

# Gateway College of Evangelism

## Western Civilization Syllabus

### History 202

#### Class Time and Important Dates

Monday, Wednesday, Friday 1:30-2:20 p.m.  
Room #100  
Midterm: Monday, March 8, 2004  
Paper Due: Monday, March 29, 2004  
Final: Monday, May 3, 2004

#### Contact Information

Instructor Adam C. Dennis  
Office Hours: By Appointment Only  
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**Class website—<http://www.geocities.com/hist202/>**

Visit the site for class updates, handouts, and links  
to other websites included in the required reading.

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**Instructor's Background:** *(A chance for you to get to know more about the "me" not seen in class.)*  
Adam C. Dennis is vocationally the assistant archivist at the United Pentecostal Church International Historical Center. He has had articles published in *The Historical News*, *The Indiana Trumpet*, and *The Pentecostal Herald* (Examples include: "Maintaining the Memory of the Miraculous," "The Birth of a Nation," "The Sound of Freedom," and "Why Study History?"). He has nearly completed his Bachelor of Arts (History) from the University of Missouri—St. Louis. He attends the Apostolic Pentecostal Church, pastored by Stephen T. Willeford and Nathan C. Reeve, where he is active in various ministerial roles. He is a son, a brother, and a friend.

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\*\*\*\*\*WARNING\*\*\*\*\*  
*This syllabus looks intimidating, but it is not. It was created to help prepare and equip you with the means necessary to obtain an A in the course. Do everything well and you will pass the course. It is not hard work. It is just time consuming and takes some effort.*  
\*\*\*\*\*WARNING\*\*\*\*\*

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## **I. Course Description**

This is a survey course. The course is primarily a lecture course, although questions and discussion are strongly encouraged. It is a detailed course, designed to equip students with a working knowledge of Western Civilization from its origins in Egypt and Southwest Asia to the mid-seventeenth century. The course covers the Ancient Near East, Classical Egypt, the Biblical Hebrews, Classical Greece and Hellenism, the Roman Republic and Empire, the rise of Christianity, the Byzantine Empire, the Middle Ages, the Renaissance, the Reformation and early-modern Europe.

This class is an important part of your education. Western Civilization courses are designed to explore the complex dimensions of our world and the cumulative experience of the past; to provide an understanding of how yesterday influences today and the outlook for tomorrow. It is important to be familiar with Western Civilization and recognize it as an expanding force, which produced important forms of political, social, and economic organization seen in our world today. You should understand that most of the structures within which we order our lives are products of this evolution.

Students are expected to read two books. The books focus on the history of Western Civilization; one is the textbook and the other is an anthology of readings in social history. Two websites will be used in this course; one as a guide for writing papers and the other will be the class website used as a guide for online readings.

There will be periodic quizzes, a midterm examination, and a final examination. Examinations will cover course materials; including both lectures and readings. Students will be required to prepare a research paper of approximately four pages in length, using original sources, on a topic in Western Civilization.

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## **II. Course Objectives**

Students will learn to:

- Communicate effectively through oral and written language
  - Read proficiently to gather, analyze, and evaluate information from many sources
  - Develop a greater understanding of diverse cultural, historical, linguistic, political, and religious perspectives
  - Practice and expand use of learning resources (library, Internet, etc.)
  - Recall content from reading assignments, class lectures, and research and synthesize that content in graded work.
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### III. Required Reading

The required books/reading for the class are:

Hause, Steven and William Maltby. *Essentials of Western Civilization – A History of European Society, Volume I: To 1715*. United States: Wadsworth/Thomson Learning. 2001. [Listed in reading assignments as **Hause**]

Tierney, Brian and Joan W. Scott. *Western Societies: A Documentary History*, vol. 1, 2<sup>nd</sup> ed. Boston: McGraw-Hill. 2000. [Listed in reading assignments as **Tierney**]

University of Southern Mississippi. “MLA Style Guide”. Hattiesburg, MS: University of Southern Mississippi, 2000. <http://www.lib.usm.edu/~instruct/guides/mla.html>. Internet. Accessed 10 December 2003. [Listed in reading assignments as **MLA**] (If you cannot find the correct format for a particular resource, email the bibliographical information and the type of resource. With this information, I will reply with the correct format.)

