

HIST117-001/003 (3 crs.)
Civilizations & Ideas I
8:30/10:30 a.m. MWF (Fall 2015)
Marsh Hall 107

Instructor: Dr. Brian E. Strayer

Office: Buller Hall 127

Hours: 9:30-10:20 a.m. MWF; 11:30 a.m.-12:20 p.m.. MWF; other times by appointment.

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Textbooks: McKay, Hill, Buckler, Ebrey, Beck, Crowston, Wiesner-Hanks, *A History of World Societies*, 9th ed. (Boston: Bedford/St. Martin's, 2011); Ronald Wells, *History Through the Eyes of Faith* (San Francisco: HarperCollins, 1989). [For ISBN & price information see www.andrews.edu/bookstore]

Schedule of Assignments:

August	24—Introduction & Syllabus
	26—Study Guide & Essay Writing Tips
	28—Wells, 1-14
	31—McKay, 32-43
September	2—McKay, 44-61 [DVD: "Egypt: Quest for Immortality"]
	4—McKay, 64-87
	9—McKay, 90-111 [DVD: "China: Dynasties of Power"]
	11—McKay, 114-131 [DVD: "Greece: Moment of Excellence"]
	14—McKay, 131-139 [DVD: "Alexander"]
	16—Wells, 15-27
	18—McKay, 142-160 [DVD: "Lost Civilizations: Rome"]
	21—McKay, 160-171 [DVD: "Goths"] {Multicultural Essay #1}
	23—Wells, 28-46 [DVD: "Pompeii: The Last Day"]
	*25— EXAM #1 (McKay, 32-171; Wells, 1-46)
	28— McKay, 174-192
	30—McKay, 192-201 [Video: "World Religions, 600BC-1200AD"]
October	2—McKay, 204-229 [DVD: "Huns"]
	5—McKay, 232-245 [Video: "Islam, 600-1200 AD"]
	7—McKay, 245-263
	9—McKay, 266-293 [DVD: "Africa: A History Denied"]
	14—McKay, 298-320 [DVD: "Maya: The Blood of Kings"] {Multicultural Essay #2}
	16—McKay, 320-327 [DVD: "Incas: Secrets of the Ancestors"]
	19—McKay, 330-361 [DVD: "Amazon Warrior Women"]
	*21—EXAM#2 (McKay, 192-361)
	23—McKay, 364-289
	26—McKay, 392-412 [DVD: "The Vikings"]
	28—Wells, 47-65
	30—McKay, 412-421 [DVD: "The Little Ice Age"]
November	2—McKay, 424-441
	4—Wells, 64-77
	6—McKay, 441-454 [DVD: "Luther"]
	9—Wells, 78-94
	11—Wells, 95-114
	13—McKay, 458-476 [DVD: "New World"]
	16—McKay, 476-487 [ALL enrichment credit due at class time]
	18—McKay, 490-521 [DVD: "Vatel"] {Multicultural Essay #3}
	20—McKay, 524-533 [DVD: "Scientific Revolution", Part I] {All absence excuses due}
	23—Wells, 115-25 [DVD: "Scientific Revolution," Part II] <i>[Quiz #29 finished]</i>
	30—McKay, 533-553 [DVD: "Affair of the Necklace"] <i>[Opt-Out of Exam Form signed]</i>
December	2—Wells, 126-37 [+20 points added for perfect attendance]
	* 9—8:30 Class: EXAM #3 Wed. @ 8:00-10:00 a.m. (McKay, 364-553; Wells, 47-137)
	*10—10:30 Class: EXAM #3 Wed. @ 10:30 a.m. - 12:30 p.m.

Philosophy of the Course: “In the annals of human history, the growth of nations, the rise and fall of empires, appear as if dependent on the will and prowess of man; the shaping of events seems, to a great degree, to be determined by his prowess, ambition, or caprice. But in the Word of God the curtain is drawn aside, and we behold, above, behind, and through all the play and counter-play of human interest and power and passions, the agencies of the All-merciful One, silently, patiently working out the counsels of his own will.” Prophets and Kings, 499-500.

This Christian philosophy puts God in the center of the historical drama. However difficult His workings may be to footnote by the historical method, He is there nonetheless, a cosmic influence on the “play and counter-play of human interest and power and passions.” We will see much of the “power, ambition, and caprice” of mankind in this course, but also, by faith, seek to understand how “the agencies of the All-merciful One,” have worked through unselfish men and women to defend the freedoms and uphold the dignity of human beings in a troubled world.

Aim of the Course: “The greatest work of the teacher is to lead those under his charge to be intellectual Christians.” Ellen G. White, ms. release no. 76, p. 3.

This aim emphasizes that there is no real dichotomy between being an intellectual and being a Christian. While both Christians and secular humanists often polarize these two concepts as antagonistic to each other, the true Christian intellectual will strive for harmony in physical, spiritual, mental and social development to honor God with his or her best efforts.

