

15800 Calvary Road
Kansas City, MO 64147-1341

COURSE: HP 231D & DN Western Civilization I
CREDIT: 3 Semester Hours
SEMESTER: Fall, 2020 (Cycle 2) (August 17-October 9, 2020)
TIME: Monday, 8:00-10:50 a.m.
INSTRUCTOR: Colonel Teddy D. Bitner
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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.

** This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

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 two research papers. Appropriate topics include Biblical assessment of key elements of political debate presented by Gruden. Each 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 part of the final class assessment. The grade for the paper will be calculated based on the Calvary evaluation sheet. 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 papers 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 papers and provide a copies of the draft signed by a CAC tutor will receive a 5% bonus on each paper.
- 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. I will use ProctorU to electronically proctor the exams, which will be closed book and closed notes. Costs for ProctorU exams are listed below and are payable by the student to ProctorU at the time of the test:

- 60 minutes or less - \$8
- 61 – 120 minutes - \$10
- 121-180 minutes - \$12

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:

- a. Introduction
- b. Summary of the book (what did Tuchman cover in her book)
- c. Major themes (what point[s] is Tuchman trying to make?) that you identified during your reading
- d. Your assessment of Tuchman's themes (do you agree with her, why or why not)
- e. 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 polices 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 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. The same rule regarding grade reduction indicated above applies for distance delivery students.

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) (Seventh Edition)*. Boston: Houghton-Mifflin, 2004. ISBN: 9780618271047. Price \$128.95. Available used for approximately \$3.00.

Barbara Tuchman, *A Distant Mirror: The Calamitous 14th Century*. New York: Ballantine Books, 1987. ISBN: 9780345349576, Price: \$18.95. Available used for approximately \$0.83.

The New American Standard Bible, La Habra, CA: Foundation Publications, 1995. ISBN: 9781885217721. Price: \$5.99. Available used for about \$ 0.01. NOTE: 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*

Lesson	Dates	Subject	Reading (Chapter)
1	August 17, 2020	Mesopotamian and Egyptian Civilization	Chapter 1
2		Empire builders and Religion	Chapter 1
3		Hebrews	Chapter 2
4	August 24, 2020	Greek Civilization	Chapter 3
5		Philosophy in the Hellenic Age	Chapter 4
6	August 31, 2020	The Hellenistic Age	Chapter 5
7		Roman Expansion to 146 BC	Chapter 6
8		Collapse of the Roman Republic	Chapter 6
9	September 7, 2020	<i>Pax Romana</i>	Chapter 7
10		The Roman Decline	Chapter 7
11		The Early church. Exam One Due	Chapter 8
12	September 14, 2020	The Early Medieval Era	Chapter 9
13		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	September 21, 2020	Revival of Learning and the Medieval World View	Chapter 11
16		The Fourteenth Century	Chapter 12
17		The Renaissance	Chapter 13
18	September 28, 2020	The Beginning of the Reformation	Chapter 14
19		The Spread of the Reformation	Chapter 14
19a		Economic and Social Transformation Book Report Due	Chapter 15
20	October 5, 2020	The Rise of Nation States: Spain	Chapter 16
21		The Rise of Nation States: France	Chapter 16
22		The Rise of Nation States: England Exam Two Due Research Paper Due Reading Report for Assigned Reading Due	Chapter 16

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

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
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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: