

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 117 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The Department of History and Global Studies proposes the inclusion of the following course to the newly Created Historical Literacy menu in the University Requirements:

HIST 117 – Civilization I

(Please see attached explanation and syllabus.)

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							Board of Trustees
Change to a Degree Plan		Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A		A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A		A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A		A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A		A	A
5.	Major — Revision of major ^{4,5}	A	A	A		A		A	--
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--
7.	Major — Add ^{4,5}	A	A	A		A		A	A
8.	Major – Discontinue (proposed by the department or college)	A	A	A		A		A	A
9.	Major – Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A
11.	Minor — Revise course selection	A	A	A		I		I	--
12.	Minor — Add	A	A	A		A		A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A		A		A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A		A	A
16.	Degree – Discontinue (proposed by the department or college)	A	A	A		A		A	A
17.	Degree – Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A		A	--

		COUNCIL ³							Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty	
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R		A		A	A
2.	Minor – Discontinue (proposed by the Provost)	A	R	R		A		--	A
3.	Degree – Discontinue (proposed by the Provost)	A	R	R		A		A	A

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

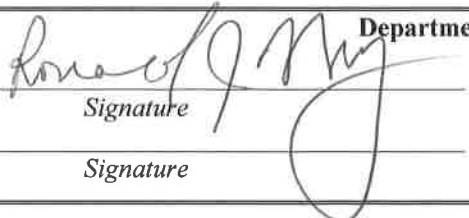
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	2/8/16 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

HIST 117 – Historical Literacy

As approved by the UGEC and UUAC in January 2016, courses that satisfy the 3-hour Historical Literacy Requirement must fulfill the following criteria. [Note to Council members: Color-coding of the criteria shows their correspondence to SLO's and Measurements from the course syllabus (below).]

1. Students will demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations, including issues of gender and social diversity.
2. Students will encounter and analyze primary sources in their historical context.
3. Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.
4. Students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography).

Student Learning Outcomes & their Measurement

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Demonstrate broad knowledge of key events, personalities, and themes in the history of Western Civilization, including issues of gender and social diversity.	Mid-term and final exams over lecture and readings, student-led class discussion of primary documents emphasizing issues of diversity
Interpret historical documents in their historical contexts.	Student presentations and discussion of primary sources, incl. Gilgamesh, Iliad, Inferno, Schleithem Confession, etc.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in the history of Western Civilization.	Mid-term and final exams over lecture and readings, Primary source response paper emphasizing change in worldview over time
Examine and critique the process of historical narrative creation in public memory.	Graded in-class debate on the Parthenon Marbles and whether they should remain at the British Museum or return to Greece

HIST 117: Civilization I

Dr. Kelly R. Elliott
Office: Hardin Admin 324C
Email: kelly.elliott@acu.edu
Cell phone: 501.593.0611
Office Hours: MWF 8:15-8:45, Thursday 1-4

Fall 2015
MWF 10:00-10:50
ADM 321
3 credit hours

Course Description: This course provides a survey of the social, economic, religious, political, and aesthetic activities of human civilization from the earliest times to c. 1660, with particular emphasis on worldviews and the development of cultures over time.

Broad course themes include the following:

- the making of human civilization and how civilization is defined
- the development of political and economic institutions and ideas
- commerce, expansion, warfare, and cross-cultural exchange
- social constructions such as gender, class, and other markers of status
- religion's development and role in society and culture
- the relationship between physical/ecological environment and religion/culture

Lecture, discussion, and course readings from primary documents will illustrate these themes in order to paint a larger picture of ancient and medieval history and worldviews.

Purpose of this course: To promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic underpinnings of our own civilization, this course should deepen our understanding of ourselves and our way of looking at the world. Students should emerge with a greater sensitivity to both historic and contemporary diversities of culture and worldview.

