



## WORLD CIVILIZATIONS I HIS1010

**Prof. R. Kennedy**, Office: Colt Hall 209,  
Office Phone: 619-849-2537, Office  
Hours: Before and after class is usually  
a good time. I am usually in my office  
every day, students are welcome to  
drop in or send me an email to set an  
appointment. Call if you want to make  
sure I am available.

“Unlike others, our civilization has always been extremely attentive to its past.  
Everything has inclined it in this direction: both the Christian and the classical heritage.  
Our first masters, the Greeks and the Romans, were history-writing peoples.

Christianity is a religion of historians.

Other religious systems have been able to found their beliefs and their rites on a mythology nearly outside of human time.  
For sacred books, the Christians have books of history, and their liturgies commemorate, together with episodes from the  
terrestrial life of a God, the annals of the church and lives of the saints.

Christianity is historical in another, and perhaps, even deeper sense.

The destiny of humankind, placed between the Fall and Judgment, appears to its eyes as a long adventure, of which each life,  
each individual pilgrimage, is in its turn a reflection. It is in time and, therefore, in history that the great drama of Sin and  
redemption, the central axis of all Christian thought, is unfolded.”

-Marc Bloch, *The Historian's Craft*

(Bloch, a professor in France of Jewish ancestry, wrote this while in prison before being executed by the Germans in WWII for  
fighting with the French Resistance.)

### **We study and teach history primarily for four reasons.**

First, God created it and put Jesus at the center of it.

God has some purpose for time, and we historians are “time detectives.”

Second, within the fullness of God's time, there is the room for humans to create.

For some reason the Creator encourages humans to be creators.

We historians are the record-keepers and analyzers of human creativity:

the arts, sciences, politics, religions, philosophies, all of it.

Third, historians help encourage and perpetuate the communion of humanity:

the living and dead, strong and weak, victors and victims.

Listening is a historian's most useful tool. Empathy is our best method.

Wisdom and understanding are our highest goals.

Finally, historians are entrusted with a job both critical and judgmental.

We look for errors, lies, unintended consequences, and misguided goals.

We study the influence of Satan and the knots in which we tie ourselves.

We honor the virtuous, disdain the irresponsible, and condemn the evildoers.

We pass on to the next generation our criticisms and judgments in the hope of a better future.

-Prof. R. Kennedy

**"He that would seriously set upon the search for truth, ought in the first place to prepare his mind with the love of it.  
For he that loves it not, will not take much pains to get it; nor be much concerned when he misses it."**

-John Locke, *Essay Concerning Human Understanding*. IV.xix.1

**Course Goal**

"Civilization" is defined, at minimum, as the "ization" or process of deepening and spreading civil society in the world. The History of World Civilizations I is the story of the beginnings of the world's most influential civic traditions. Since these traditions are founded in classic texts that are passed down through centuries, this class emphasizes understanding the historian's craft of reading old books, listening to dead people tell us what they were thinking, and entering a world-wide and three-thousand-year-old conversation about the proper ends of society. The course is Aristotelian in that it agrees with his first sentence in *Politics*: "A city-state is a fellowship of the good." The class is Confucian in the sense that it believes that looking back into history helps row the boat of civilization forward into the future. Deep in ancient books are the foundations of modern and world-wide discussions about the concentration, distribution, and proper limits of power, the best method of educating a bureaucracy that facilitates good governance, the importance of incorporating "the consent of the governed" into government so as to avoid tyranny, the responsibilities of the strong/rich to the weak/poor, and the tensions between war and peace, slavery and freedom, property and debt. Notions of households, citizenship, and gender along with spiritual matters—monotheism, *logos*, *dao*, *dharma*, and *laws of nature*—are essential to the story. This class does not believe that modern people are smarter than people in the past and in many ways will try to show that, in "the pursuit of happiness," modern people think best about civil society when they think in ancient and traditional ways.

**General Education Learning Outcome #2c**

Students who complete this GE course will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. Assessed with a signature assignment (essay question).

**Course Learning Outcomes for HIS 110:** Students who complete this course will be able to...

- analyze significant primary texts concerning early world civilizations.
- evaluate political, geographic, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods and cultures.
- identify and analyze traditions of citizenship and governmental responsibilities to citizens.
- develop effective communication skills by sharing their interpretations of the past in a variety of written and/or oral assignments.
- examine historical developments with a particular emphasis on values and ethical choices, in light of being responsible citizens.

---

**Contacting Professor:** Best is to chat after class or in his office. All other communications should go through PLNU email. Students are responsible for all emails sent by the professor to PLNU email addresses.

**Required Books:** A "3 unit class" means that for every hour in the classroom you spend around 2-3 hours studying. That means that this class expects 6-9 hours of homework a week. All books can be purchased in cheap, used, paperback form. Book discussions are based on the page numbering of the printed editions listed below. **The professor recommends that you NOT read from computerized devices.** "Scrolling" on a computer is an awkward form of reading that hinders the comparison of passages. We will be comparing passages and flipping back and forth in books looking at the relationship between passages. **No computers or electronic devices are allowed in class unless discussed with professor. The best educational research agrees that students learn better by taking notes by hand, on paper, not typing into a computer.**

**Required Books:**

Herodotus, *The Histories*, trans. Robin Waterfield (Oxford UP) 0192824252  
 John Wills, *Mountain of Fame*  
*Old Testament and New Testament* (any translation)  
 Aristotle, *Politics* (Dover) 0486414248  
*The Edicts of Asoka* (University of Chicago UP) 0226586111  
 Rick Kennedy, *Jesus, History, and Mount Darwin (Wipf & Stock) 978-1-55635-655-2*  
 A bound notebook to write in for all reading assignments. This will be turned in as part of Canvas grade.

**Grading:** Attendance 25%, Canvas assignments 25%, Midterm 20%, Final 30%.

The professor, in concert with “the people” of the class, has the right to adjust and revise this syllabus during the course. Students will be notified of any changes by PLNU email.

---

**The Deep Past—Written Evidence from West Asia and the Eastern Mediterranean**

1. Course Introduction: General education courses v. major courses. “Liberal arts and professional studies” in the PLNU Mission Statement. The name “World Civilizations” rather than “World History.” Tradition of civics. Greek: *polis & politis & politikis*, Roman: *urbs & civis & civilitas*. Suffixes: “ization” “ics” in “civilization,” and “politics.”
2. People, Places, Travel, Events, Covenants, and Memory devices (circumcision and tombs) on the Fertile Crescent: Babylon and Ur to Egypt. The written history of the travels and family of Abraham and Sarah. Joseph as Bureaucrat. Discuss Genesis 10-13, 16-17, 21,23, 37, 41, and 47:13-26.
3. Writing, Archives and Farsighted Laws. Alphabets, Moses’ education? Judges and the Bureaucracy of Justice. The Ark of the Testimonies/Covenants. The Problem of Property Distribution and Debt-Slavery. Discuss Exodus 1-2, 18, 25:10-22, Deuteronomy 15, Leviticus 25, Joshua 20.
4. The Distribution of Power and Problem of Concentrating Power. The notion of a “Hebrew Republic.” Deborah’s authority? Samuel and inklings of a theory of monarchy. Theseus and the beginnings of Athens. Discuss Numbers 11:16, Joshua 23-24, Judges 2:16-20, 4; I Samuel 8; and Plutarch’s “Theseus”
5. Lycurgus, Solon, and the Political Experiments at Sparta and Athens. Discuss Plutarch’s “Lycurgus” and “Solon.”
6. Babylon, Education, and the Power of Written Law: Daniel as Magi for Nebuchadnezzar then Persians. Review Discussion: Practices of Historian: Anecdotes, Examples, Situations, Role of individuals in history. “Faith” as method of knowing history for Jews, Greeks, and Romans: (πίστις/pistis and fides). Big Issues of the Traditions of Civilization: Property, Debt, Rich, Poor, Freedom, Slavery, Equality, Hierarchy. Standards for what is a “good” or “well governed” society? Discuss *Daniel* 1, 5, 6.

**Herodotus and the influence of the Persian Empire**

7. Jewish Monotheism and Greek High-Rationalism: Two intellectual traditions that flourish under Persian rule. Prophets and Philosophers. Amos, Hosea, Habakkuk, and Micah. Heraclitus, Pythagoras, and Zeno. Discuss *Amos* 5, *Habakkuk*, 1-2; *Job* 1 & 37-38, *Hosea* 1-3, *Micah* 4, 5:1-2, & 6:8, *Isaiah* 55
8. Cyrus, Darius, Xerxes, and Artaxerxes and the Persian model of low expectations and toleration. Tattenai, and Ezra as scholar-bureaucrats. The Book of Ezra on public policy and decision-making. The Cyrus Cylinder. *Ezra* 1, 4-7; *Isaiah* 44:24 - 45:7
9. History: Greek Rationalism of a Lower Type. Herodotus, “The Father of History.” Eye and ear witnesses, hear-say reports, authorities. Historical inquiry into War, Peace, Freedom, Happiness,

Tyranny, and Politics. Athenians and Spartans (Lacaedaemonians). Solon, Lycurgas, Pisistratus. Croesus as foolish king who becomes wise bureaucrat/advisor. Discuss *Herodotus* Bk. 1: sections 1-13, 29-33, 56-66, 86-94.

10. Herodotus: Cyrus, Deioces, Harpagus, Nitocris, Tomyris. The Conquest of Babylon and the Persian Empire. Discuss *Herodotus* Bk 1: 94-140, 177-215.

11. Herodotus: Ancient Egyptians. Psammetichus, Cheops, Mycerinus, Amassis, and Nitetus. Greek Rationalism in Egypt. The Nile and Egyptian Geography. Lybians (Africans), Ethiopians. (Note: "Fish Eaters" or *Ichthyophagi* are coast dwellers.) Pyramids and Oppression. The Twelve-Kings Experiment. Three stories of Persian Conquest of Egypt. Discuss *Herodotus* Bk 2: sections 1-37, 77, 99-110, 124-159, 177-182 and Bk 3: 1-3, 19-20, 114.

12. Herodotus: Persia's Constitutional Convention. Cambyses, Otanes, Phaidime/Phaedymia, Darius, revolution and re-stabilizing the Persian Empire. Magi, Greek political "science," political categories, tendencies, characteristics: *democracy, oligarchy, aristocracy, monarchy* Κρατος / *Kratos* = strength, power; *αριστος* / *aristos* = best/noblest person, *αρχεω* / *arche* = rule *δημος* / *demos* = inhabitants of a country, Darius as "retailer" and organizer of Persian Empire. Respect for written words. Gifts and Taxes. The Royal Road, Travels around Africa. Discuss *Herodotus*, Bk. 3: 30, 61-117, 127-128; bk 4:36-46; bk 5:52.

13. Brutus and the Creation of the Roman Republic during the time of Darius in Persia. Questions on the influence of Iran (similar to issue of *Black Athena*). Cincinnatus. Discuss: Livy, *History of Rome*; Polybius, *The Rise of Rome* bks. 1.59-2.2, 6: 11-18.

14. Gendered Power and Wisdom in Persian History: Abigail, Bathsheba, and Esther. Attosa, Phaidime, Artemisia, and the Amazons. Discuss *Book of Esther*, 1 Samuel 25; 1 Kings 1-2, and *Herodotus* bk 3: 132-134; bk 4: 110-116; bk 7: 1-3 bk 8:67-70; 87-88, 93; 101-103.

15. Review. Practice Midterm Question. Bring Canvas readings notebook to class for the professor to grade.

### **Confucius, Mencius, Ashoka, and Aristotle: Civic Happiness and Political Responsibilities**

16. Confucius and Mencius. *Chun tzu (junzi)* and the relationship between monarchy and scholars. "The Mandate of Heaven (*tien*)" and the *tao (dao)* "the way." Discuss John Wills' *Mountain of Fame* chapters 1 & 2 and Confucius and Mencius assignment on canvas.

17. Discuss video on Confucius and Confucianism.

18. Ashoka, the model of a Buddhist Politician: Dharma Bureaucrats, Dharma Missionaries, The Engagement of a Ruler in his Empire: Discuss *The Edicts of Asoka* (You don't have to read the intro) and video.

19. Aristotle and his *Politics*. The failures of logic, nature of humans, the politics of family, property, slavery. The Problem with Plato's and Hippodamus' Politics. Discuss: *Politics* bk 1 (pp. 24-53); bk 2 (pp. 54-69, 72-81)

20. Aristotle's *Politics*. Citizenship, Friendship, Popular Sovereignty, and the Ends of Government. Discuss: *Politics* bk 3 (pp. 100-144).

21. Aristotle's *Politics* and liberal arts education. The happy life of middleness and education. Discuss *Politics* bk. 4.11 (p. 167-171); bk. 7.1 (pp. 257-259); bk. 7.4 (pp. 265-268); bk. 8 (300-317).

### **"Classic" Empires and the Silk Road**

22. After Aristotle: Alexandria, Libraries, and Liberal Arts. Ptolomey Soter and Alexandria. The spread of Greekish/Hellenistic Education and Politics. Educating Bees: *paideia* (encyclopaedia), libraries, and gathering, organizing, and the hope of honey. Discuss "Educating Bees: The Craft of Humility in Classical and Christian Liberal Arts."