Various websites found on History 202 website. If you do not have access to the Internet, you should utilize the computers in the library. [Listed in reading assignments as **Web**]

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### IV. Required Work

**1. Communicate with me.** Talk to me! If you do not keep me informed, I cannot help you. Everyone should email me at [adennis@upci.org](mailto:adennis@upci.org) before **Friday, January 23, 2004**, with their full name, major, hometown (city/state), room number or mailing address, phone extension or phone number (indicate whether this is dorm, home, work, or cell), and email. This will allow me to obtain an address list, so I may communicate with you all, as a whole, via email. ***All information obtained will be kept confidential.*** If you do not have an email address, go to Yahoo.com or Hotmail.com for a free email address. Email is the best way to communicate with me and is highly encouraged. (See ***Important Policies, Section 4 for the policy on sending email.***)

**2. Attendance and participation in class.** Regular attendance is expected. Attendance will be taken every class. Be here! Attendance and participation will be important when determining borderline grades. (See ***Gateway College Attendance Policy below.***)

#### **Gateway College Attendance Policy**

All students are expected to attend each class unless ill or prevented by some emergency. Students are responsible for making up all missed work; make up of exams and quizzes are at the discretion of the instructor.

Faculty members will take roll in each class session and keep an attendance record. A student's grade will be dropped one step in a course if he accumulates more than six absences for this course. (Note: three tardies equal one absence.) For example, after a student misses six classes in a three credit class, his grade will drop one letter grade on the seventh and each successive absence. An A

would become a B on the seventh absence, C on the eighth, D on the ninth, and F on the tenth. Absences are counted regardless of the reason.

A student shall be considered tardy if he arrives to class after the designated starting time for the class. A student shall be counted absent if he arrives later than fifteen minutes after the designated starting time for the class. Students are required to remain in the class for fifteen minutes to await the arrival of a teacher, unless otherwise requested to remain. Students leaving class without permission will be counted absent. Students who fail to return to class within a reasonable length of time after having received permission to leave will also be counted absent.

**3. Quizzes.** (150 points) There will be quizzes based upon the chapter(s) being studied, maps of the area being studied, and possible videos to be shown during class.

**4. Midterm examination.** (250 points) There will be one midterm examination, taking the entire class period on **Monday, March 8, 2004**. It will cover all lectures and assigned readings from the start of the semester. Approximately half of the exam will be based on the lectures and half of the exam will be based on the readings. Questions will include both short-answer (multiple choice and identifications, possibly map locations and/or video comprehension questions) and essay questions. Each will constitute approximately 50% of the exam. **No exam, other than those written in examination books, will be accepted.**

**5. Research paper.** (250 points) A research paper will be due **at the beginning of class on Monday, March 29, 2004**. In order to write a paper based on the study of primary sources, all students must find and present their selected primary source for approval by the instructor. (See the details about writing the paper in Section V below.)

\*\*\*\*\*NOTE\*\*\*\*\*  
*Failure to complete the assignment and turn in a college level paper could result in failing the class.*  
\*\*\*\*\*NOTE\*\*\*\*\*

**6. Final examination.** (350 points) There will be a comprehensive two-hour final examination on **Monday, May 3, 2004**. The exam will follow the same format as the mid-term examination. It will be cumulative covering the entire semester. **No exam, other than those written in examination books, will be accepted.**

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## V. Instructions for Paper

### *Topic:*

Students will receive a handout with a list of paper topics. Each student will have the opportunity to choose which topic/question they decide to write about. They may select a topic according to their personal interests, but it must meet the following conditions: (i) each paper must be based upon research of primary documents; (ii) research of primary documents must be supplemented by at least two scholarly books and/or articles on the subject; Internet sources may be used.

\*\*\*\*\*NOTE\*\*\*\*\*

*A website that can be used to find primary documents is the **Internet History Sourcebook**.  
This is a collection of public domain and copy-permitted historical texts for educational use.  
The URL is → <http://www.fordham.edu/halsall/index.html>.  
The Ancient and Medieval sourcebooks pertain to the course.*

*To tell a good website from a useless one use the following website for guidelines.*

*<http://www.citadel.edu/library/eval.htm>*

\*\*\*\*\*NOTE\*\*\*\*\*

### ***Preliminary Reports:***

Students must submit two preliminary reports: (i) a statement of the proposed topic (one page), supported by a photocopy of the primary document being used—***THIS IS DUE AT THE BEGINNING OF CLASS ON Wednesday, February 4, 2004***; (ii) a working bibliography to be used in preparing the paper—***THIS IS DUE AT THE BEGINNING OF CLASS ON Wednesday, February 18, 2004***.

### ***Format:***

Papers must: (i) be at least four pages of text in length (not including graphs, pictures, appendixes, title page, bibliography, or any other thing used to “pad” a paper); (ii) be typed or done on a word processor, not hand-written, in 12 point Times New Roman font; (iii) be double-spaced, with one-inch margins, and pages numbered (e.g., Last Name 3); and (iv) be presented in the MLA format for footnotes (or endnotes) and bibliography, following the style found on the **MLA** website. All paper submissions must include two (2) hard copies—one to be kept by the instructor and the other to be given back to the student.

Please do not prepare an elaborate cover page or use any kind of plastic folder or jacket. Simply type your name, my name, course information, and date in the upper left hand corner of the first page. Your final paper should be closely **PROOFREAD**. Your grade will be adversely affected by excessive spelling and/or grammatical errors.

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## **VI. Grading**

Grades for this course will be reported using an incremental grading system, which records plus and minus marks with the grades. Students should note the implications of this for calculating GPAs, consider any difficulties that this might create (e.g., the effect of a C- on a borderline GPA), and they should plan in advance such decisions as taking the course on a “pass-fail” basis.

For your protection, in case of errors of recording grades, you should keep copies of all exams and assignments until you have received official notice of your final grade. You may consult the instructor for information concerning your current grade throughout the semester.

**Grades will be calculated on the following:**

Quizzes	150 pts	A	930-1000
Midterm Examination	250 pts	A-	900-929
Research Paper	250 pts	B+	870-899
Final Examination	<u>350 pts</u>	B	830-869
Total	1000 pts	B-	800-829
		C+	770-799
		C	730-769
		C-	700-729
		D	650-699
		F	0-649

**Assignments will be graded on the following scale:**

*Work of poor quality deserves a D or even an F:*

Failing to turn in written work, tardiness, not participating in classroom activity, making serious errors of facts, and/or writing incomplete and superficial essays and exam answers, which do not explain historical facts and concepts.

*Work of an average quality gets a C:*

Promptly turning in adequate written work, regularly participating in classroom activity, making few errors of facts, and/or writing complete and competent essays and exam answers, which reasonably explain historical facts and concepts.

*Work of good quality rates a B:*

Promptly turning in well-thought-out written work, usually participating in classroom activity, making no more than a few insignificant errors of facts, and/or writing thorough and interesting essays and exam answers, which substantially explain historical facts and concepts.

*Work of superior quality merits an A:*

Promptly turning in written work, which shows extra effort, often contributing positively to classroom activity, making almost no errors of facts, and/or writing comprehensive and thought-provoking essays and exam answers, which thoroughly explain historical facts and concepts.

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## VII. Important Policies

**1. Policy on late papers:** The instructor will accept late papers without an explanation or an excuse, *but they will receive reduced credit*. All papers received after the due date will be marked down one-half of a letter grade for each week late (e.g., from a B- to a C+). If a paper is not received by *Friday, April 30, 2004*, the student will face the result in the reporting of an "Incomplete" grade.

**2. Policy on missed examinations:** The instructor permits make-up examinations and quizzes, without an explanation or an excuse, *but they will receive reduced credit*. Make-up examinations or quizzes will be marked down one-half of a letter grade (e.g., from a B- to a C+). **No examinations or quizzes will be made-up after the final examination.**

\*\*\*\*\*NOTE\*\*\*\*\*

*The final examination is the only exam that will not be available for make-up. You MUST be present and take the final on the day assigned or you will receive a zero (0).*

*Students should note that (i) make-up examinations or quizzes will be different from those given to the rest of the class; (ii) make-up examinations or quizzes will more than likely be a harder examination or quiz than the one given to the rest of the class; (iii) any make-up examination or quiz not done before the final examination will result in zero (0) points applied to the grade.*

\*\*\*\*\*NOTE\*\*\*\*\*

**3. Policy on plagiarism:** The instructor considers plagiarism—the use of someone else’s words or ideas without giving them appropriate credit—to be an extremely serious form of academic dishonesty. Students should realize that severe cases of plagiarism will receive a grade of F—zero (0) points.

**4. Policy on email:** The instructor accepts and encourages regular email. Make sure the subject line reads as follows when sending email. **Subject: HIST202 – YOUR LAST NAME – YOUR EMAIL SUBJECT.**

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## VIII. Study Suggestions and Common Errors

### Suggestions for Examinations and Quizzes

- Spell correctly. This indicates you know the material.
- Write in sentences. Use prose. No outlines as answers.
- Answer the question directly. Make sure you understand the question. If you have a problem in comprehension, feel free to ask.
- Start studying early.
- Use a pen only (no pencils!) and write legibly.
- Be aware of the time.
- Support your statements with facts in order to prove you know the information. Do not assume I will deduce your answer. In other words, “I only know what you say; not what you mean.”
- Write as if the person reading your work knows little about the topic. This will help you prepare and present complete, comprehensive answers.

### “How To Write Good”

- Avoid Alliteration. Always.
- Prepositions are not words to end sentences with.
- Avoid clichés like the plague. (They are old hat.)
- Employ the vernacular.
- Eschew ampersands & abbreviations, etc.
- Parenthetical remarks (however relevant) are unnecessary.
- It is wrong to ever split an infinitive.
- Contractions aren't necessary.

- Foreign words and phrases are not apropos.
- One should never generalize.
- Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
- Comparisons are as bad as clichés.
- Do not be redundant; do not use more words than necessary; it is highly superfluous.
- Profanity stinks.
- Be more or less specific.
- Understatement is always best.
- Exaggeration is a billion times worse than understatement.

## Common Examination Errors

### Map Questions:

- Misplacement of desired location.
- Misunderstanding of question.
- Insufficient study of map locations.

### Short Identifications:

- Lack of specific enough date or incorrect date.
- Absent place/geographic location for the term.
- Inadequate explanation of term.
- Insufficient explanation of its historical significance: What is the importance of the term? What does it mean? How does it affect us today? How did it affect people in the past?
- Answering the incorrect number of identification questions.

### Examination Essays:

- Lack of introduction or conclusion.
- Incoherent paragraphs.
- Insufficient proper names, dates, and details.
- Missing a topic/section of relevant information.
- Inadequate depth of information.
- Misunderstanding of question.
- Written like an outline.

## Common Essay/Written Assignment Errors

### Format (not following guidelines):

- Too large margins.
- Too large typeface/font or not properly double-spaced (except for citations and bibliography).
- Too faint ink/non-black ink.
- No title page.
- Insufficient info on title page (e.g. no class section/time, name, date, or instructor's name).
- No staple.
- No page numbers (or in incorrect location). Every page, except the title page, should have its appropriate number in the upper right corner.
- Smudges, stains, tears, folds on paper.
- Headings or sub-headings. Do not use them.
- Extra spaces between paragraphs (more than just standard double-spacing).
- Not underlining/*italicizing* titles of books, journals or movies.
- Not putting "titles of articles" within quotation marks.
- Inadequate following of MLA footnote/bibliography guidelines (no superscripted numbers; incorrect punctuation; insufficient data).

### Introductions:

- Do not begin paper with "The topic I have chosen . . .," "In this paper I will . . .," or something similar. Such phrases are trite and repetitive.
- Abruptly jumps into topic. Make sure you have an introduction.

- Does not present clear thesis statement in one sentence.
- Does not outline plan or structure.
- More than one introductory paragraph.
- Lack of transition from introduction to first content paragraph.

