Course Number: HIS 101  
Course Title: History of Western Civilization I  
Term: Summer 2016

Professor  
John P. Bequette, Ph.D.  
jbequette@holyapostles.edu (260) 515-6793

1. COURSE DESCRIPTION
This course covers the history of Western civilization from the dawn of civilization through the Council of Trent. The intent of this course is for the student to develop an understanding of both the flow of history as an integrated whole, as well as an understanding of the significant part played by the Catholic Church in building Western civilization.

2. ENVISIONED LEARNING OUTCOMES
- Students will demonstrate familiarity with the fundamentals of Western Civilization, with special attention to the Catholic Church’s contributions to the development and cultivation of Western Civilization, to include:
  - Significant persons and events;
  - Major movements of decline/reform/renewal and their causes.
- Students will demonstrate their comprehension through analyzing and connecting events and people.
- Students will demonstrate an ability to present historical facts and appraise these facts by either presenting various interpretations of how they relate to one another or by arguing for one specific interpretation.
- Students will demonstrate an ability through their assigned coursework to conduct research by producing properly cited academic writing.

3. COURSE SCHEDULE
Week 1
Read:
- Kagan, chapter 1: The Birth of Civilization
View:
Complete:
- Discussion Board posts for Week 1.
- Quiz for Week 1.
**Week 2**

Read:

View:
- Youtube video: The Greeks: Crucible of Civilization, Part 1
  ([https://www.youtube.com/watch?v=iF1_vF7TPeI](https://www.youtube.com/watch?v=iF1_vF7TPeI))

Complete:
- Discussion Board Posts for Week 2.
- Quiz for Week 2.

**Week 3**

Read:
- Kagan, Chapter 3: Classical and Hellenistic Greece

View:
  ([https://www.youtube.com/watch?v=9GZN_qCmARs&list=PLskL8uu7zHrDGfSvxRwJ0ga_uukwLCqvN](https://www.youtube.com/watch?v=9GZN_qCmARs&list=PLskL8uu7zHrDGfSvxRwJ0ga_uukwLCqvN))

Complete:
- Discussion Board posts for Week 3.
- Quiz for Week 3.

**Week 4**

Read:
- Kagan Chapter 4: Rome: From Republic to Empire

View:
- Youtube video: Rome: Rise of the Republic
  ([https://www.youtube.com/watch?v=1eAM_FHyWvQ&list=PL-HHR64ftYRsEJ5dQd-xpgnRNItGu8znY](https://www.youtube.com/watch?v=1eAM_FHyWvQ&list=PL-HHR64ftYRsEJ5dQd-xpgnRNItGu8znY))

Complete:
- Discussion Board questions for Week 4.
- Quiz for Week 4.

**Week 5**

Read:
- Kagan, Chapter 5: The Roman Empire

View:
- Youtube video: The Growth of the Roman State
  ([https://www.youtube.com/watch?v=01iJp5nH6cl&list=PL-HHR64ftYRsEJ5dQd-xpgnRNItGu8znY](https://www.youtube.com/watch?v=01iJp5nH6cl&list=PL-HHR64ftYRsEJ5dQd-xpgnRNItGu8znY))

Complete:
- Discussion Board questions for Week 5.
- Quiz for Week 5.

**Week 6**
Read:
- Kagan, Chapter 6: Late Antiquity and the Early Middle Ages
View:
- PPT lecture: The Early Middle Ages
Complete:
- Discussion Board questions for Week 6.
- Quiz for Week 6.

**Week 7**
Read:
- Woods, Chapter 3.
View:
- PPT lecture: Monasticism
Complete:
- Discussion Board questions for Week 7
- Quiz for Week 7

**Week 8**
Read:
- Kagan, Chapter 7: The High Middle Ages
View:
- PPT lecture: The Crusades
Complete:
- Discussion Board questions for Week 8
- Midterm Exam

**Week 9**
Read:
- Kagan, Chapter 8: Medieval Society
View:
- Youtube video: Early Music History: The Middle Ages, Parts 1, 2, and 3: [https://www.youtube.com/watch?v=iKl2m9-gqYA&list=PL8zcDj7KiSGcLDpTsN7c1AfQgra4dTINm](https://www.youtube.com/watch?v=iKl2m9-gqYA&list=PL8zcDj7KiSGcLDpTsN7c1AfQgra4dTINm)
Complete:
- Discussion Board questions for Week 9
- Quiz for Week 9.