Student Learning Outcomes/Competencies: This course seeks not only to communicate facts, but also to cultivate knowledge of chronology, trends, themes, and connections that will help students build a holistic understanding of human civilizations. Students will learn to relate ancient and medieval worldviews to their own, demonstrating the capacity to identify their own cultural patterns, compare and contrast them with others, and adapt to other ways of being. The course requires critical thinking, analysis, and use of writing skills. The coursework also seeks to foster a historical perspective in students, that is, an understanding of and appreciation for the worldviews of the past, and an ability to relate that knowledge to the present.

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Demonstrate broad knowledge of key events, personalities, and themes in the history of Western Civilization, including issues of gender and social diversity.	Mid-term and final exams over lecture and readings, student-led class discussion of primary documents emphasizing issues of diversity
Interpret historical documents in their historical contexts.	Student presentations and discussion of primary sources, incl. Gilgamesh, Iliad, Inferno, Schleithem Confession, etc.
Demonstrate the ability to apply categories	Mid-term and final exams over lecture and readings,

like causality and/or continuity vs. change to their analysis of themes in the history of Western Civilization.	Primary source response paper emphasizing change in worldview over time
Examine and critique the process of historical narrative creation in public memory.	Graded in-class debate on the Parthenon Marbles and whether they should remain at the British Museum or return to Greece

What I expect of you: This course is designed for entry-level students and may be used to satisfy Core requirements, including social science and historical literacy. Students should come to class on time, prepared, and ready to engage in thoughtful discussion. Turn assignments in on time. If all of us are engaged with the material and with each other, we will all get more out of the class. All students must regularly check their ACU email accounts.

What you may expect of me: I will come to class prepared to make the coursework as clear and as interesting as I can. I will listen willingly to suggestions or comments on the course, when appropriate. I will start class on time and let you out on time. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will be available to assist you in any way that I can. Email is the best way to reach me, and I will do my best to respond to emails within 24 hours. You are also welcome to text or call my cell phone (number provided above) before 10pm. I am always glad to meet with you during office hours or by appointment.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. ACU's College of Arts and Sciences' mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. We believe that the study of the past enlightens our understanding of the present and our insight into the future. The ACU Department of History and Global Studies seeks to examine the experiences of mankind, stimulate thought concerning various institutions and ideas, and promote ethical standards in keeping with the Christian faith.

Christian Perspective: This course is taught from a perspective of Christian faith. Students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it. In this course, emphasis on worldview will help students understand and compare human religiosity in different times and places, and compare their own faith to that of past cultures. In particular, this course will explore the origins and development of Christianity and the church, and seek to promote students' sensitivity to the varied and rich history of faith. As the professor, I will always try to be transparent about my own understanding of faith and how history informs that.

I am happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics. I am also glad to meet with students to fill in holes in notes or to clarify confusing material, or to look over rough drafts of papers or projects. Please come and see me during office hours; I would be delighted to know you better!

"Come now, let us reason together," says the Lord. Isaiah 1:18

Textbook:

Western Civilizations vol. 1, by Coffin, Stacey, Cole and Simes (Norton Press).

It is recommended that students purchase this text and read the assigned sections noted for each week, keeping up with the lecture and discussion material. However, the textbook is not required, and I will not take any test questions from it. Students should decide for themselves how much additional structure they would like and choose accordingly. Exam questions will come from primary source readings and from class lecture and discussion.

Primary source readings will be available online on our course OpenClass page and will include selections from:

The Epic of Gilgamesh

Homer, *The Iliad*

Plato, *The Allegory of the Cave*

Virgil, *The Aeneid*

The Quran

Accounts of the Battle of Tours

Accounts of the Invasions of the Northmen

William of Malmesbury, *The Battle of Hastings*

Dante, *Inferno*

Niccolo Machiavelli, *The Prince*

The Augsburg Confession

The Schleithelm Confession

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Grading/Exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two examinations. The first will be at mid-term and will cover all material from the first half of the course. The majority of the second, final exam will cover the second half of the course, but it may also include cumulative questions.

Assignments: Two major projects and one smaller assignment are required in this course. The primary source response paper is a formal writing assignment to be completed individually. The primary source presentation and discussion is a formal presentation to be given by a group of students. And the in-class debate is a less formal, more on-your-feet demonstration of your depth of knowledge and engagement with course material and your ability to take part in civil discourse on a topic relevant to history, historical narrative creation, and the presentation of history in public forums today.

Primary Source Response Paper

In essay form, consider the following questions:

How did the various cultures or civilizations of the ancient and medieval West view the universe that they lived in? How were their understandings of cosmology connected to the elements or circumstances of their daily lives? How did human behavior respond to/mirror the activities of the universe and its gods? How did human beings view themselves in relation to the universe? In what ways and to what extent did the Western understanding of cosmology and human nature change over time?

Answer these questions from the perspective of two major cultures or civilizations. Choose from: Mesopotamia, Archaic Greece, Classical and Hellenistic Greece, Rome, dar-al-Islam, and Early Medieval Europe. Conclude by comparing the two civilizations you have chosen. Explain how Western notions of cosmology and human nature have changed over time, as demonstrated by the differences (or similarities) between the two civilizations you chose.

As you frame your answer, back up the assertions you make by citing multiple specific examples from the primary documents we have read in class. When quoted or paraphrased, these documents should be cited parenthetically by title and section. Example:

Some of the Homeric Greeks humbled themselves before the gods. As Achilles' foster father Phoenix argued, "the might and majesty of heaven are more than ours, but even heaven may be appeased" (Iliad, Book IX).

You must use at least two different primary sources, using a minimum of three quotations or paraphrases total. Primary sources may include any sources read in class up to the date the paper is due. If you wish, you may go beyond the sections assigned in class. All papers must contain an introduction with a clear thesis statement, a body, and a conclusion. Include a title page with your name, course name and section, the date, and a title for the paper. Papers must be approximately 1000 words in length, and should include a word count either on the title page or at the end of the paper. Papers under 800 words or over 1200 will be penalized. Please note that this is a formal writing assignment. Grammar and style rules should be observed. None of the following should appear in your paper: first/second person, slang, profanity. Papers will be graded for content, thoroughness, clarity of argument, use of sources, organization, style, and grammar.

Primary Source Presentation and Discussion (200 points)

Students assigned to a particular document should read that text in its entirety as far as possible (or should at least find a reputable summary so that they know the full story/context). Students should also do the necessary additional research to find the information mentioned in the guidelines below.

Each presentation should include the following elements (not necessarily in this order):

Background/context for the primary source

Who wrote the document (if known)? What sort of person was the author? What do you think the author of the document was trying to achieve by writing this document? Does the author have a bias or a stake in the information he/she is presenting?

When and where was the document written? How was the document received or used at the time of its writing? How has it been used since? What culture or civilization produced this document? What major characteristics of this culture does the document tell us about?

Why was the document written? What purpose does it serve? What questions is it answering?

Overview of the larger document as a whole. (E.g., if the whole class only read 2 tablets of Gilgamesh, give us a brief overview of the whole story.)

The presentation should be succinct and to the point, and should lay the foundation for a thoughtful discussion. You might come up with a variety of ways to create your presentation - in the past, students have performed music, showed film clips, done puppet shows, lectured, created a game that the class had to play, made a short film, etc.

The second aspect of this project is your group's leadership of the class in discussing the source. I expect you to come up with most of the questions for discussion on your own. (A bit of free advice on discussion leading: never ask a yes/no question. Always ask open-ended questions that could have lengthy answers.) As you think about questions for discussion, you may consider the following ideas:

How does this source reflect the civilization we've been talking about in class? What can we learn about what people's lives were like at this time and place? Think specifics. Gender relations, political arrangements, social classes, race, weaponry, medicine, understandings of cosmology, human nature, ethics, epistemology, religion.

If your source is a narrative/epic, what purposes do the major characters serve in the narrative? Are there any moments of conflict in the story? Focus on these moments of conflict. What's going on here? What is the author doing?

Are there any commonalities between your source and other familiar texts, such as the Bible, or other epics?

How could a historian use this source? Are there any problems/biases a historian would have to work around or acknowledge to be able to use it?

There are many ways to lead a discussion. You might focus on a series of themes, or you might simply move chronologically through the document, asking the questions that occurred to you as you read it for the first time.

The total presentation/discussion should last *no less than 20 minutes, and no more than 35*.

After your presentation, the group as a whole must hand in the following:

Notes for your presentation

Questions you prepared for discussion

A bibliography (Chicago style) of sources you consulted. Note that online sources, if they are scholarly in nature, are acceptable. Good examples would be the Ancient History

Internet Sourcebook website and its links, or the Internet Medieval Sourcebook and its sites. A bad example would be Wikipedia.

Each group member must also hand in or email me a statement, which will remain confidential, assessing the time and effort contribution of the other group members.

Project grades will be based on your coverage of relevant points, degree of preparation and organization, creativity in presenting the information, and success in promoting thoughtful discussion. Individual members' assessment of each member's contribution will also be taken into consideration, in order to prevent one or two members from doing all of the work.

Parthenon Marbles Debate

The third assignment is participation is an in-class debate regarding the provenance and appropriate display of Classical Greek artifacts in museums. You will be assigned to represent either the Greek or the British view on this issue, and will be given time and materials to prepare for the debate. I will provide a detailed debate structure, and the debate will take place in class. Your grade (100 points possible) will be based on your active participation in both preparation and the debate itself, as well as the quality and enthusiasm of your arguments.

Breakdown of grading, for 1000 total points:

100 points attendance *and participation in discussion*

100 points museum debate

200 points primary source response paper

200 points primary source presentation/discussion

400 points exams (200 midterm, 200 final)

Final grades for the course will be based on the percentage of points earned out of total possible points. Students may check their grades on Blackboard throughout the semester.

Grade scale:

A = 100-90 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

No extra credit is offered in this course.

Course Policies:

Attendance/Participation: Attendance will be taken on a daily basis, and **students who miss more than 9 classes (20% of the course) will be dropped with a grade of F.**

Three tardies constitute one absence. In-class discussion is a major component of this course. *Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will also lose participation points* (e.g, "I agree with what Jack said," or "it was boring," is not a substantive contribution.) Please be aware that the participation points section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade.

Habitual talking, reading of outside materials, texting, and internet surfing will result in loss of participation points. iPhones and iPods should never appear in class unless the professor expressly asks students to use them. This includes note-taking. Please take notes on paper or on a laptop; iPhones should not be used for this purpose.

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

Plagiarism will result in a zero on the assignment and/or an F in the course, and academic integrity violations may be placed on a student's permanent record. If you use someone else's ideas in your work, you must provide appropriate citation, including both a Bibliography and citation within the paper itself. Direct quotations must be set off with quotation marks. See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction

Monday 24 August – Introduction to course and each other

Wednesday 26 August – “Western,” “Eastern,” and Worldview

Friday 28 August– Introduction to the Ancient Near East

Read: *Epic of Gilgamesh* selections; *Western Civilizations* 3-21

Week 2: Foundations of Civilization

Monday 31 August –

Wednesday 2 September – ANE continued; discuss Huffpost and Heritage Daily articles

Friday 4 September– Gilgamesh presentation and discussion

Read: *Epic of Gilgamesh* selections; “Scientists Find 6,200-Year Old Parasite Egg in Child’s Ancient Tomb,” *Huffington Post*; “Research Dates First British Settlers at Stonehenge,” *Heritage Daily*; *Western Civilizations* 37-40, 46-71

