

COURSE: HP 392N Medieval History
CREDIT: 3 Semester Hours
SEMESTER: Fall 2020 Cycle 2; August 17-October 9, 2020
TIME: TBA
INSTRUCTOR: Dr. Teddy D. Bitner
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I. DESCRIPTION

A study of European history from the breakup of the Roman Empire to the dawn of the Renaissance. This course will study the political, economic, social, and cultural development of Western Christendom, and will touch on the rise of Islam and the Byzantine Empire. (Prerequisites: HP231 and HP232)

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Accurately recall the major events of Medieval History. (PLO 1,3,4) (Assessments A,B,C,D)
2. Relate the study of history to a theologically based philosophy of history. (PLO 1,3,4) (Assessments A,B,C,D)
3. Acquire an understanding of the characteristics of the medieval experience. (PLO 1,3,4) (Assessments A,B,C,D)
4. Recall the people who made major contributions to Medieval society. (PLO 1,3,4) (Assessments A,B,C,D)
5. Know the chronological order of events and people involved. (PLO 1,4) (Assessments A,B,C,D)
6. Gain an appreciation of the range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore medieval social structures. (PLO 1,3,4) (Assessments A,B,C,D)

B. Specific competencies to be achieved. The student will:

1. Identify major people, places, and events with their causes and consequences. (PLO 1,3,4) (Assessments A,B,C,D)
2. Understand major historical periods, people, events, developments and documents, including (but not limited to) (PLO 1,4) (Assessments A,B,C,D):
 - a. The complex sequence(s) of events that brought the classical world to an end.

- b. The rise of feudalism and manorilism.
 - c. Relationships between the church and secular rulers throughout the era.
 - d. Causes, development and effects of mini-renaissances throughout the medieval era.
3. Demonstrate the ability to assess historical evidence in order to arrive at sound judgments relative to present and future issues. (PLO 1,4) (Assessments A,B,C,D)
 4. Demonstrate the ability to determine the significance of facts, rather than simply memorize them, in order to prepare oneself for intellectual discussions. (PLO 1,4) (Assessments A,B,C,D)

III. REQUIREMENTS

- A. Reading and Questions. You will be expected to complete the assigned reading from the text. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of these movements. You will answer questions associated with the reading for each chapter in the book. Answers to questions are due the within one week of completion of that section during in-class lecture. Questions are loaded into the assignments in Canvas.
- B. Paper. You will be required to write a paper. Topic will be a review of an individual, event, or culture. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) and is due as indicated in Canvas. All class papers must follow the [Chicago Manual of Style 17th edition](#) as outlined in *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (“*Turabian*”). The paper must include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.
- C. Tests. One final exam will be administered at the end of the course. The exam will be posted on the course Canvas page, and you will be able to access and take the exam over a period of approximately one week. Test will be open book / open note and will include true-false, multiple choice, matching, fill-in questions. Extra credit question will generally be essay.
- D. Book Report. You will write an eight page book report on William Manchester’s *A World Lit Only by Fire: The Medieval Mind and the Renaissance* due at the end of the course. Book report will consist of a summary of the book, major themes you identified, your assessment of those themes, and a conclusion.
 - a. Introduction
 - b. Summary of the book (what did Manchester cover in her book)

- c. Major themes (what point[s] is Manchester trying to make?) that you identified during your reading
- d. Your assessment of Manchester's themes (do you agree with him, why or why not)
- e. Conclusion

IV. METHODS

- A. This an online class. The class will be composed of reading, answering questions, engaging in forum responses, and providing writing reflections of each portion of the course.
- B. Grading and Attendance. I will take attendance once a week **on Wednesday**. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. If you miss more than one week, your grade will be lowered by one letter grade. If you miss more than two weeks of class, your grade will be lowered by one additional letter grade (a total of two letter grades). If you do not demonstrate activity within the first week of class, you will automatically be withdrawn from the class.

In computing the final grade, I will weigh the work of the course in the following proportions:

Discussions	5%
Unit One Questions	10%
Unit Two Questions	10%
Unit Three Questions	10%
Unit Four Questions	10%
Unit Five Questions	10%
Unit Six Questions	10%
Final Exam	10%
Research Paper	15%
Book Report	10%

V. MATERIALS

Moran Cruz, Jo Ann Hoepfner, Gerberding, Richard, *Medieval Worlds, An Introduction to European History, 300-1492*, New York: Houghton-Mifflin, 2004. ISBN: 9780395560877. Price: \$101.95. Available used from approximately \$11.99.

William Manchester, *A World Lit Only by Fire: The Medieval Mind and the Renaissance*. New York: Little, Brown, and Company, 1993. ISBN: 9780316545563. Price \$15.99. Available used from approximately \$5.00.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. COURSE SCHEDULE:

Section	Dates
Unit One	Dates for each section will be set within the online course system.
Unit Two	
Unit Three	
Unit Four	
Unit Five	
Final Exam	
Research Paper	
Book Report	

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.

CALVARY BIBLE COLLEGE EVALUATION SHEET

Student Name: _____ Date Due: _____

Faculty Name: _____ Course Number/Name: _____

ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

	KNOWLEDGE Recalls details of previously learned material, including relevant facts and theories.
	COMPREHENSION Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.
	APPLICATION Applies rules, methods, concepts, principles, and laws as required by questions.
	ANALYSIS Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole.
	SYNTHESIS Sees the whole of a concept, theory or idea by means of its constituent parts.
	EVALUATION Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression.
	PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content.
	SPELLING/GRAMMAR/SYNTAX Follows the accepted norms of spelling, grammar, and syntax.
	TURABIAN STYLE The lesson has been submitted neatly and according to relevant school submission guidelines.
	ACADEMIC LEVEL SATISFIED Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level.
	TOTAL POINTS
	<u>FINAL GRADE</u>

Computation of Grade: Maximum Points Possible = 100

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 63-66
	B- = 80-82	C- = 70-72	D- = 60-62

_____	_____
Faculty Signature	Date

COMMENTS ON LESSON:		
<input type="checkbox"/> This lesson shows improvement	<input type="checkbox"/> Unique, helpful expressions employed	<input type="checkbox"/> Strong in area of application
<input type="checkbox"/> Exemplary development of ideas	<input type="checkbox"/> Nice mix of theological and pastoral ideas	<input type="checkbox"/> References very strong relevant
<input type="checkbox"/> Lesson work shows much promise	<input type="checkbox"/> Excellent recall of material	<input type="checkbox"/> Aware of important intricacies of issue
<input type="checkbox"/> Submission requirements not fulfilled	<input type="checkbox"/> Lacking depth of treatment	<input type="checkbox"/> Lack of flow in communication
<input type="checkbox"/> References cited incorrectly	<input type="checkbox"/> Grammatical errors excessive	<input type="checkbox"/> Misunderstanding of question asked
<input type="checkbox"/> Insufficient reference material	<input type="checkbox"/> Weakness in paragraph format	<input type="checkbox"/> Improper conclusions drawn

REMARKS: