

15800 Calvary Road
Kansas City, MO 64147-1341

COURSE: HP 231D_N Western Civilization I
CREDIT: 3 Semester Hours
SEMESTER: Fall, 2023 (Cycle 3) (October 23-December 15, 2023)
TIME: Monday and Friday, 9:30-10:50 a.m.
INSTRUCTOR: Dr. Teddy D. Bitner
Office: 816-322-0110 extension 1511, Cell: 816-914-5119
teddy.bitner@calvary.edu

I. DESCRIPTION

A broad survey of the various civilizations from ancient to medieval times emphasizing the relationship between human history and God's program for the ages. (Prerequisite: EN112)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

- A. The purpose of this course is to acquaint you with the critical aspects of the history early Western Civilization and help you appreciate the value of studying history. Basic understanding of the following elements will be achieved:
1. Accurately recall the basic facts and chronology of western civilization. (PLO 1,3,4) (Assessments A,B,C,D,E)
 2. Relate the study of history to a theologically based philosophy of history. (PLO 1,3,4) (Assessments A,B,C,D,E)
 3. Acquire an understanding of the characteristics of the western experience. (PLO 1,3,4) (Assessments A,B,C,D,E)
 4. Gain an appreciation of the range if diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places. (PLO 1,4) (Assessments A,B,D,E)
- B. Specific competencies to be achieved. The student should:
1. Knows history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict, and point of view, especially from a Biblical perspective. (PLO 1) (Assessments B, C, E)

2. Understands major historical periods, people, events, developments and documents, including (but not limited to): (PLO 1,4) (Assessments A,B,C,D,E)
 - a. the viability and diversity of ancient civilizations and their interactions;
 - b. Transition from the ancient to medieval civilization, economic, educational, and cultural developments of the medieval era and continuing legacy in the modern world with particularly attention to the “Carolingian” and “Twelfth Century” renaissances and scholasticism;
 - c. Relationships between the medieval church and secular societies.
 - d. Rise of nation states;
 - e. Development and impact of classical and Christian humanism with a Biblical critique.
3. Understands how and why individuals (including historians) may hold and espouse different views about the past. (PLO 1,4) (Assessments B,D,E)
4. Understands the linkages between human decisions and consequences, especially from a Biblical perspective. (PLO1,4) (Assessments B,C,D,E)
5. Understands current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings. (PLO 1,4) (Assessments B,C,D,E)

III. REQUIREMENTS.

- A. Reading. You will be expected to complete the assigned reading from Perry. 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 also be required to read Tuchman’s *A Distant Mirror*.
- B. Paper. You will be required to prepare a research paper. Topic will be a review of an individual, event, or culture within the period being discussed and presented approximate to that class period. 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 not later than indicated in the Canvas Portal.** The grade for the paper will be calculated based on the Calvary University evaluation sheet (enclosed). The paper should cite a minimum of three books or peer reviewed articles. Internet references may also be used (but may not substitute for the three references required). 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. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.
- C. Tests. Two (2) tests will be given. The first exam will be conducted at approximately the fourth week, the second test will be the final examination. The exams will be posted on the course Canvas page, and you will be able to access and take the exams over a period of approximately one week. Tests will include true-false, multiple choice, matching, and fill-in questions. Extra credit questions will generally be essay.

- D. Book Report. You will read Barbara Tuchman's *A Distant Mirror: The Calamitous 14th Century* and write an eight page book report due in "class paper" format per *Turabian* as indicated in Canvas. The book report will be organized as follows:
- Introduction
 - Summary of the book (what did Tuchman cover in her book)
 - Major themes (what point[s] is Tuchman trying to make?) that you identified during your reading
 - Your assessment of Tuchman's themes (do you agree with her, why or why not)
 - Conclusion
- E. Lectures and Discussion Questions. You will watch the lecture (online students) and answer discussions questions normally associated with each course lecture. You will comment on at least one classmate's post. Discussion questions are normally due to be completed within one week of posting.

