

HIST 117: Civilization I

Dr. Mark Cullum or Dr. Kelly R. Elliott

Office: Hardin Admin 324C

Email:

Cell phone:

Office Hours: MWF 8:30-9, noon-1, 2-3

Fall 2012

MWF 9:00-9:50

ADM 321

3 credit hours

Course Description: This course provides a survey of the social, economic, religious, political, and aesthetic activities of human civilization from the earliest times to c. 1660, with particular emphasis on worldviews and the development of cultures over time. The course explores major themes such as the makings of civilization, the development of political institutions, commerce/expansion, and social, cultural, and religious developments. Lecture, discussion, and course readings from primary documents will illustrate these themes in order to paint the larger picture of ancient and medieval history and worldviews.

Purpose of this course: To promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic underpinnings of our own civilization, this course should deepen our understanding of ourselves and our way of looking at the world. Students should emerge with a greater sensitivity to both historic and contemporary diversities of culture and worldview.

Student Learning Outcomes/Competencies: This course seeks not only to communicate facts, but also to cultivate knowledge of chronology, trends, themes, and connections that will help students build a holistic understanding of human civilizations. Upon completion of the course, successful students will be able to describe the trajectory of history from the ancient to the early modern period, analyze and evaluate primary source material related to course themes, and compare and contrast various worldviews.

Students will learn to relate ancient and medieval worldviews to their own understandings of the world and their place in it. Students will demonstrate the capacity to identify their own cultural patterns, compare and contrast them with others, and adapt to other ways of being. The course requires critical thinking, analysis, and use of writing skills. The coursework also seeks to foster a historical perspective in students, that is, an understanding of and appreciation for the worldviews of the past, and an ability to relate that knowledge to the present.

What I expect of you: This course is designed for entry level students and may be used to satisfy Core requirements. Students should come to class on time, prepared, and ready to think through the full class period. Be ready to ask questions and participate in discussion, if appropriate. Apply yourself thoughtfully to your assignments, and turn them in on time. If you are engaged with the material, you will get more out of the class. All students must regularly check their ACU email accounts.

What you may expect of me: I will come to class prepared to make the coursework as

clear and as interesting as I can. I will listen willingly to suggestions or comments on the course, when appropriate. I will start class on time and let you out on time. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will always be available to assist you in any way that I can. Email is the best way to reach me, and I will do my best to respond to emails within 24 hours. I am always glad to meet with you during office hours or by appointment.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. ACU's College of Arts and Sciences' mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Christian Perspective: This course is taught from a perspective of Christian faith. Students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it. In this course, emphasis on worldview will help students understand and compare human religiosity in different times and places, and compare their own faith to that of past cultures. In particular, this course will explore the origins and development of Christianity and the church, and seek to promote students' sensitivity to the varied and rich history of the faith. As the professor, I will always try to be transparent about my own understanding of faith and how history informs that.

I will be happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics. I am also glad to meet with students to fill in holes in notes or to clarify confusing material, or to look over rough drafts of papers or projects.

"Come now, let us reason together," says the Lord. Isaiah 1:18

Required texts:

Western Civilizations vol. 1, by Coffin, Stacey, Cole and Simes (Norton Press)

Brief additional readings will be available on Blackboard and will include selections from:

The Epic of Gilgamesh

Homer, *The Iliad*

Plato, *The Allegory of the Cave*

Virgil, *The Aeneid*

The Quran

Accounts of the Battle of Tours

Accounts of the Invasions of the Northmen

William of Malmesbury, *The Battle of Hastings*

Dante, *Inferno*

Niccolo Machiavelli, *The Prince*

Martin Luther, *The Freedom of a Christian*

The Augsburg Confession

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Grading/Exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two examinations. The first will be at mid-term and will cover all material from the first half of the course. The majority of the second, final exam will cover the second half of the course, but it will also include cumulative essay questions.

Assignments: Two major projects are required in this course. One, a primary source response paper, is a formal writing assignment to be completed individually. The other, a primary source presentation and discussion, is a formal presentation to be given by a group of students.

Primary source response paper: Each student will write a paper based on the readings of the assigned primary source texts. Plagiarism will not be tolerated. A detailed prompt will be provided for this assignment in class. The paper will be 1000 words in length, and is worth 250 points. Students must turn in a hard copy of the paper to receive a grade. Papers turned in more than two weeks after the due date will not be accepted, except in extenuating circumstances to be determined at the discretion of the professor.

Primary source presentation and discussion: Students will be assigned to groups during the first week of class. Each of these groups will be responsible for giving a presentation on their primary source, and for leading discussion of the source with the rest of the class. The presentation/discussion is worth 200 points.

