141)

M Sep 28. Greeks and Hebrews: Typologies for Western Civilization (Wells 15-27)
W Sep 30. **EXAM ONE** (McKay 3-141; Wells, 1-27; Markovic 2-9; handouts)

PART II: THE WORLD OF THE EARLY COMMON ERA

- F Oct 2. Rome: From Republic to Empire (McKay 143-160; D2L MARKOVIC 8-9)
Document 4: *The Romans and the Greeks* (McKay 178-179)

M Oct 5. The Rise of Christianity and the Fall of the Roman Empire (McKay 160-176)
The Historicity of Jesus (Wells, 28-34)
Essay No. 1: Choose one of the five documents above (nos. 1-4)—highlighted in bold and blue—and write an analytical essay on the document. Answers given at the end of the document should guide you in writing the essay. Make sure you follow the instructions how to format your essay given above, on pages 3-4. This essay is due today.
W Oct 7. Gnosticism and Christianity (D2L MARKOVIC 10-12)
Document: *Celsus on the True Doctrine: a Discourse against the Christians*
(D2L: 42 CELSUS TRUE DOCTRINE)
Document 5: *Dialogue with Trypho* by Justin Martyr (D2L: 45 JUSTIN DIALOGUE)
F Oct 9. Imperial China and Spread of Buddhism (McKay 181-204)
Document 6: “Copying Buddhist Sutra” (McKay 206-207)

M Oct 12. Mid-semester recess: no class
W Oct 14. The Early Medieval Church (McKay 209-220)

- The Empire and the Church (Wells 35-58)
- F Oct 16. The Migration of the Germanic Peoples and the Byzantium (McKay 220-234)
Document 7: “The Conversion of Clovis” (McKay 236-237)
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- M Oct 19. Muhammad and the Expansion of Islam (McKay 238-252)
- W Oct 21. Islam and Society (McKay 253-273)
Document: “A Treatise on Buying Slaves” (McKay 276-277)
- F Oct 23. Early African Societies (McKay 278-302)
 Document: “The Epic of Old Mali” (McKay, 304-305)
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- M Oct 26. India and Southeast and Central Asia (McKay 307-332)
 Document: “Commemoration of the Building of a Well.” (McKay 334-335)
- W Oct 28. China and Japan, ca 800-1400 (McKay 337-357)
Document 8: “The Pillow Book” (McKay 358-359)
- F Oct 30. The Making of the Christendom (McKay 363-373)
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- M Nov 2. The Middle Ages (Wells, 58-63)
- W Nov 4. **EXAM TWO** (McKay 143-373; Wells 28-63; Markovic 8-12; etc.)

PART III: THE AGE OF GLOBAL CONTACT

- F Nov 6. The Crusades and Their Impact on Society (McKay 374-389)
Document 10: “An Arab View of the Crusades” (McKay 414-415)
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- M Nov 9. Late Medieval Europe (McKay 389-410)
 Document: *Magna Carta* (D2L: 64 MAGNA CARTA)
- W Nov 11. The Mesoamerican Civilizations (McKay 416-444)
 Document: “The Death of Inca Yupanque” (McKay 446-447)
- F Nov 13. Europe: the Age of the Renaissance (McKay 449-469)
 The Renaissance: the Revival of Classicism (Wells 64-77)
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- M Nov 16. Europe: the Age of the Reformation (McKay 469-492)
 Document: *On Christian Liberty* by Martin Luther (McKay 494-495)
- W Nov 18. The Reformation and Counter-Reformation (Wells 78-114)
Essay No. 2: Choose one of the four documents above (nos. 5-8)—highlighted in bold and blue—and write an analytical essay on the document. Answers given at the end of the document should guide you in writing the essay. Make sure you follow the instructions how to format your essay given above, on pages 3-4. This essay is due today.
- F Nov 20. The Acceleration of Global Contact (McKay 499-531)
 Document: Columbus Describes His First Voyage (McKay 534-545)
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- M Nov 23. Europe: An Absolutist or a Constitutional Monarchy? (McKay 537-565)
 Document: The Court at Versailles (McKay 566-567)
- W Nov 25. no class: Thanksgiving Day
- F Nov 27. no class: Thanksgiving Day
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- M Nov 30. A New World View: Scientific and Philosophical Revolution (McKay 571-592)
 Document: “Education for Girls” by Jean-Jacques Rousseau (McKay 594-595)
- W Dec 2. The Scientific Revolution and the Enlightenment (Wells 115-137)
- F Dec 4. Dead Friday (no class)
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- M Dec 7. from 10:00 a.m. to 12:00 noon
FINAL EXAM (McKay 374-567; Wells 64-137; Markovic x-x; handouts)

UNDERSTANDING HISTORY: HOW MUCH DO WE KNOW?

Only a part of what was observed in the past was remembered by those who observed it;
only a part of what was remembered was recorded;
only a part of what was recorded has survived;
only a part of what has survived has come to the attention of a historian;
only a part of what has come to his attention is credible;
only a part of what is credible has been grasped; and
only a part of what has been grasped can be expounded or narrated by the historian.

Louis Gottschalk, *Understanding History* (1950)

LESSONS FROM HISTORY

There are undoubtedly significant differences among various peoples and nations of the world (in terms of outlook and “general characteristics”), but these are nearly always the result of accumulated historical traditions, not biological (genetic) differences.

The possibilities for manipulating the human mind, in order to get people to believe what you want them to believe, are tremendous and must never be underestimated.

WHAT IS HISTORY? WHY STUDY HISTORY?

Why study history has become an important issue for many today. The simple and true answer is that the study of history makes people more intelligent, more discernable. Since history is an investigation of causes; without history we would end up without memory. On an intellectual level, it helps people intelligently analyze the causes and forces behind events, and on the practical level, it helps people know what is going on around them. Without knowing what happened in the past, and how and why it happened, society today would cease to function—just observe on what basis people operate in science, technology, medicine, business, politics, education, religion, military planning, urban planning, and so forth. Better yet, just observe how people in various contexts have been duped by unscrupulous politicians into destructive and even suicidal behavior—the Nazis, the Bolsheviks, racists, religious bigots, and so on. History enables people to formulate their thoughts, to analyze the developments and social affairs, and to provide context for policy decisions in whatever problematic context they find themselves in. In other words, human life depends on past experience to give it coherence and meaning. Yet, no matter how carefully we study history, it is not a good guide. But it is all we have, and as such it is constantly fascinating, offering a persistently ambiguous clues to possible and probable future. History is a living discipline.