IV. METHODS

- A. Conduct of the class will include a combination of lecture, discussion, discussion questions (in Canvas) and question / answer. Student interaction during the conduct of each class session is strongly encouraged.
- A. Grading and Attendance. I expect students to attend class regularly. My attendance policies are:

For in-class students, you may miss up the equivalent of one week of class without penalty. 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).

For distance students, I will take attendance once a week on Monday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. The same rule regarding grade reduction indicated above applies for distance delivery students.

See the grading scale in the University catalog. In computing the final grade, I will weigh the work of the course in the following proportions:

| | |
|----------------------|-----|
| First Examination | 20% |
| Final Examination | 20% |
| Discussion Questions | 20% |
| Paper | 15% |
| Book Report | 15% |
| Reading | 10% |

V. MATERIALS

Perry, Marvin; Chase, Myrna; Jacob, James R.; Jacob, Margaret C.; von Laue, Theodore H.; Bock, George W. (Associate Editor), *Western Civilization, Ideas, Politics, and Society (Volume I) (Tenth Edition)*. Boston: Wadsworth Publishing, 2012. ISBN: 978-1111831707. Price \$147.88. Available used for approximately \$9.95.

Barbara Tuchman, *A Distant Mirror: The Calamitous 14th Century*. New York: Ballantine Books, 1987. ISBN: 9780345349576, Price: \$11.99. Available used for approximately \$1.80.

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. TENTATIVE CLASS SCHEDULE: Assigned reading from Perry et al., *Western Civilization, Ideas, Politics, and Society, Volume I*

Please see Canvas for assignment due dates

| Lesson | Dates | Subject | Reading (Chapter) |
|--------|--|--|-------------------|
| 1 | Module 1 | Mesopotamian and Egyptian Civilization | Chapter 1 |
| 2 | October 23 & 27, 2023 | Empire builders and Religion | Chapter 1 |
| 3 | | Hebrews | Chapter 2 |
| 4 | Module 2 | Greek Civilization | Chapter 3 |
| 5 | October 30 & November 3, 2023 | Philosophy in the Hellenic Age | Chapter 4 |
| 6 | Module 3 | The Hellenistic Age | Chapter 5 |
| 7 | November 6 & 10, 2023 | Roman Expansion to 146 BC | Chapter 6 |
| 8 | | Collapse of the Roman Republic | Chapter 6 |
| 9 | Module 4 | <i>Pax Romana</i> | Chapter 7 |
| 10 | November 13 & 17, 2023 | The Roman Decline | Chapter 7 |
| 11 | | The Early church. Exam One Due | Chapter 8 |
| 12 | Module 5 | The Early Medieval Era | Chapter 9 |
| 13 | November 20, 2023 & Thanksgiving Break – lecture video will be posted in Canvas | Feudal Society and High Medieval Era | Chapter 9, 10 |
| 14 | | Rise of Nation States and the Pope | Chapter 10 |

| Lesson | Dates | Subject | Reading (Chapter) |
|--------|---|---|-------------------|
| 15 | Module 6 November 27 & December 1, 2023 | Revival of Learning and the Medieval World View | Chapter 11 |
| 16 | | The Fourteenth Century | Chapter 12 |
| 17 | | The Renaissance | Chapter 13 |
| | | Book Report Due | |
| 18 | Module 7 December 4 & 8, 2023 | The Beginning of the Reformation | Chapter 14 |
| 19 | | The Spread of the Reformation | Chapter 14 |
| 19a | | Economic and Social Transformation | Chapter 15 |
| | | Research Paper Due | |
| 20 | Module 8 December 11 & 18, 2023 | The Rise of Nation States: Spain | Chapter 16 |
| 21 | | The Rise of Nation States: France | Chapter 16 |
| 22 | | The Rise of Nation States: England | Chapter 16 |
| | | Exam Two Due Reading Report for Assigned Reading Due | |