**General Style:**

- Inadequate topic sentences.
- Overuse of rhetorical or actual questions.
- Misuse of homonyms (e.g. to/too/two, their/there, weather/whether, throne/thrown, know/no, sight/cite/site, sense/since, marry/merry/Mary). Spell checkers will not catch these.
- Do not use contractions (e.g. doesn't, isn't).
- Do not use double negatives.
- The dreaded it's: This is doubly dastardly: "it's" is actually a contraction of "it is," and therefore it is forbidden in a formal style. Yet people often mistakenly use it's as the possessive form of "it." Such is incorrect; the proper possessive form of "it" is "its."

**Content:**

- To claim that "History states . . ." "History" is not a person. Historians research and write up the information for history papers. You should provide their names.
- Insufficient citation of sources. Especially, every time you write something like "Historians describe/say/believe/state/assert, etc." you need a source! Cite the historian(s) who provided your information.
- Assertion of fact for opinion, especially when unsupported by source citation. How does the instructor know that YOU really know specific historical material, unless you cite it?
- Failure to properly cite quote, opinion, or information not of common knowledge.
- Lack of clear thesis statement or argument.
- No description of main points used in argument.
- Confusing minor issues with major ones. Do not overemphasize insignificant points as if they were important ones.
- Content notes: in a short student paper notes should refer to sources, and not have close, detailed explanations.
- No summary or conclusion.
- Inadequate sources: such as tertiary sources (encyclopedias and handbooks) instead of secondary sources (specific books and articles by professional historians).

**Citations:**

- No period at end of note.
- Repeat too much information for multiple references to the same source. Only the author's last name and page number is usually necessary.
- No citation of what is not general knowledge, especially quotes and statistics.
- Do not use *ibid*, *op. cit.*, or other no-longer-used Latin abbreviations.
- Unnecessary spaces between footnotes.
- Punctuation not appropriate to MLA format.

**Bibliography:**

- Not on last page.
  - Not alphabetically arranged by author's last name (do not number them).
  - Not single spaced.
  - Insufficient number of sources.
  - Wrong type of sources (consider primary, secondary, tertiary or printed verses Internet, as instructed) or lack of variety in them.
  - Not enough information (e.g. places, dates).
  - Punctuation not appropriate to MLA format.
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## IX. Outline of Class Schedule and Assignments

*This is a tentative schedule that is subject to change at the discretion of the instructor, for weather reasons, Acts of God, tidal shifts, continental drifts, and/or bad omens.*

\*\*\*\*\*NOTE\*\*\*\*\*  
ALL READING ASSIGNMENTS SHOULD BE COMPLETED BEFORE  
CLASS ON THE DATE THEY ARE ASSIGNED.  
LECTURE WILL BE BASED ON THE READINGS ASSIGNED TO THAT DATE.  
 \*\*\*\*\*NOTE\*\*\*\*\*

DATE OF CLASS MEETING	TOPIC OF CLASS	READING ASSIGNMENT	GRADED WORK
Monday, January 12	Introduction to course		
Wednesday, January 14	Chapter 1 The Ancient Near East: Mesopotamia, Egypt, Phoenicia, and Israel	<b>Hause</b> pp. 1-22. <b>Tierney</b> pp. 3-29. <b>Web</b> <i>The Enuma Elish</i> <i>The Story of the Flood</i> <i>Genesis 6-9</i> <i>Accounts of the</i> <i>Campaign of</i> <i>Sennacherib 701 BC</i>	
Friday, January 16	Chapter 1 Continued	<b>Web</b> <i>The Precepts of</i> <i>Ptah-Hotep</i>	
Monday, January 19	Chapter 1 Continued	<b>Web</b> <i>II Kings 22:1-23:29</i> <i>Ezekiel 23</i> <i>Ruth 1 (compare with</i> <i>Deuteronomy 23:1-6</i> <i>and Nehemiah 13:1-3)</i> <i>Isaiah 45</i>	
Wednesday, January 21	Chapter 1 Continued		
Friday, January 23	Chapter 1 Continued		<i>LAST DAY TO</i> <i>DROP/ADD CLASSES</i> <i>*****</i> <i>EMAIL ME BEFORE</i> <i>TODAY!</i>
Monday, January 26	Chapter 2 Ancient Greece to the End of the Peloponnesian War	<b>Hause</b> pp. 23-59. <b>Tierney</b> pp. 31-91. <b>Web</b> <i>Homer-Illiad</i> <i>Books I and XXII</i>	<b>QUIZ I</b> <i>(Chapter 1)</i>
Wednesday, January 28	Chapter 2 Continued	<b>Web</b> <i>Aristotle-The Polis</i> <i>Pericles-Funeral</i> <i>Oration</i> <i>Thucydides-The Melian</i> <i>Dialogue</i>	
Friday, January 30	Chapter 2 Continued	<b>Web</b> <i>Sophocles-Oedipus the</i> <i>King</i>	

DATE OF CLASS MEETING	TOPIC OF CLASS	READING ASSIGNMENT	GRADED WORK
Monday, February 2	Chapter 3 Greek Culture and Its Hellenistic Diffusion	Tierney pp. 93-101. Web Aristotle-The Poetics	
Wednesday, February 4	Chapter 3 Continued	Web Alexander-Speech to Soldiers Epicurus-Principle Doctrines Cleanthes-Prayer to Zeus	PAPER TOPIC DUE
Friday, February 6	Chapter 3 Continued		
Monday, February 9	Chapter 4 Rise of Roman Republic	Hause pp. 60-99. Tierney pp. 101-110. Web Quintus Cicero-The Roman Candidate Extra-Slave Revolt Accounts (Also of interest: Slavery in Roman Republic)	QUIZ II (Chapter 2-3)
Wednesday, February 11	Chapter 5 Social, Political, and Economic Structures of Imperial Rome	Tierney pp. 111-123. Web Strabo-The Grandeur of Rome Juvenal-Satire III: On the City of Rome	
Friday, February 13	Chapters 4 and 5 Continued		
Monday, February 16	Chapter 6 Origins of Christianity and the Decline of the Roman Empire	Hause pp. 100-118. Tierney pp. 125-153. Web Matthew 5-7 Hebrews 5	QUIZ III (Chapter 4-5)
Wednesday, February 18	Chapter 6 Continued	Web Diocletian and Constantine-Efforts to Stabilize the Economy and The Passion of Perpetua	BIBLIOGRAPHY DUE SEE MLA FOR STYLE
Friday, February 20	Chapter 6 Continued		LAST DAY TO WITHDRAW WITH A "W"
Monday, February 23	Chapter 7 Rome's Successors: Byzantium, Islam, and the Germanic West	Hause pp. 119-136. Tierney pp. 155-184. Web Liudprand of Cremona-Embassy to Constantinople	QUIZ IV (Chapter 6)
Wednesday, February 25	NO CLASS MEETING: SFC WALK-A-THON		
Friday, February 27	Chapter 7 Continued	Web Qu'ran-Surahs 1 and 47 Ibn Fadlan-Risala Gregory of Tours-The Conversion of Clovis	QUIZ V (Chapter 7)

DATE OF CLASS MEETING	TOPIC OF CLASS	READING ASSIGNMENT	GRADED WORK
Monday, March 1	NO CLASS MEETING: SPRING BREAK		
Wednesday, March 3	NO CLASS MEETING: SPRING BREAK		
Friday, March 5	NO CLASS MEETING: SPRING BREAK		
Monday, March 8	MIDTERM EXAMINATION Bring examination book or buy one from instructor.		
Wednesday, March 10	Chapter 8 The Beginnings of the Feudal Age	Hause pp. 137-156. Tierney pp. 187-213. Web <i>Einhard-Life of Charlemagne</i> <i>Frederick II-Statute in Favor of the Princes</i> <i>Three Summonses to the Parliament of 1295</i> <i>Urban II-Speech at Clermont</i>	
Friday, March 12	NO CLASS MEETING: UNPRECEDENTED PRAISE		
Monday, March 15	Chapter 9 Medieval Religion and Thought	Hause pp. 157-175. Tierney pp. 215-248. Web <i>Adelard of Bath-The Impact of Muslim Science</i>	QUIZ VI (Chapter 8)
Wednesday, March 17	Chapter 10 Economic Development and Urban Growth in the High Middle Ages	Hause pp. 176-213. Tierney pp. 251-284.	QUIZ VII (Chapter 9)
Friday, March 19	Chapter 11 Material and Social Life in the Middle Ages	Web <i>Jean de Venette-The Plague in Paris</i> <i>Chaucer-General Prologue and Wife of Bath</i>	
Monday, March 22	Chapters 10 and 11 Continued		
Wednesday, March 24	Chapter 12 Plague, War, and Social Change in the "Long" Fourteenth Century	Hause pp. 214-252.	QUIZ VIII (Chapter 10-11)
Friday, March 26	Chapter 13 The Renaissance: Political Renewal and Intellectual Change	Tierney pp. 287-319.	
Monday, March 29	Chapters 12 and 13 Continued	Web <i>Petrarch-Letter to Posterity</i> <i>Machiavelli-The Prince</i>	RESEARCH PAPER DUE AT BEGINNING OF CLASS
Wednesday, March 31	Chapter 14 The Religious Reformations of the Sixteenth Century	Hause pp. 253-271. Tierney pp. 321-352.	QUIZ IX (Chapter 12-13)