Course Objectives:

1. To acquire acumen in class discussion, analysis of historical material, and detecting biases in textual interpretations concerning diverse cultures and civilizations..
2. To gain an understanding of the major ideas, forces and individuals in their setting which have shaped major world civilizations of today.
3. To develop skills of thinking both inductively and deductively on quizzes and exams emphasizing matching, multiple choice, true/false, and fill in the blank questions and analytically and critically on three multicultural essays.
4. To learn lessons from the past germane to the present, applicable both individually and collectively, which will help us to be more tolerant and accepting of diverse cultures and ideas.

Course Description: This course entails a study of world history from the Ancient World to 1800. Attention will be focused on the following general topics in class discussions, lectures, videos, quizzes and exams:

1. The origins of civilizations in Mesopotamia, Egypt, Israel, Babylon, and Persia.
2. The diverse contributions of Ancient India and China.
3. Our heritage from Hellenic and Hellenistic Greece.
4. The contributions of Republican and Imperial Rome to Western Civilization.
5. The spread of Asian Empires in China, India, Korea, Vietnam and Japan.

6. Medieval Europe, its culture, institutions, social life and clashes.
7. The rise and spread of Islamic civilization in the Middle East.
8. The diversity of civilizations and kingdoms in Africa.
9. The changing face of European culture during the Middle Ages.
10. Mesoamerican, Aztec, and Inca civilizations of the Americas to 1500.
11. The Renaissance, Protestant and Catholic Reformations in the 15th and 16th centuries.
12. The multicultural impact of the Age of Discovery and the effects of colonization in the New World.
13. The rise of absolute and constitutional monarchies in 17th century Europe.
14. The impact of the Scientific Revolution and the Enlightenment on the wider world.

Course Requirements: It is expected that each student will study the daily reading assignments from both the McKay and Wells textbooks, including the primary documents (“Individuals in Society” and “Listening to the Past”) contained in McKay’s book, seeking not only to understand what the authors write, but also being prepared to discuss in class their assumptions, evidence and biases. Three exams (T/F, Matching, Fill in the Blank, Multiple Choice) of 100 points each will be given over textbook readings, films, and lectures. Also, 29 quizzes (short answer, T/F, matching, multiple choice) will be given over the previous class’s reading assignment (& may include two questions over films shown the previous class period) at the beginning of class and these are worth 10 points each. After the last quiz is graded, the four lowest quiz scores will be dropped. Finally, three short essays (two stapled, double-spaced typed pages with 12-font type and 1” margins) worth 50 points each and comparing either two primary documents representing diverse cultures mentioned in the McKay book or two films on different cultures included in this study guide are due at class time on the dates specified in {s}. Late papers incur a penalty of 5 points per day. Answer the questions at the end of the documents or tell how that document/film better helped you understand the past and present. Depth, detail, and grammar figure into your grade. Students whose cumulative grade is 85% (B) or above after dropping four quizzes may opt to average their two exam scores in lieu of taking the final exam. You should expect to devote at least six hours weekly to this course for an average grade (C).

Grading: Your letter grade is based on the composite of all points earned from exams, quizzes and essays. The system works as follows:

<u>Evaluative Experience</u>	<u>Grading Scale</u>
Exams (3) 300 points	A = 651 (93%)
Quizzes (25 best) 250 points	A- = 630 (90%)
<u>Essays (3) 150 points</u>	B+ = 609 (87%)
Total 700 points	B = 581 (83%)
	B- = 560 (80%)
	C+ = 539 (77%)
	C = 511 (73%)
	C- = 455 (65%)
	D = 385 (55%)
	F = 0-384 (0-54%)

***Class Attendance:** Attendance will be taken every time the class meets. Within one week, you will be asked to choose a seat which will become your permanent place in the classroom. We will begin marking absences as soon as the quizzes are distributed. If you come in after that, it is your duty to see me immediately after class about changing your absence to a tardiness. Your maximum number of unexcused absences for this course is five (3 tardinesses = 1 absence). If you have more than five during the semester, your grade will be lowered one letter grade. Students *must be officially registered and financially cleared* to receive credit for their quizzes, exams, and essays.

Courtesy Points: Row captains who are faithful in attendance (no more than three absence units) and diligent in distributing quizzes, exams, and other materials to students in their row will receive 10 points at the end of the semester. In addition, all students who have *no unexcused absences* (and fewer than three tardinesses) by the last class period will have 20 points added to their final grade.

Makeup Work: Quizzes cannot be made up for any reason (the five lowest will be dropped); they can be taken early only if signed excused absence slips are presented. Exams must be made up within seven (7) days of the regularly scheduled test date or 5 points per day will be taken off the exam grade.

Appointments: If you make an appointment with me or my reader outside office hours, please be punctual. Your time and ours as well is extremely valuable and limited. In fact, your use of time may well determine how successful you are in this course.

