

**Civilizations & Ideas I**  
**Fall 2010**  
**History 117**  
**MWF 9:30 to 10:20 am**  
**Chan Shun Hall 118**

**Instructor:** Dr. Kathryn M. Silva Banks  
**Office:** Nethery Hall 122E  
**Office Hours:** Mondays and Wednesdays, 11:30 to 12:30 pm; 1:30 to 3:30 pm  
                  Tuesdays, 11 am to 1 pm  
                  And by appointment  
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                  \*\*\*The best way to reach me is by email.\*\*\*

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<sup>28</sup>And one of the scribes came, and having heard them reasoning together, and perceiving that he had answered them well, asked him, Which is the first commandment of all? <sup>29</sup>And Jesus answered him, The first of all the commandments is, Hear, O Israel; The Lord our God is one Lord: <sup>30</sup>And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. <sup>31</sup>And the second is like, namely this, Thou shalt love thy neighbour as thyself. There is none other commandment greater than these. Mark 12:28-31 (King James Version)

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“ In school life the youth may sow seeds which will bear a harvest, not of thorns, but of precious grain for the heavenly garner. There is no time more favorable than the time spent in school in which to acknowledge the power of Christ's saving grace, to be controlled by the principles of the divine law, and it is for the student's interest to live a godly life. The crowning glory of life results from a connection with Christ. No man liveth unto himself. Your life is interwoven with all others in the common web of humanity, and you are to be laborers together with God for the salvation of those who perish in degradation and woe. You are to be instruments in influencing all those with whom you associate to a better life, to direct the mind to Jesus.” Ellen G. White, *Fundamentals of Christian Education*, 89.

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### **Course Description**

“Civilizations & Ideas” is designed to give university students an introduction to significant historical events in the development of world civilizations from the ancient period to the year 1800. This is by no means an in-depth study of these civilizations. You will learn the general histories of peoples and cultures across the globe. Yet, students should come away from this course with a good knowledge of main events, leading personalities, and significant ideas that shaped the development of various world cultures, and the ways in which these cultures became increasingly interrelated.

### **Course Goals:**

1. A chronological survey of the world from Sumeria & Babylon to the beginning of European expansion to the European Revolution and Scientific Enlightenment,

2. An introduction to major historical periods distinguishing political, geographical, social, cultural, racial, economic, and cultural characteristics of various regions of the world,
3. Study the variety of conditions in which complex social systems have emerged and in which they have transformed,  
And above all,
4. Understand that God is at the center of history. We, as students of history, will actively investigate how humankind has used the power of choice, for the benefit or ill of others. History is not dead, but part of an ongoing battle. To prepare for His soon coming, we must understand how humankind positively and negatively handled adversity.

### **Course Objectives:**

Upon successful completion of this course you will have:

1. Demonstrated higher order thinking and communication skills, and understanding of both the commonality and diversity of the human experience and historical connections over time and space,
  2. Developed critical thinking and communication skills through the writing and discussion components of this course,
  3. Deepen your understanding of the commonality and diversity of the human experience through lecture, interpretation of media, discussion, and reading.
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## **Course Requirements**

### **Required Reading:**

*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. (Referred to as **McKay** in the Reading & Assignments Schedule)

*History Through the Eyes of Faith. Western Civilization and the Kingdom of God* by Ronald A. Wells (New York: HarperCollins, 1989). (Referred to as **Wells** in the Reading & Assignments Schedule)

I will also post articles related to the topic under discussion on AU **D2L** and these will be announced accordingly.

### **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.

- **Maximum Absences (excused and unexcused combined): 3 (three)** After **3** absences, your participation grade will go down one point for each additional day missed. Note: 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 [F] grade.” This is for the course, not just participation. Save your absences for illness and personal emergencies, such as a death in the family.

- 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 27, 2010, you should decide where you want to sit for this entire semester. This will be your designated seat for the rest of the semester.
- **Late Students.** If you are late, please come in, but take one of the empty seats near the entrances. 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 exits, and when needed, exit quietly.