**Week 10**

Read:
- Woods, Chapter 4: The Church and the University

View:
- PPT lecture: Thomas Aquinas

Complete:
- Discussion Board questions for Week 10.
- Quiz for Week 10

**Week 11**

Read:
- Kagan, Chapter 9: The Late Middle Ages

View:
- Youtube video: The Black Death ([https://www.youtube.com/watch?v=9gsuE9fTBOg](https://www.youtube.com/watch?v=9gsuE9fTBOg))

Complete:
- Discussion Board questions for Week 11.
- Quiz for Week 11.

**Week 12**

Read:
- Kagan, Chapter 10: Renaissance and Discovery

View:
- PPT lecture: The Renaissance

Complete:
- Discussion Board questions for Week 12.
- Quiz for Week 12.
Week 13
Read:
- Kagan, Chapter 11: The Age of Reformation

View:
- PPT lecture: The Jesuits

Complete:
- Discussion Board questions for Week 13.
- Quiz for Week 13.

Week 14
Read:
- Woods, Chapter 11: The Church and Western Morality

View:
- No video or lecture for this week.

Complete:
- Discussion Board questions Week 14.
- Quiz for Week 14.

Week 15
Complete:
- Final Exam
- Submit Book Review

4. COURSE REQUIREMENTS
- Discussion Board Posts - You will participate in online discussion boards which focus on the readings and PowerPoint lectures:
  o I will post several questions pertaining to the readings and/or lectures no later than Monday of the week. You will answer BOTH questions with a thoughtful, complete response of no less than five sentences for each response. Responses are due Thursday, 11:59pm on the current week. For example, the posts for Week One are due Thursday, January 16, 11:59pm. Each response is worth 3 points. LATE POSTS WILL RECEIVE NO CREDIT.
  o In addition to answering a question posted by the instructor (myself), you will also formulate a question about the readings and post it on the discussion board under a separate thread (3 points). The question can pertain to any of the following:
    - Something in the reading you do not fully understand and would like help from your classmates in understanding.
    - A question that occurs to you as a result of the reading and that calls for further thought and reflection on the part of your classmates.
    - Do NOT post questions that ask your classmates merely to summarize part of the readings or go on a ‘fact finding’ mission within the text. I want your questions to stimulate thought and discussion. Questions are due Thursday, 11:59pm on the current week. LATE POSTS WILL RECEIVE NO CREDIT.
Finally, you will thoughtfully answer a question posted by one of your classmates (3 points). Responses are due Sunday, 11:59pm at the end of the week. For example, your answer to a classmate’s question for Week One is due Sunday, January 19, 11:59pm. LATE POSTS WILL RECEIVE NO CREDIT.

Your posts will be evaluated according to the rubrics in the syllabus (see below).

- You will take weekly quizzes on the readings and Power Point lectures.
- You will take Midterm Exam, covering the readings and the PowerPoint lectures. This will be an open-book exam, and you will have one hour to complete it.
- You will take a COMPREHENSIVE Final Exam covering the readings and PowerPoint lectures. This will be an open-book exam, and you will have one hour to complete it.
- You will write a 3-5 page book review on a book of your choice from a provided list. More detailed instructions will be provided.

Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at http://www.holyapostles.edu/owl).