Communication: Email is the official form of communication at AU. Students are responsible for checking their AU email and iVue alerts regularly. I trust that this semester's study will be not only a richly rewarding experience for you, but also a pleasurable journey into the past. May God richly bless your study efforts!

Quiz Record		Exam Record	Totals
#1:	#16:	Exam #1: _____	_____ = _____ % =
#2:	#17:	Exam #2: _____	700
#3:	#18:	Exam #3: _____	_____ Final Grade
#4:	#19:		
#5:	#20:	Essay #1: _____	
#6:	#21:	Essay #2: _____	
#7:	#22:	Essay #3: _____	
#8:	#23:		
#9:	#24:		
#10:	#25:		
#11:	#26:		
#12:	#27:		
#13:	#28:		
#14:	#29:		
#15:			

Some Guidelines to Help You Succeed in This Class:

1. Coming to class on time every day is your responsibility. Attendance will be taken as soon as the quiz is distributed. If you are not in your seat at that time, an absence will be recorded. Should you come a few seconds or minutes late, it is your responsibility to let me know immediately after class so that your absence can be changed to a tardiness. Those who are more than 10 minutes late will be counted inexcusably absent.
2. Classroom decorum—both yours and your classmates’—is absolutely critical to the learning experience. Persistent talking or whispering during class will not be permitted. The first time this occurs, I will speak your name and ask you to be quiet. The second time it occurs, I will ask you to move to a new seat. If you cannot concentrate on the history lesson, work quietly on another assignment or put your head down and go to sleep.
3. Leaving class early for any reason except emergencies constitutes an absence; any quiz taken will not be counted for that period. Go to the bathroom before and after class, never during class. Excused absences will be given only for personal illness (bring the school nurse’s yellow slip or a note from the doctor, dentist, or other professional), life-threatening winter weather when commuting from outside of town, authorized class trips (bring a note from the sponsor), and weddings/funerals (bring a program) for the immediate family (father/mother, brother/sister, aunts/uncles, grandparents). Written excuse slips must be turned in by the last class period.
4. Only those who have cumulative (quiz/exam/essay) averages of 85% or above after 5 quizzes are dropped may opt out of the third exam. Those with cumulative averages below 84.5% will demonstrate their maturity by refraining from arguing, whining, or pleading with me for special attention.
5. Exam answers and all markings must be written only on the answer sheets and never on the exam itself. Five points will be deducted for making non-erasable marks on the exams. The student is responsible for erasing all pencil or pen marks on exams.
6. Quizzes are collected during the first ten minutes of class. When I call for these to be handed in, fold your quiz length-wise, write your last name on the outside, and pass it forward down your row immediately. Once I begin reading the correct answers, no quizzes will be accepted.
7. If you qualify for accommodation under the American Disabilities Act, please contact Student Success in NH100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.
8. Coming late to an exam for any reason does not guarantee you extra time to complete the exam. Studying all night and oversleeping so as to miss the scheduled exam does not entitle you to take the exam later.

9. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Provost. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. To avoid involvement in academic dishonesty, in this course my policy will be to give no credit to any quiz, test, or essay that demonstrates any degree of plagiarism, which is stealing and passing off the words or ideas of another as one's own without giving credit (as with quotation marks or footnotes) to the original source (book, article, etc.) or copying information from another student's quiz or test in the classroom. Such behavior will also be reported to the student's advisor and to the chair of the History and Political Science Department. During quizzes and exams, all electronic devices (smart phones, laptops, iPods, iPads, MP3s, calculators, blackberries, etc.) must be totally out of sight or quizzes/exams may be confiscated under suspicion of cheating. After the first warning, *10 points will be deducted for every time an electronic device is visible during quizzes/exams.*
10. Smart phones must be *turned off* in class. At the first audible ringtone, a warning will be given; *for each subsequent time, 10 points will be deducted.*
11. Federal Credit definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internship, practica, studio work, and other academic work leading toward the award of credit hours.
12. Enrichment Credit: Up to 10 points of extra credit is available for *each* of the following activities if by the final class period the student writes a full-page, detailed, double-spaced report telling what s/he learned from (A) visiting the Horn Archaeological Museum and (B) visiting the Rare Book Room at Hesburgh Library at Notre Dame University to examine any Ancient, Medieval, or pre-1800 manuscript or book (such as Diderot's *Encyclopedia*).
13. Honor Code: Before the end of the first week, all students will sign a one-page Honor Code which explains in detail cheating, plagiarism, and other academic offenses which, if a student is caught practicing, will lead to immediate expulsion from class or a final grade of F. No quiz, exam, or essay grades will be counted for those who refuse to sign this form.
14. Andrews University takes the safety of its students seriously. Signs identifying emergency protocols are posted throughout buildings. Instructors will provide

guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.