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## Grading

**Your grade will consist of four components:  
Quizzes, Exams, Essays, & Participation**

<b>Exams:</b>	<b>60%</b>	<b>3 Exams, (each worth 20% of your total grade)</b>
<b>Quizzes:</b>	<b>20%</b>	<b>30 Quizzes (best) (each worth 1.5% of your total grade)</b>
<b>Essays:</b>	<b>10%</b>	<b>2 Take-Home Essays worth 5% each</b>
<b>Participation:</b>	<b>10%</b>	<b><u>Based on active discussion in class and attendance</u></b>
<b>Total:</b>	<b>100%</b>	

Grading Scale:

A 93-100% , A- 90-92% , B+ 87-89% , B 83-86% , B- 80-82% , C+ 76-79% , C 70-75% , C- 65-69%  
D 55-64% , F 54% **GRADING:**

**It is each student’s responsibility to hold onto all assignments after they have been graded.  
If there is a discrepancy, only the actual graded assignment can be used to rectify the situation. Create a folder (I suggest one that has a closure) for materials for the class and keep everything until the final grade has been posted.**

### **Quizzes:**

- Quizzes will be unannounced, always at the beginning of the class period. 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.
- Each quiz is based on the assigned reading for the day and will be ten-minutes long.
- 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.
- Each quiz is worth 10 points. The top 30 quiz scores will be counted towards your total quiz grade.
- **No Makeups Allowed. No Exceptions.** If you are late for class and miss the quiz, you have missed any chance of taking it. Be sure to see me at the end of class to sign your name for attendance.

### **Exams:**

- Three exams will be given for the course. Examinations will consist of all of the material in the course, including lectures, class discussion, texts, readings, and videos shown in the class. Each student is responsible for learning the assigned materials.
- Exams are not cumulative and will be based on the work in the sections designated in the syllabus.
- Exams have three components: (1) Multiple-Choice Questions, (2) True/False Questions, and (3) Short-Essays.
- A study guide will be provided one week before the exam. These questions, may or may not be on the exam. An example of a well-written exam essay will also be provided to guide you if you unfamiliar with studying for and writing university-level exam essays.
- Students may miss only one exam and only with a valid excuse, but must make it up within 1 (one) week of the exam date. You must inform me by phone or email before the exam time that you will miss the exam. Only illness (with a doctor's note) or the death of a family member will serve as an excuse.

NOTE: It is each student's responsibility to obtain notes missed due to absence from classmates. You are relying on the kindness of your classmates, but remember there is a fine line between sharing materials and cheating. (See "Cheating and Plagiarism" section in the syllabus). I will not hand out copies of my lecture or go over material you missed because of absence. It is also your responsibility to collect any additional material or information I handed out in class. Handouts and assignments will be posted on D2L.

### **Essays:**

You are expected to write two (2) short essays based on reading or videos given during the course. More information will be provided during the semester.

- Each essay is worth 5% of the total grade.
- Essays will be 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.

### **Participation:**

Participation is one of the most meaningful ways in which to understand the complicated material found in a course such as this. It will enable the class to move quickly through difficult subject matter and facilitate deeper understanding of the materials. I find this to be one of the most important aspects of learning and take participation very seriously. Your participation grade is 10% of your final grade and the following factors will contribute to or subtract from your overall participation grade: solid attendance, on time to class meetings and appointments outside of the classroom, meaningful contributions to class, not disruptive, and collegiality to classmates.

### **Late Assignments:**

Each assignment will be graded down one letter grade for each day late, *except* for the case of response assignments, which cannot be made up except in the case of death of family or documented medical illness.

## Resources

### Office Hours:

University faculty members hold office hours to be able to individualize the learning process. In order to respond to those students having trouble or additional questions, office hours provide the opportunity for such students to consult with the faculty member outside of the formal class period. In particular, I prefer that students see me during office hours or by appointment about difficulties experienced with course material or assignments. Consultation during office hours usually can take place without time constraints that occur when questions arise during class and a certain amount of new material must be covered and others needing my time. This is your opportunity to receive one on one help.