## Midterm March 1

23. Cicero and Augustus, the "A Good Empire," "Citizenship," "Friendship," "Faith," and *Pax Romana*. Discuss from the New Testament *John* 18:28-19:16, *Acts* 18:1-17, *Acts* 19:23-41, *Acts* 20:22-29, *Acts* 23: 12-24.

24. Constantine, Eusebius, Bishops, and the Rise of *Ekklesia* and the Christian Scholar-Bureaucrat. Discuss *Acts* 15 and readings from Eusebius and Theodoret.

25. Qin (Chin) and Han Empires in China. The Legalism of Han Fei Zi (Han Fei Tzu) and Sima Qian. First Emperor of Qin and Emperor Wu. The "liberal" tradition in China: Discuss *Mountain of Fame* chapters 3 & 4.

26. Wang Mang and Ban Zhou. Radical and Female Confucianism in the Han Empire. Obedience, Humility, and Households. Discuss *Mountain of Fame* chapters 5 & 6. Watch this video and read also the life and household rules in New Testament's *Philippians* 2 and *Colossians* 3.

**The Rise of the Three Great Civilizations: Western/Christian, Islamic, Chinese**

27. Zhuge Liang, Hui Neng, and Su Dongpo (Su Shi). The end of the Han, Daoism, the beginnings of Buddhism in China, and the culture of the Song Dynasty. Discuss *Mountain of Fame* chapters 7, 8, & 10.

28. The Latin West: Santa Catalina and Hypatia in Alexandria, Santa Paula, Jerome, and the Latin translation of scriptures. Augustine and the Lowered Expectations of Church and Higher Expectations of State. Just War. Watch video and Discuss Bainton on Just War in the Christian Roman Empire

29. The Transition from Ancient to Medieval West, Gregory as Bishop of Rome and Charlemagne and Roman Emperor. Discuss Cook *The Medieval World View*, pp. 115-148.

30. Separation of Church and State, Elective Monarchy. Electing Popes and Holy Roman Emperors. Begin reading Kennedy's *Jesus, History, and Mt. Darwin*.

31. Liberal Arts, Universities, and Christianity. The types of Greek Rational methods at pre-modern and modern universities. Curriculum and General Education requirements. Discuss Kennedy's *Jesus, History, and Mt. Darwin*.

From St Bonaventure's "Prologue" to *The Mind's Journey into God*:

Therefore to the cry of prayer through Christ crucified, by Whose blood we are purged of the filth of vice,  
do I first invite the reader, lest perchance he should believe that it suffices

to read without unction,  
speculate without devotion,  
investigate without wonder,  
examine without exultation,  
work without piety,  
know without love,  
understand without humility,  
be zealous without divine grace,  
see without wisdom divinely inspired.

32. Arabia, Muhammad, Umma, and the birth of Islamic Civilization: Discuss "The Prophet of Islam: His Biography" and "Muhammad's Last Sermon"

33. The *Dar al Islam* and *Pax Mongolica*. Ibn Battuta's travels, education, North Africa and Mecca: Discuss *The Adventures of Ibn Battuta*

34. The Mongol Empire. The Influence of Chinggis Kahn (Qahan), Kublai Kahn, and Hulegu Kahn on East Asian and Islamic Civilizations. Discuss Uirgune Onon's introduction to *The Secret History*

35. East Asian Civilization in the Ming Dynasty, Ming Treasure Ships, Confucian contentment, and Wang Yangming. Discuss *Mountain of Fame* chapter on Wang Yangming.

36. The British revival of Roman republicanism. The story of Trojan Brutus, King Arthur, and Robin Hood. The history of Alfred, Henry II, King John and *Magna Carta*, Rise of Parliament, and Queen Elizabeth. Discuss Brutus story in Monmouth's *History of the Kings of Britain*.

37. The Rise of the *Pax Hispanica*. The history of Mexico City.

38. Review

39. Review

### **Final Examination Policy**

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved. Final times are set and regulated by the administration, not by the professor. If you need to change a final time, you must talk to the Dean, Dr. Jim Daichendt or Vice Provost, Dr. Holly Irwin.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies for definitions of academic dishonesty and for further policy information.

### **PLNU Academic Accommodations Policy**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See Disability Resource Center for additional information.

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

### **PLNU Mission** To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modelled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.