

History 117 - Civilizations and Ideas I
May Express 2015
Buller 149
M-F 0900-1200
Credits: 3.0
Summary Syllabus

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Office hours: M-Th 1200-1300

Course Materials:

Mckay, John P. et al. *A History of World Societies*, 9th ed. If you have Vol. 1 of the 10th edition, that also is fine, although we may need to slightly adjust the readings.

Wells, Ronald A. **History Through the Eyes of Faith.**

Other readings as assigned.

Primary documents as assigned.

Course Description: Survey of world history from the Ancient World to 1800. Attention will be focused on the following general topics in class discussions, lectures, videos, essays, 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 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.

Please Note: Syllabus subject to change. Because this is a “May Express” course, we will progress quickly and adjustments may be necessary. All revisions will be made on the basis of reasonable discretion and fundamental fairness.

Course Objectives: Upon successful completion of this course, students will

1. develop skills in class discussion, analysis of historical material, and detecting biases in textual interpretations concerning diverse cultures and civilizations..
2. know the major ideas, forces and individuals in their setting which have shaped major world civilizations of today.
3. develop skills of thinking both inductively and deductively on quizzes and exams emphasizing matching, multiple choice, true/false, fill in the blank, and short answer/essay questions, plus writing analytically and critically on three essays.
4. learn lessons from the past germane to the present, applicable both individually and collectively, helping them to be more accepting of diverse cultures and ideas.

Philosophy of the Course: Christian philosophy puts GOD in the center of the historical drama. However difficult GOD’s workings may be to footnote by the historical method – and it is very rare that one can be certain that there has been divine intervention in human events – nonetheless GOD is there, a cosmic influence on the “play and counter-play of human interest and power and passions.”

Course Requirements: The course requires 45 contact hours. We will meet three hours each day, Monday-Friday. I also will be available for additional review sessions as needed. It is expected that each student will study the daily reading assignments from the McKay textbook, including the primary documents (“Individuals in Society” and “Listening to the Past”), 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, Short Answer/Essay, and Maps) of 110-125 points each will be given over readings discussed in class, lectures, and video (+/- **50% of the grade**).
- **Up to 25 quizzes** (short answer, T/F, matching, multiple choice) (+/- **25% of the grade**). Quizzes generally will be given at the beginning of a class session over the most recent reading assignment and may include two questions on any film shown during the previous class period. After the last quiz is graded, the two lowest quiz scores will be dropped (if we have 25 quizzes, the three lowest quiz scores will be dropped).
- **Three short essays** worth 50 points each (**20% of the grade**). These will compare two primary documents representing diverse cultures mentioned in the McKay book or two films on different cultures included in the study guide to be handed out in class (or one document & one film). These will be due at class time on the dates assigned. *Late papers are docked 10%/day.*
- Because attendance and involvement in class discussions is important, attendance/discussion points (**5% of the grade**) also will be part of the grade.
- There also will be some opportunities for bonus (extra credit) points. Up to 10 points extra credit is available for *each* of the following activities: by the final

class period the student writes a full-page, double-spaced report telling what s/he learned from

- a. visiting the Horn Archaeological Museum (next to Apple Valley Market);
- 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 *Encyclopedie*).

Grading: Your letter grade will be based on the composite of all points earned:

Grading Scale

A	=	93%
A-	=	90%
B+	=	87%
B	=	83%
B-	=	80%
C+	=	77%
C	=	73%
C-	=	65%
D	=	55%
F	<	55%

Class Attendance: Attendance will be taken at the beginning of class, so please be in your seat when the bell rings. If you come in after the bell rings, please see me immediately after class about changing your absence to a tardiness (three (3) late arrivals = one session absence).

Makeup Work: Quizzes cannot be made up (the 2-3 lowest will be dropped). Exams can be made up in case of illness (doctor's note required), a death in the family, or a major emergency. Exams generally must be made up on the next class day afternoon.

Communication: Email is the official form of communication at AU. Students are responsible for checking their AU email and iVue alerts regularly. You may email me at johnnay2@yahoo.com or at nayjr@andrews.edu

I hope that this semester's study will be a richly rewarding experience for you.

Some Guidelines to Help You Succeed in This Class:

2. The May Express class is heavily concentrated, such that each day is the equivalent of one full week of a regular semester. It is important not to miss class. **Miss one day and you have missed the equivalent of a full week.**
3. Attend each class session and please be on time. Attendance will be taken for each class session – thus up to three times per day. Late arrivals are disruptive and disrespectful to the class and instructor. Should you come late, please 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 absent.
4. Classroom decorum is critical to the learning experience. I strongly encourage discussion and evaluation of historical events and trends. Such discussions help us all learn. Respect for the viewpoints of others is vital, and disagreements that exhibit a lack of respect for others' views are unacceptable.
5. Please keep in mind that persistent talking or whispering disrupts the learning environment for others, and as such also exhibits a lack of respect for both fellow students and the teacher. Similarly, eating meals or crunchy or fragrant foods is unhelpful to others in the classroom.
6. If you need to leave the classroom briefly for urgent reasons, please leave and return quietly.
7. **Cell phones must be *turned off* in class.** Laptops, tablets, etc may be used for taking notes. They should **not** be used for surfing the web, texting, watching videos, etc. Those who use them that way will be asked to put them away and thereafter to take notes by hand.
8. Coming late to an exam for any reason does not mean there will be extra time to complete the exam. Missing an exam due to oversleeping does not entitle one to take the exam later.
9. Honesty in all academic matters is a vital component of personal integrity. 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 Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. 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 can lead to immediate expulsion from class or a final grade of F. To avoid involvement in academic dishonesty, no credit will be given to any quiz, test, or essay that demonstrates any degree of plagiarism, which is passing off the words or ideas of another as one's own without giving credit to the original source (as with quotation marks or footnotes)

or copying information from another student's quiz or test in the classroom. During quizzes and exams, all electronic devices (cell phones, laptops, iPods, iPads, MP3s, calculators, blackberries, iPhones, Kindles, Smartphones, etc.) must be out of sight.

10. Definition of "credit hour" – both accrediting agencies and the Federal government define a semester credit hour as one (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per hour of in-class time. This generally is spread over fifteen weeks. This concentrated class will include the same number of in-class hours in three weeks and should also include the same number of out-of-class study hours. This is very possible to successfully complete, but will require organized study on your part.
11. 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.
12. Disability Information: If you qualify for accommodation under the American Disabilities Act or have any concerns in this regard please see Student Success in NH100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.
13. **Please let me know if you have any concerns, whether about the learning environment, the need for disability accommodation, or any other aspect of the course. Your concerns will be taken seriously.**

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Tentative Course Schedule

May 4 – Introduction;

McKay, Chapter 1 – The Earliest Human Societies to 2500 B.C.

Chapter 2 – The Rise of the State in SW Asia and the Nile Valley

Wells, Forward.

Please read at least McKay Chapter 1, and Wells “Forward” by Monday’s class.

May 5 – McKay, Chapter 2 (cont);

Chapter 3 – The Foundation of Indian Society to 300 A.D.

Wells, Chapter 1 – An Invitation to History: A Christian Calling

Chapter 2 – Greeks & Hebrews: Typologies for Western Civilization.

May 6 – McKay, Chapter 3 – cont.

Chapter 4 – China’s Classical Age to 221 B.C.

May 7 – McKay, Chapter 5 – The Greek Experience: 3500-100 B.C.

Chapter 6 – The World of Rome: 750 B.C. – 400 A.D.

Wells, Chapter 3 – The Historicity of Jesus

May 8 – McKay, Chapter 6 – cont.

Exam #1

May 11 – McKay, Chap. 7 –East Asia and the Spread of Buddhism: 221 B.C.-800 A.D.

Chap. 8 – Continuity and Change in Europe and W.Asia 200-850 A.D.

Essay # 1 Due

May 12 – McKay, Chap. 8 – cont.

Chapter 9 – The Islamic World: 600-1400 A.D.

May 13 – McKay, Chapter 9 – cont.

Chapter 10 – African Societies and Kingdoms: 1000 B.C.-1500 A.D.

May 14 – McKay, Chapter 10 – cont.

Chapter 11 – The Americas: 2500 B.C. – 1500 A.D.

May 15 – McKay, Chapter 12 – Cultural Exchange in Cent. And S. Asia to 1400

Exam #2

May 18 – McKay, Chapter 13 – States and Cultures in East Asia 800-1400

Chapter 14 – Europe in the Middle Ages 800 – 1450

Wells, Chapter 4 – The Empire and the Church

Essay #2 Due

- May 19 – McKay, Chapter 14 – cont.**
 Chapter 15 – Europe – Renaissance and Reformation: 1350-1600
Wells, Chapter 5 – The Middle Ages
 Chapter 6 – The Renaissance
 Chapter 7 – The Reformation
- May 20 – McKay, Chapter 16 – The Acceleration of Global Contact: 1450-1600**
 Chapter 17 – European Power and Expansion 1500-1750
Wells Chapter 8 – Reformation and Counter-Reformation
- May 21 – McKay, Chapter 17 – cont.**
 Chapter 18 – New Worldviews and Ways of Life: 1540-1790
Wells Chapter 9 – The Scientific Revolution
 Chapter 10 – The Enlightenment
 Essay #3 Due
- May 22 – McKay, Chapter 18 – wrap-up**
Wells Chapter 9-10 – wrap-up

Final Exam