VII. POTENTIAL PAPER TOPICS (list not all inclusive, only suggestions)

People:

| | | | |
|------------|---------------------|-----------------------|-------------------|
| Rameses II | Pericles | Constantine | Pope Gregory VII |
| Seti I | Socrates | Augustine | Saladin |
| Hammurabi | Philip of Macedonia | Charlemagne | Pope Innocent III |
| Moses | Alexander the Great | Pepin the Short | Thomas Aquinas |
| Joshua | Julius Caesar | William the Conqueror | Anselm |
| David | Augustus | William Marshal | Abelard |
| Herodotus | Hannibal | Louis VI | Henry V (England) |
| Thucydides | Marcus Aurelius | Philip the Fair | Martin Luther |

Movements

| | | | |
|--------------|-----------------|--------------|-------------|
| Judaism | Cosmopolitanism | Magna Charta | Calvinism |
| Islam | Hellenism | Crusades | Waldensians |
| Cosmologists | Epicureanism | Islam | Cathari |
| Sophists | Stoicism | Humanism | Franciscans |
| | Feudalism | | Dominicans |

Special Notes:

Grades on late assignments will be reduced by 4% for each day the assignment is late.

I will accept late assignments until midnight on the last day of the cycle. I will not accept assignments beyond that point. Students may contact the registrar to apply for additional time to complete the class.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University 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.

Rubric for History Assignments (Papers, Book Reports, Theses, Other Projects) at Calvary University

| | Above Standards = 3 | Meets Standards = 2 | Approaches Standards = 1 | Fails to Meet Standards = 0 |
|---------------|--|--|---|--|
| Knowledge | Recalls details of previously learned material, including relevant facts and theories. Student is able to articulate and reflect on the details in written form effectively. | Recalls details of previously learned material, including relevant facts and theories. Student is able to describe the details in written form. | Recalls the general outline of previously learned material, including relevant facts and theories. Student is able to describe the general outline in written form. | Fails to recall the general outline of previously learned material, including relevant facts and theories. Student is unable to describe the general outline in written form. |
| Comprehension | Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate. | Answers are mostly relevant to questions. Exhibits the ability to grasp the meaning of previously learned material. Displays the ability to explain, interpret, and summarize as appropriate. | Answers generally relate to questions. Exhibits marginal grasp of the meaning of previously learned material. Struggles with the ability to explain, interpret, and summarize as appropriate. | Answers do not correlate with questions. Exhibits no grasp of the meaning of previously learned material. Fails to display the ability to explain, interpret, and summarize as appropriate. |
| Application | Applies rules, methods, concepts, principles, and laws as required by questions. | Generally, applies rules, methods, concepts, principles, and laws as required by questions. | Demonstrates comprehension of rules, methods, concepts, principles, and laws present in the material, struggles with finding and articulating appropriate applications. | Demonstrates a failure to comprehend rules, methods, concepts, principles, and laws present in the material. Fails to articulate applications with finding and articulating appropriate applications. Fails to understand the idea of application. |
| Analysis | Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. Evidences strong critical thinking skills with logical and thoughtful development of analytical conclusions. | Identifies and describes parts of a concept, theory, or idea and relate those parts to the whole. Evidences good critical thinking skills with reasonably developed analytical conclusions. | Identifies most parts of a concept, theory, or idea and relate those parts to the whole. Evidences basic critical thinking skills with marginally developed analytical conclusions. | Fails to identify parts of a concept, theory, or idea and relate those parts to the whole. Demonstrates the lack of basic critical thinking skills with poorly developed analytical conclusions. |
| Synthesis | Masters the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are sophisticatedly and cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively. | Sees the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively. | Approaches the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are marginally synthesized to undergird the central argument. Able to articulate the results of synthesis. | Fails to comprehend the whole of a concept, theory, or idea by means of its constituent parts. Fails to synthesize artifacts to undergird the central argument. Unable to articulate the results of synthesis. |
| Evaluation | Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Masters the data, synthesizes theory and outcomes, and draws insightful conclusions based on the evidence. | Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends the data, synthesizes theory and outcomes, and draws appropriate conclusions based on the evidence. | Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the data, considers the theory and outcomes, and draws some conclusions based on the evidence. | Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to consider the data, unable to apply or synthesize the theory and outcomes, and fails to draw conclusions based on the evidence. |