Breakdown of grading, for 1000 total points:

100 points attendance *and participation in discussion*

250 points primary source response paper

200 points primary source presentation/discussion guide

450 points exams (200 midterm, 250 final)

Final grades for the course will be based on the percentage of points earned out of total possible points. Students may check their grades on Blackboard throughout the semester.

Grade scale:

A = 100-90 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

No extra credit is offered in this course.

Course Policies:

Attendance/Participation: Attendance will be taken on a daily basis, and **students who miss more than 9 classes (20% of the course) will be dropped with a grade of F.**

Three tardies constitute one absence. In-class discussion is a major component of this

course. *Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will also lose participation points* (e.g., “I agree with what Jack said,” or “it was boring,” is not a substantive contribution.) Please be aware that the participation points section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade.

Habitual talking, reading of outside materials, texting, and internet surfing will result in loss of participation points. iPhones and iPods should never appear in class unless the professor expressly asks students to use them. This includes note-taking. Please take notes on paper or on a laptop; iPhones should not be used for this purpose.

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

Plagiarism will result in a zero on the assignment and/or an F in the course. See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction

Monday 29 August – Introduction to course and each other

Wednesday 31 August – Caveats: Who defines “Western” and “Eastern?”

Friday 2 September – What is a worldview?

Read: *Epic of Gilgamesh* selections

Week 2: Foundations of Civilization

Monday 5 September – Introduction to the Ancient Near East

Wednesday 7 September – ANE continued

Friday 9 September – Gilgamesh presentation and discussion

Read: *Epic of Gilgamesh* selections

Week 3: Aegean Civilizations and Homeric Greece

Monday 12 September – Minoans and Mycenaeans

Wednesday 14 September – *Iliad* presentation and discussion

Friday 16 September – Mesopotamian Empires and Archaic Greece

Read: *Iliad* selections

Week 4: Classical Greece

Monday 19 September – Greece's golden age

Wednesday 21 September – Greece's golden age, cont.

Friday 23 September – Greek philosophy; Plato presentation and discussion

Read: Plato, *Allegory of the Cave*

Week 5: Hellenistic to Roman

Monday 26 September – Alexander the Great

Wednesday 28 September – Hellenistic World

Friday 30 September – Rise of Rome; *Aeneid* presentation and discussion

Read: *Aeneid* selections

Week 6: Rome

Monday 3 October – The Roman Republic

Wednesday 5 October – The Decline of the Republic and the Principate

Friday 7 October – The Roman Empire

Read:

Week 7: Fall of Rome

Monday 10 October – Fall of the Western Roman Empire

Wednesday 12 October – Rise of Christianity

Friday 14 October – MID-TERM EXAM

Read:

Week 8: Developments in the East

Monday 17 October – Emergence of Islam

Wednesday 19 October – Quran presentation and discussion

Friday 21 October – **Fall Break, no class**

Read: *Quran* selections

Week 9: Romans, Germans, Christians

Monday 24 October – Barbarian to European

Wednesday 26 October – New Institutions in the Early Middle Ages: King, Monk, Pope

Friday 28 October – Rise of the State; *Battle of Tours* presentation and discussion

Read: *Accounts of the Battle of Tours*

Week 10: Political and Economic Developments in the Middle Ages

Monday 31 October – Carolingian State

Wednesday 2 November – Carolingian Culture; *Invasions of the Northmen* presentation and discussion

Friday 4 November – Feudalism

Read: *Accounts of the Invasions of the Northmen*

Primary Source Response Paper due Friday 4 November

Week 11: Medieval Institutions

Monday 7 November – The Emergence of Towns

Wednesday 9 November – Gown and Crown; *Hastings* presentation and discussion

Friday 11 November – Holy Mother Church and Investiture

Read: William of Malmesbury, *Battle of Hastings*

Week 12: Late Middle Ages

Monday 14 November – Achieving Stability in the Late Middle Ages

Wednesday 16 November – Knights and the Crusades

Friday 18 November – Medieval Scholarship

Read:

Week 13: Crisis and Transition

Monday 21 November – Plague and transition; Dante presentation and discussion

Wednesday 23 November – **Thanksgiving, no class**

Friday 25 November – **Thanksgiving, no class**

Read: Dante's *Inferno*

Week 14: Renaissance culture

Monday 28 November – The Renaissance

Wednesday 30 November – Machiavelli presentation and discussion

Friday 2 December – Renaissance art and music

Read: Machiavelli, *The Prince*

Week 15: Religious Reform

Monday 5 December – Protestant Reformation

Wednesday 7 December – Reformation; Luther and Augsburg presentation and discussion

Friday 9 December – Discussion and Review: Worldview and the Rise of the Modern

Read: Luther, *On the Freedom of a Christian* and the Augsburg Confession

Final Exam: Thursday 15 December, 2-3:45. Please note that final exams are scheduled

by the university. Final exams may not be taken early.