Week 3: Aegean Civilizations and Homeric Greece

Monday 7 September – Minoans and Myceneans

Wednesday 9 September – Iliad presentation and discussion

Friday 11 September – Mesopotamian Empires and Archaic Greece

Read: *Iliad* selections; *Western Civilizations* 73-93

Week 4: Classical Greece

Monday 14 September – Greece’s golden age

Wednesday 16 September – Greece’s golden age

Friday 18 September – Debate preparation day

Read: “Ill-Gotten Gains,” *The Verge*; “Elgin Marbles Argument in New Light,” *New York Times*; *Western Civilizations* 93-105

Week 5: Hellenism

Monday 21 September – Debate: The Elgin Marbles and the British Museum

Wednesday 23 September – Greek philosophy; Plato presentation and discussion

Friday 25 September – Alexander the Great and the Hellenistic World

Read: Plato, Allegory of the Cave; *Western Civilizations* 107-139

Week 6: Rome

Monday 28 September – Rise of Rome; *Aeneid* presentation and discussion

Wednesday 30 September – The Roman Republic

Friday 2 October – The Decline of the Republic and the Principate

Read: *Aeneid* selections; *Western Civilizations* 141-173

Week 7: Fall of Rome

Monday 5 October – The Roman Empire

Wednesday 7 October – Fall of the Western Roman Empire

Friday 9 October – Rise of Christianity

Read: *Western Civilizations* 175-205

Week 8: Developments in the East

Monday 12 October – MID-TERM EXAM

Wednesday 14 October – Emergence of Islam

Friday 16 October – Quran presentation and discussion

Read: *Quran* selections; *Western Civilizations* 207-223

Week 9: Romans, Germans, Christians

Monday 19 October – Barbarians to Europeans

Wednesday 21 October – New Institutions in the Early Middle Ages: King, Monk, Pope

Friday 23 October – **no school, Fall Break**

Read: *Accounts of the Battle of Tours*; *Western Civilizations* 223-230

Week 10: Political and Economic Developments in the Middle Ages

Monday 26 October – Carolingian State

Wednesday 28 October – Carolingian Culture; *Battle of Tours*, *Invasions of the Northmen*, and *Hastings* presentation and discussion

Friday 30 October – Feudalism

Read: *Accounts of the Invasions of the Northmen*; William of Malmesbury, *Battle of Hastings*; “Invasion of the Viking Women;” *Western Civilizations* 231-247

Primary Source Response Paper due Friday 30 October

Week 11: Medieval Institutions

Monday 2 November – Town, Gown, and Crown

Wednesday 4 November – Holy Mother Church and Investiture

Friday 6 November – Achieving Stability in the Late Middle Ages

Read: *Western Civilizations* 247-273

Week 12: Late Middle Ages

Monday 9 November – Knights and the Crusades

Wednesday 11 November – Knights and the Crusades

Friday 13 November – Medieval Scholarship

Read: *Western Civilizations* 275-309

Week 13: Crisis and Transition

Monday 16 November – The Black Death; Dante presentation and discussion

Wednesday 18 November – The Renaissance

Friday 20 November – The Renaissance, cont.; Machiavelli presentation and discussion

Read: Dante’s *Inferno* selection; *Western Civilizations* 311-326; selection from Machiavelli

Week 14: Renaissance culture

Monday 23 November – Renaissance art and music

Wednesday 25 November – **no classes, Thanksgiving**

Friday 27 November – **no classes, Thanksgiving**

Read: *Western Civilizations* 329-336, 373-397

Week 15: Religious Reform

Monday 30 November – Protestant Reformation

Wednesday 2 December – Counter-Reformation; Confessions presentation and discussion

Friday 4 December – Discussion and Review: Worldview and the Rise of the Modern

Read: Augsburg and Schelithem Confessions; *Western Civilizations* 399-425

Final Exam: 2-3:45pm, Tuesday 8 December. Please note that the university schedules all final exams. The only way you can alter your final exam time is by petitioning the registrar for an exception if you have more than three finals in one day.