DATE OF CLASS MEETING	TOPIC OF CLASS	READING ASSIGNMENT	GRADED WORK
Friday, April 2	Chapter 14 Continued	<b>Web</b> <i>Martin Luther-On the Freedom of a Christian</i>	
Monday, April 5	Chapter 14 Continued	<b>Web</b> <i>Council of Trent-Decree on Justification</i> <i>Council of Trent-Decree on Saints and Images</i>	<b>LAST DAY TO DROP WITHOUT AN "F"</b>
Wednesday, April 7	Chapter 15 Overseas Conquest and Religious War to 1648	<b>Hause</b> pp. 272-290. <b>Tierney</b> pp. 355-365.	<b>QUIZ X</b> (Chapter 14)
Friday, April 9	<b>NO CLASS MEETING: EASTER BREAK</b>		
Monday, April 12	<b>NO CLASS MEETING: EASTER BREAK</b>		
Wednesday, April 14	Chapter 15 Continued	<b>Web</b> <i>John of Monte Corvino-Report from China</i> <i>Christopher Columbus-Letter to King and Queen of Spain</i>	
Friday, April 16	Chapter 16 Preindustrial Europe: Science, the Economy, and Political Reorganization	<b>Hause</b> pp. 291-308. <b>Tierney</b> pp. 365-380. <b>Web</b> <i>Domat-On Divine Right</i> <i>Locke-Second Treatise on Government</i> <i>Galileo-Letter to Grand Duchess of Tuscany</i>	<b>QUIZ XI</b> (Chapter 15)
Monday, April 19	Chapter 16 Continued		
Wednesday, April 21	Chapter 17 The Social and Economic Structure of the Old Regime	<b>Hause</b> pp. 309-327. <b>Tierney</b> pp. 383-412. <b>Web</b> <i>Rabelais-Gargantua and Pantagruel: The Use of a Goose</i>	<b>QUIZ XII</b> (Chapter 16)
Friday, April 23	Chapter 17 Continued		
Monday, April 26	Chapter 18 Daily Life in the Old Regime	<b>Hause</b> pp. 328-348. <b>Tierney</b> pp. 415-444.	<b>QUIZ XIII</b> (Chapter 17)
Wednesday, April 28	<b>NO CLASS MEETING: SCHOOL TRIP</b>		

DATE OF CLASS MEETING	TOPIC OF CLASS	READING ASSIGNMENT	GRADED WORK
Friday, April 30	General Review and Conclusion		<b>QUIZ XIV</b> <i>(Chapter 18)</i> ***** <b>LAST DAY TO TURN IN A LATE RESEARCH PAPER AND/OR MAKE UP EXAMINATIONS OR QUIZZES I HAVE MISSED DAY</b>
Monday, May 3	<b>FINAL EXAMINATION</b> <b>Bring examination book or buy one from instructor.</b> ***** <b>LAST DAY TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES</b>		
Wednesday, May 5	<b>LAST DAY OF FINALS</b>		
Thursday, May 6	<b>END OF YEAR BANQUET</b>		
Saturday, May 8	<b>GRADUATION—10:00 AM</b>		