That said, if you have questions about material or have difficulty in the class, seeming small or not, please either see me during my office hours or by appointment. I have a class right after this, so I cannot stay in the classroom to answer questions, but will be glad to any other time. Also, use email. If I feel it is best discussed in person, I will ask you to come to my office. If you see me in the hall or on campus, I will be glad to talk you.

### D2L & Readings and Assignments:

A copy of this syllabus including 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](mailto:dlit@andrews.edu).

### Students Success Center:

Andrews has a number of resources available to student to ensure successful completion of their academic program. Students may contact Carletta Witzel in the Student Success Center by e-mailing [witzelc@andrews.edu](mailto:witzelc@andrews.edu) or by calling 269-471-3227.

### Tutoring:

“Tutoring is often seen as a way of help for college students who can't cut it on their own. However this statement is not true, as proved by the past several years of data we have for our tutoring program here at Andrews University. Since the spring of 2003, 68% of the students who were getting tutoring help had a GPA ranging anywhere from 2.5 to 3.5 and 6%

had a GPA higher than 3.5! That means almost three-quarters of the students getting help were students doing above average work or higher. Many individuals who are incredibly smart in one area may struggle with another area, so why not get all the help you can to excel in college. Student Success offers tutoring in larger groups usually ranging from 1-7 students and personal tutoring that ranges from 1-3 students.” [http://www.andrews.edu/academics/student\\_success.html](http://www.andrews.edu/academics/student_success.html), Accessed: August 3, 2010

### **ASC (Academic Skills Center):**

“Tutoring in a group that usually ranges from 1-7 students for a specific subject that has been requested. Some of the more common subjects are Greek, Hebrew, Physics, Chemistry, Music, French, and various business classes such as Accounting and Finance. The tutoring is set up to meet throughout the week with locations varying throughout the campus. Best of all, it is free of charge.

IDSC116 is an excellent way to get help for students needing additional attention in one of their classes. Students who have credits ranging from 12-15 can take the IDSC116 course without any charge and get anywhere from 1-4 credits for it. It offers an opportunity for students who do a lot better when they can get the one-on-one attention to succeed. IDSC116 covers most courses and if we don't already have a tutor for your subject we will do our best to find one so that you can have the ability to grasp knowledge in any subject, whether it is one of your strengths or not.” [http://www.andrews.edu/academics/student\\_success.html](http://www.andrews.edu/academics/student_success.html), Accessed: August 3, 2010

### **disAbility Accommodations:**

Students with a documented disAbility to should see me within the first week of class or as soon as possible to make arrangements with the Students Success Center.

### **Rules of Conduct:**

My father was an elementary school teacher (including mine) and a military officer. He taught me many things. Among them was proper decorum in the classroom. Here is a list of things I expect from all of us while in class. Since we are all adults, I assume we all agree with this list, but just in case, I have put them in writing so we are all clear.

**Be on time.** This means in your seat at the bell ring. If you make an appointment with me or my reader outside office hours, please be punctual. Also, if you have an appointment with me and I am not in my office, wait 10 minutes. Sometimes other students, faculty, or staff will unintentionally hold me up.

**Be a good citizen.** Be nice to your classmates. Respect their ideas and perspective. No shouting or talking over anyone.

**NO talking when the instructor or another classmate is speaking.** Also, no talking during films or during quizzes or exams. This includes whispering. This is distracting for me and for your classmates. If you are unsure of something I said in the class, raise your hand and ask me. I

will be glad to clarify any of the material. I know I speak quickly and have a heavy Boston accent, so tell me you need me to slow down or restate something. I do not mind. Just do not talk out of turn. Talking during quizzes or exams will be considered cheating, so if you have a questions about something, raise your hand and ask me.

**NO cellphones or any electronic devices including (but not limited to) iPods and laptops.**

These devices can be very distracting. Also, turn off the ringer and put it on silent, not vibrate.