5. REQUIRED READINGS and RESOURCES:


7. EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Posts</td>
<td>23%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>23%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>18%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>18%</td>
</tr>
<tr>
<td>Book Review</td>
<td>18%</td>
</tr>
</tbody>
</table>

GRADING SCALE:
A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D 60-69; F 59 and below

GRADING RUBRIC FOR DISCUSSION BOARD (DB) POSTINGS

Instructor Questions

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student demonstrates an acceptable understanding of the concepts and ideas in the reading.</td>
</tr>
<tr>
<td>2</td>
<td>Student demonstrates a deficient understanding of the concepts and ideas in the reading.</td>
</tr>
<tr>
<td>1</td>
<td>Student fails to address the question in an intelligible manner.</td>
</tr>
</tbody>
</table>
### Student Questions

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student’s question is thoughtful, and well-articulated</td>
</tr>
<tr>
<td>2</td>
<td>Student’s question is obtuse and somewhat difficult to understand</td>
</tr>
<tr>
<td>1</td>
<td>Student’s question is unintelligible</td>
</tr>
</tbody>
</table>

### Student Responses

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student adequately answers the question of his/her classmate.</td>
</tr>
<tr>
<td>2</td>
<td>Student less-than-adequately answers the question of his/her classmate.</td>
</tr>
<tr>
<td>1</td>
<td>Student’s response is unintelligible</td>
</tr>
</tbody>
</table>

### GRADING RUBRIC FOR ESSAYS

The grading rubric is constructed according to a 30-point scale. The first two categories are graded according to a 10-point scale, while the last two are graded according to a 5-point scale, for a total of 30 possible points. Your total points are then divided by 30 in order to yield a percentage, which is then applied to the possible points for the assignment. For example, if a given essay is worth 20 points, and you earn 25 points on the grading rubric, you receive 16.6 points for the paper (25/30 = 0.83; 0.83 x 20 = 16.6).

<table>
<thead>
<tr>
<th>Understanding of concepts and ideas (10 points):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper demonstrates an accurate and thorough comprehension of ideas and concepts at a level appropriate for an undergraduate general education course.</td>
<td></td>
</tr>
<tr>
<td>• Paper demonstrates an appropriate and intelligent use of primary and secondary sources.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prose, sentence structure, clarity of expression, organization and flow (10 points):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prose is consistently clear.</td>
<td></td>
</tr>
<tr>
<td>• Sentences are consistently well-constructed.</td>
<td></td>
</tr>
<tr>
<td>• Word choice demonstrates a well-developed vocabulary.</td>
<td></td>
</tr>
<tr>
<td>• Essay is well-organized and flows logically from beginning to end.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar, spelling, punctuation, typography (5 points):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper is free from mistakes in grammar, spelling, or punctuation.</td>
<td></td>
</tr>
<tr>
<td>• Paper is thoroughly proofread for typographical errors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Following directions (5 points):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper completely follows directions given.</td>
<td></td>
</tr>
<tr>
<td>• Paper correctly cites sources within the text.</td>
<td></td>
</tr>
<tr>
<td>• Paper includes a bibliography.</td>
<td></td>
</tr>
</tbody>
</table>
8. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them. Students who have technological limitations (e.g., slow Internet connection speeds in convents) are asked to notify their instructors the first week of class for alternative means of delivery.

9. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person’s ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab’s website at http://www.holyapostles.edu/owl/resources).

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

10. ATTENDANCE POLICY

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required, per the federal standards, to be in class three 50-minute sessions (or 2.5 hours a week) and prepare for class discussions six 50-minute sessions (or 5 hours) a week. Expect to devote at least nine 50-minute sessions (or 7.5 quality hours) a week to this course. A failure on the student’s part to actively participate in the life of the course may result in a reduction of the final grade.

11. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their
professor via email for approval. “Approval” should be understood as the professor responding to the student’s email in favor of granting the “Incomplete” status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student’s permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A “WF” (Withdrawal/Fail) will appear on the student’s permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.

12. ABOUT YOUR PROFESSOR

My name is John Bequette. I earned my doctoral degree in historical theology at Saint Louis University. My specialization is in the medieval theological tradition, with an emphasis on the lives of the saints. I have published articles in various theological journals and have recently published a book *Rhetoric in the Monastic Tradition* (Peter Lang, 2012).