

**COURSE:** HP 392N Medieval History  
**CREDIT:** 3 Semester Hours  
**SEMESTER:** Session 1, Fall 2024 (August 19 to October 11, 2024)  
**TIME:** TBA  
**INSTRUCTOR:** Dr. Teddy D. Bitner  
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## I. DESCRIPTION

A study of European history from the breakup of the Roman Empire to the dawn of the Renaissance. This course will study the political, economic, social, and cultural development of Western Christendom, and will touch on the rise of Islam and the Byzantine Empire (Prerequisites: HP231 and HP232).

## II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Accurately recall the major events of Medieval History. (PLO 1,3,4) (Assessments A,B,C,D)
2. Relate the study of history to a theologically based philosophy of history. (PLO 1,3,4) (Assessments A,B,C,D)
3. Acquire an understanding of the characteristics of the medieval experience. (PLO 1,3,4) (Assessments A,B,C,D)
4. Recall the people who made major contributions to Medieval society. (PLO 1,3,4) (Assessments A,B,C,D)
5. Know the chronological order of events and people involved. (PLO 1,4) (Assessments A,B,C,D)
6. Gain an appreciation of the range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore medieval social structures. (PLO 1,3,4) (Assessments A,B,C,D)

B. Specific competencies to be achieved. The student will:

1. Identify major people, places, and events with their causes and consequences. (PLO 1,3,4) (Assessments A,B,C,D)
2. Understand major historical periods, people, events, developments and documents, including (but not limited to) (PLO 1,4) (Assessments A,B,C,D):
  - a. The complex sequence(s) of events that brought the classical world to an end.

- b. The rise of feudalism and manorilism.
  - c. Relationships between the church and secular rulers throughout the era.
  - d. Causes, development and effects of mini-renaissances throughout the medieval era.
3. Demonstrate the ability to assess historical evidence in order to arrive at sound judgments relative to present and future issues. (PLO 1,4) (Assessments A,B,C,D)
  4. Demonstrate the ability to determine the significance of facts, rather than simply memorize them, in order to prepare oneself for intellectual discussions. (PLO 1,4) (Assessments A,B,C,D)

### III. REQUIREMENTS

- A. Reading and Questions. You will be expected to complete the assigned reading from the text. 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 answer questions associated with the reading for each chapter in the book. Answers to questions are due the within one week of completion of that section during in-class lecture. Questions are loaded into the assignments in Canvas.
- B. Paper. You will be required to write a paper. Topic will be a review of an individual, event, or culture. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) and is due as indicated in Canvas. The grade for the paper will be calculated based on the Calvary University evaluation sheet (enclosed). The paper should cite a minimum of scholarly references using books or peer reviewed articles. Internet references may also be used (but may not substitute for the three references required). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.
- C. Tests. One final exam will be administered at the end of the course. The exam will be posted on the course Canvas page, and you will be able to access and take the exam over a period of approximately one week. Test will be open book / open note and will include true-false, multiple choice, matching, fill-in questions. Extra credit question will generally be essay.
- D. Book Report. You will write an eight page book report on William Manchester's *A World Lit Only by Fire: The Medieval Mind and the Renaissance* due at the end of the course. Book report will consist of a summary of the book, major themes you identified, your assessment of those themes, and a conclusion.
  - a. Introduction

- b. Summary of the book (what did Manchester cover in her book)
- c. Major themes (what point[s] is Manchester trying to make?) that you identified during your reading
- d. Your assessment of Manchester's themes (do you agree with him, why or why not)
- e. Conclusion

#### IV. METHODS

- A. This an online class. The class will be composed of reading, answering questions, engaging in forum responses, and providing writing reflections of each portion of the course. See the grading scale in the University catalog.
- B. Grading and Attendance. I will take attendance once a week **on Monday**. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. 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). If you do not demonstrate activity within the first week of class, you will automatically be withdrawn from the class.

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

Discussion Questions	15%
Study Questions	40%
Final Exam	15%
Research Paper	15%
Book Report	15%

#### V. MATERIALS

Moran Cruz, Jo Ann Hoepfner, Gerberding, Richard, *Medieval Worlds, An Introduction to European History, 300-1492*, New York: Houghton-Mifflin, 2004. ISBN: 9780395560877. Price: \$101.95. Available used from approximately \$11.99.

William Manchester, *A World Lit Only by Fire: The Medieval Mind and the Renaissance*. New York: Little, Brown, and Company, 1993. ISBN: 9780316545563. Price \$15.99. Available used from approximately \$5.00.

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. COURSE SCHEDULE:

Section	Dates
Module One	Dates for each section will be set within the Canvas class portal.
Module Two	
Module Three	
Module Four	
Module Five	
Module Six	
Module Seven	
Module Eight	

SPECIAL NOTES:

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

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

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

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

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

### Rubric for History Assignments

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

	<b>Above Standards = 3</b>	<b>Meets Standards = 2</b>	<b>Approaches Standards = 1</b>	<b>Fails to Meet Standards = 0</b>
	outcomes, and draws insightful conclusions based on the evidence.	outcomes, and draws appropriate conclusions based on the evidence.	outcomes, and draws some conclusions based on the evidence.	synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.
Citations and Plagiarism	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, all paraphrased material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References.	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is cited, with adequate frequency. All source material appears in the Bibliography / References	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References	The student fails to cite direct sources (cut and paste from Wikipedia or other sources). Student fails to properly paraphrase and cite material. Student does not list source material in the Bibliography / References, or the paper completely lacks a Bibliography / References.
Spelling / Grammar / Syntax	Writes clearly, follows the accepted norms of spelling, grammar, and syntax with no errors	Generally writes clearly and follows the accepted norms of spelling, grammar, and syntax with minor errors.	Does not write clearly, exhibits several spelling, syntax, and grammar errors	Does not write clearly, fails to follow spelling, grammar, and syntax guidelines and acceptable use.
Format Style (Turabian, APA, MLA)	The assignment has been submitted neatly and according to relevant submission guidelines per Turabian, APA, or MLA.	The assignment follows nearly all of the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges, but generally follows the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges and fails to follow the relevant submission guidelines per Turabian, APA, or MLA.
Academic Level Satisfied	Content / answers are insightful, original, scholarly, developed with exceptional detail, and appropriate to degree level.	Content / answers are appropriate, original, scholarly, developed with adequate detail, and appropriate to degree level.	Content / answers approach original scholarship, developed with some detail, and appropriate to degree level.	Content / answers do not display original scholarship, adequate detail, or appropriate to degree level.