*Exception:* If you are expecting an URGENT call and need to have your phone out to take the call, tell me before class (you do not need to disclose the details) and I will make an exception for that class period. Put your phone on vibrate and sit at the back of the classroom to discreetly leave when taking the call. Electronic devices out during quizzes and exams will be considered cheating and you will immediately receive a grade of “F.”

**NO newspapers or magazines out during class time and NO sleeping.**

**NO food or drink in the classroom.**

**NO hats, including baseball caps.**

**Lateness will not allow more time to complete quizzes or exams. No exceptions.**

**ACADEMIC HONESTY:**

**Representing the work of another is plagiarism and will not be tolerated under any circumstances. If you use the words or ideas of an author (even if only a paraphrase), you must acknowledge the source with a full citation. Plagiarism will result in an “F” for the assignment and further disciplinary action may be taken. For further details, please read the section on academic honesty in the *Andrews University Bulletin* (p.28, 2009-10 edition).**

**[http://www.andrews.edu/academics/academic\\_integrity.html](http://www.andrews.edu/academics/academic_integrity.html)**

**Readings & Assignments Schedule  
Fall Semester 2010**

The following syllabus is a general overview of class topics and due dates for major assignments. The first line for each class meeting announces the topic for the day. *The line in italics tells the readings for that day.* Please bring the books used for the day's reading to class on that day. **Boldface indicates the date of a major assignment.** Other assignments and information about the reading will be announced in class. For these reasons, attendance is essential; "I wasn't in class" will NOT be accepted as an excuse.

**Part I: Antiquity: Before the Common Era**

*Week 1:*

- Monday, August 23                      Introduction to the Course
- Wednesday, August 25                What is History? Studying History from a Christian Perspective  
*Wells, 1-14*
- Friday, August 27                      Ancient Mesopotamia  
*McKay, 3-8*  
*D2L: Document: Code of Hammurabi*  
**(also at: <http://www.wsu.edu/~dee/MESO/CODE.HTM>)**

*Week 2:*

- Monday, August 30                    Ancient Egypt  
Video: "Egypt: Quest for Immortality"  
*McKay, 8-17*
- Wednesday, September 1            *Epic of Gilgamesh*  
*McKay, 26-27, Document: "A Quest for Immortality"*
- Friday, September 3                 The Hebrews in the Ancient World  
*McKay, 17-25*  
*D2L: Document: "The Yahweh Covenant"*

*Week 3:*

- Monday, September 6                 Labor Day: no class
- Wednesday, September 8            Ancient India, 3000 B.C. to 200 B.C.  
*McKay, 29-38*
- Friday, September 10                Ancient India, 3000 B.C. to 200 B.C. (cont.)  
*McKay, 28-39*  
*Document, "Rama and Sita" (McKay 50-51)*

**University Fall Week of Spiritual Emphasis  
September 13-17**

*Week 4:*

- Monday, September 13      Ancient China, 2000 B.C. to 500 B.C.  
Video: "China, Dynasties of Power"  
*McKay, 53-62*
- Wednesday, September 15      China, The Warring States Period, 500 to 221 B.C.  
*McKay, 63-73*  
*Document: The Book of Menius, McKay, 74-75*
- Friday, September 17      The Land of Hellas: Ancient Greece  
*McKay, 77-89*

*Week 5:*

- Monday, September 20      Video: "Greece: Moment of Excellence"  
**Essay #1 Due**
- Wednesday, September 22      Socrates, Plato and Aristotle  
*D2L:*  
*Document: The Apology of Socrates*  
*Document: The Theory of Ideas by Plato*  
*Document: The Spiritual Life: Plato's Dualism of . . .*
- Friday, September 24      The Hellenistic World  
Video: "Alexander"  
*McKay, 90-99*

*Week 6:*

- Monday, September 27      REVIEW
- Wednesday, September 29      **EXAM ONE**

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**PART II: THE WORLD OF THE EARLY COMMON ERA**

