**IDS 211 - 02: Civilization Studies**

Fall 2018

Olivet College

Class information:

Room: Conservatory 257

M & T: 9:20-11:40

Instructor information:

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Office Hours: T & F: 1-3, W: 10 – 12, 1 – 3.

**Introduction:**

“Philosophers have henceforth only interpreted the world; the point however is to change it” **[Karl Marx]** “Those who cannot remember history are condemned to repeat it.” **[George Santyana]**

“One cannot step twice in the same river.” **[Heraclitus]**

“De Omnibus Est Dubitandum” – “doubt everything” **[Roman Proverb]**

The study of complex human societies is critical to our ability to live, think, and make choices about the present. History is framework by which we will think about ourselves, our country, our world and our future.

**Course Description:**

You will be first exposed to methods, models, questions, and processes that will help you to successfully meet the objectives of the course. You will then apply these rules to various historic contexts. You will examine and analyze events, both ancient and modern, from a particular point of departure in time. A point of departure might be, for example, ancient Athens and Sparta; or the beginning of Christianity; or the reign of Emperor Constantine. You will examine and analyze events relating to that point in time as they work back into the past or extend into the future. You and your instructor will explore the historical contexts that emerge from your section’s point of departure. The point of departure for this section is Greek History. We will be focusing our attention toward the role of religion and philosophy in social and historical development, especially it role in shaping a given society.

This course will address issues of diversity and multiculturalism. This course is part of your continual learning about the importance of civic responsibility, civic engagement, and living in a diverse world.

**Required Text:** *Civilization: A New History of the Western World*. Roger Osborne, Pegasus Books, 2006

**Course Goals and Objectives:** the below goals are the broad qualities you will develop as a successful and effective member of society. Demonstration objectives are specific skill sets the College looks for in you, to see if you are achieving the learning outcomes. The chart below is not complete. You may be able to fulfill demonstration objectives not addressed. If you see possibilities beyond those outlined, please let me know. I will be happy to discuss them with you.

**Goal:** *Acquiring the skills and tools you can use to study and analyze complex*

*Human societies, ancient and modern.*

**Assessment:** Critical Essays, Mid-term, Final Exam and Final Project

**Goal:** *Acquire an understanding of issues of social justice, diversity, and*

*multiculturalism*.

**Assessment:** In class discussions, Critical Essays, and Exams

**Goal:** *Acquire an understanding of what it means to be, or to have been, a citizen*

*and to act on that understanding*.

**Assessment:** In class discussions, Critical Essays, and Exams

**Goal:** *Acquire an understanding that the creative arts are both the tangible and*

*intangible markers of a civilization’s values and priorities.*

**Assessment:** In class discussion, Exams

**Goal:** *Acquire an understanding of watershed moments in history and the impact*

*of those events on a multiplicity of issues.*

**Assessment:** In class discussion, Critical Essays, Exams and Final Project

**Learning Outcomes:**

This course will address three of the All-College Learning Outcomes.

1) **Writing in the Discipline**

a. This course will ask the student to write a substantial amount of work that will entail the use of primary materials, analysis of information, deployment of philosophical concepts, and critical thought. We will reinforce the use of proper citation, format, and objectivity in research.

2) **Reasoning and Critical Thinking in the Discipline**.

a. This course will ask the student to use critical thinking skills when discussing current issue that involve social, historical and philosophical concepts. We will analyze data, but our goal is to think critically about it, ask pertinent questions concerning beliefs, practices, culture, etc., and develop rigorous academic arguments concerning these particular issues.

b. In this class, “critical” does not mean identify your choices and choose based on your preferences. This is the “uncritical” form of “critical thinking.” “Critical” means a fundamental rethinking of all our unarticulated biases, assumptions and preferences. No stone will be left unturned; no sacred cow will be left unslaughtered.

c. Critical thinking will be demonstrated in the subjective portion of their final research paper/presentation, critical movie reviews, and class discussion.

3) **Individual and Social Responsibility**.

a. Students who study history are engaging in the study of humanity and by consequence, their place within that human family and society. By studying various systems of thought, periods of time, and historical developments, they are learning how to relate and understand other members of the community, the nation, and the world. This demonstrates their responsibility to themselves by expanding their potential for future cross-cultural interaction, active political discourse, as well as their social responsibility for developing an appreciation, understanding, and empathy for people who do not share their same beliefs on life, living, politics, religion, and society.

**Rules of Writing**

1) Everything must be typed

a. Double Spaced

b. 12 point font

c. Times New Roman

d. 1 inch margins

2) I will not accept assignments through email! I need a hardcopy on paper

\* Unless it is an emergency and I’ve approved it.

3) I am not your proof reader. Please spell-check your work and/or have someone else proofread your writing. If your paper is incomprehensible, I will return it to you without a grade.

4) Enjoy writing, express yourself and your thoughts, but please do so in complete sentences!

5) Staple your work! (Points will be taken off if you continually fail to do so.)

6) Use proper citation. MLA, APA, and Chicago systems of citation are all allowable.

**Assignment Grade/Points:**

**1) Mid-Term 100 pts.**

**2) Final Exam 100 pts.**

**3) Critical Movie Reviews 100 pts. (50 pts. Each)**

**4) Historical Research Paper/Presentation 200 pts.**

**5) Class Participation 100 pts.**

**600 pts. Total**

**Grading Scale:**

**A 93-100% B 83-86% C 73-76% D 63-66%**

**A- 90-92% B- 80-82% C- 70-72% D- 60-62%**

**B+ 87-89% C+ 77-79% D+ 67-69% F 0-59%**

**Course Requirements and Evaluation:**

**Final Project**: You are expected to complete a Final Project for this course. The student may choose to do a 10 page critical research paper on a given historical person, event or movement. The first half of the paper will give provide an objective picture of the subject matter, whilst the latter half will provide a subjective critical analysis of the subject. In this way, you are demonstrating both your mastery of the subject and your ability to think critically about it. The student may also choose to do an in-class presentation instead of a paper. However, the presentation will follow the same format as the paper.

**Group Work:** You may be expected to participate in group work as assigned. In doing such work, I expect an equal distribution of labor - all must work on the project or assignment equally.

**Written Assignments:** All students are required to periodically engage in major assessment activities. For most sections these will be written examinations. You may also, from time to time, be expected to take quizzes or similar exercises, and write papers of varying lengths.

**Participation:** It is a requirement that you be present in class. Participation includes being present and contributing to the overall discussion of the topic at hand. In order to do this adequately, you have to be prepared for every course - having read and studied the material.

**Plagiarism:** Plagiarism, or to use someone else’s work as your own, without proper and prompt citation, WILL NOT BE TOLERATED! Any episode of plagiarism will result in **a failing grade for the class** and all other proper measures. If you are having troubles with the writing assignments, see me. Your college career is not worth jeopardizing for plagiarism.

**Disruptive Behavior:** Any disruptive behavior in class will first engender a warning. If it continues, you will be asked to leave the class. Any further interruptions at the matter will be taking to administrative authorities. Turn your cell phones off or not vibrate. Accidents happen but do not make a routine. Furthermore, under no circumstances are you to answer a phone call in class, or to text message during our class time. This is considered rude and unprofessional and will be addressed.

**Discourse Ethics:** We will be discussion an assortment of issues and topics, and under no circumstances are you to engage in any personal attacks on fellow students due to their positions. Dialogues, discourses, and debates are acceptable and encouraged. However, we must always remain committed to mutual respect and recognition of the views of others. Any violation of discourse ethics will be addressed as “disruptive behavior.”

**Course Schedule:** Below is the course schedule that we will be following over the semester. However, contingencies happen and we will flexible in those cases. Therefore, for unforeseen reasons, the schedule may have to be amended.

Aug 20: Introduction, syllabus review

Aug 23: Agriculture and the beginnings of Civilization

Aug 27: Ancient Greece: Athens and Sparta

Aug 30: Ancient Greece: Athens and Sparta

Sept 3: Labor Day – No Class

Sept 6: Roman Empire and Jesus of Nazareth

Sept 10: Jesus of Nazareth and early Christianity

Sept 13: Constantine

Sept 17: Constantine and Romanization of Christianity

Sept 20: Constantine and America (Movie: Constantine’s Sword)

Sept 24: Dark Ages & Birth of Islam

Sept 27: Dark Ages: plagues, Crusades and Reconquista

Oct 1: Review for Mid-term exam

Oct 4: Mid-term exam

Oct 8: Al-Andalusiyya (Islamic Iberia) and the Renaissance

Oct 11: Renaissance: Florence and Savonarola

Oct 15: Martin Luther and the Protestant Reformation

Oct 18: Capitalism and Religion: Luther and Calvin – Free Will & Predetermination

Oct 22: King Henry VIII and Protestant Reformation

Oct 25: Spring Break

Oct 29: Spring Break

Nov 1: Age of Exploration & Bourgeois Enlightenment

Nov 5: Science, Religion and Deism

Nov 8: Birth of America: Founding Fathers

Nov 12: Slavery

Nov 15: Marxian and Freudian Enlightenment

Nov 19: WWI WWII & the Holocaust

Nov 22: Thanksgiving Break

Nov 26: Presentations

Nov 29: Presentations - Review for Final exam

Dec 3: Final Exam 1:15 - 3:15pm