- Friday, October 1      Greeks & Hebrews: Typologies for Western Civilizations  
*Wells, 15-27*

*Week 7:*

- Monday, October 4      Rome: From Republic to Empire  
Video: "Lost Civilizations of Rome"  
*McKay 103-113*

Wednesday, October 6	The Rise of Christianity and the Fall of the Roman Empire <i>McKay, 113-132</i> <i>The Historicity of Jesus, Wells, 28-34</i>
<b>Friday, October 8</b>	East Asia and the Spread of Buddhism, 256.B.C.E – 800 C.E. Video: “World Religions, 600 B.C. -1200 A.D.” <i>McKay, 133-162</i>
<i>Week 8:</i>	
Monday, October 11	Fall Break: no class
Wednesday, October 13	The Early Medieval Church <i>McKay, 163-173</i> <i>Wells, 35-58</i>
Friday, October 15	The Migration of the Germanic Peoples and the Byzantium <i>McKay, 173-187</i> <i>Document: “The Conversion of Clovis” in McKay, 188-189</i>
<i>Week 9:</i>	
Monday, October 18.	Muhammad and the Expansion of Islam Video: “Islam, 600-1200 A.D.” <i>McKay, 191-204</i>
Wednesday, October 20	Islam and Society <i>McKay 204-225</i> <i>Document: “The Etiquette of Marriage” in McKay 226-27</i>
Friday, October 22	Early African Societies Video: “Africa: A History Denied” <i>McKay, 229-238</i>
<i>Week 10:</i>	
Monday, October 25	African Kingdoms & Empires, 800-1450 <i>McKay, 238-257</i>
Wednesday, October 27	The Mesoamerican Civilizations Video: “Maya: The Blood of Kings” <i>McKay, 259-272</i>
Friday, October 29	The Mesoamerican Civilizations, continued <i>McKay, 273-289</i> <i>Document: “The Death of Inca Yupanque” in McKay, 289-291</i>
<i>Week 11:</i>	
Monday, November 1	North American Civilizations

Wednesday, November 3	REVIEW
Friday, November 5	<b>EXAM #2</b>
<i>Week 12:</i>	
Monday, November 8	India, Southeast and Central Asia <i>McKay, 293-325</i> <i>Document: "Global Trade: Spices" in McKay, 318-319</i>
Wednesday, November 10	China & Japan, ca 800-1400 <i>McKay, 327-349</i> <i>Document: "The Pillow Book," McKay, 348-349</i>
Friday, November 12	Europe in the Middle Ages, 850-1400 Video, "The Vikings" <i>McKay, 351-387</i>

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### PART III: THE AGE OF GLOBAL CONTACT

<i>Week 13:</i>	
Monday, November 15	Europe: The Age of the Renaissance <i>McKay, 387-403</i> <i>Wells 64-77</i>
Wednesday, November 17	Europe: the Age of the Reformation & the Counter Reformation <i>McKay, 403-424</i> <i>Wells, 78-114</i>
Friday, November 19	The Acceleration of Global Contact <i>McKay, 427-445</i> <i>Document: Columbus Describes His First Voyage in McKay 458-459</i>
<i>Week 14:</i>	
Monday, November 22	Slavery and the Origins of Modern Racism <i>McKay, 445-457</i> <b>Essay # 2 Due</b>
Wednesday, November 24	Thanksgiving Recess: No class
Friday, November 26	Thanksgiving Recess: No class

*Week 15:*

Monday, November 29

Europe: An Absolutist or a Constitutional Monarchy?

*McKay, 461-491*

*Document: The Court at Versailles in McKay, 566-567*

Wednesday, December 1

A New World View: Scientific and Philosophical Revolution

*McKay, 493-515*

*Wells, 115-137*

*REVIEW*

This is the last day of class for the semester

**Final Exam: Monday, December 6 from 10:00 a.m. to 12:00 noon  
(This is Exam #3)**