



OIKOS UNIVERSITY

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COURSE SYLLABUS
HISTORY OF WESTERN CIVILIZATION I - HIS 101
SPRING 2021

Online via Populi Higher Education System
 and supported by Zoom Video Conferencing Platform

Professor: DAVID A. SYLVESTER	
<p>Instructional Contact Hours (Class Hours): Tuesday 01:00 pm -4:00 pm EST (Zoom Live Video and Lecture Video and Threaded Discussion available through Populi system)</p> <ol style="list-style-type: none"> 1. Zoom Live Lecture 2. Threaded Discussion 3. Faculty Advising and Q&A 	<p>Classroom: oikos.populiweb.com E-mail: dsylvesterteacher@gmail.com Phone number: 510-435-9017 Office Hours: By appointment after class, Wednesday 1:00 pm – 4:00 pm by Zoom.</p>
<p>Credit Unit(s): 3 Prerequisite(s): None Corequisite(s): None</p>	
<p><u>Zoom Virtual Classroom Room 1</u></p> <p>Meeting ID: 325 810 9194</p> <p>Password: oikos7901</p> <p>Please attend the Virtual Class Every Tuesday promptly at 1pm Attendance will be taken.</p>	
<p>Prerequisite for Success in Online Class: This is a 16-week online course.</p> <ul style="list-style-type: none"> ● An approximate time investment for you will be 9 hours per week. ● For eLearning Support Team, please check with Oikos staff. ● Oikos plans support will be available Monday-Friday, 9 am -5.30 pm (it@oikos.edu or de@oikos.edu) ● Support may be arranged after 5.30 pm or on Saturdays based on prior arrangements with the office of the distance education at Oikos University. Please check with Oikos staff. 	

Login Information

- Login at <https://oikos.populiweb.com/>. After entering your login credentials, login to your student account and click on your class from the list of courses under your “Student” tab.
- You must check into the Populi software for your online class no later than two days after the class begins. Oikos considers one academic credit hour as being one hour of classroom or direct faculty instruction/interaction with a minimum of two hours of out-of-class homework for each week of an academic module. You should plan to spend about 45 hours for one credit hour of course, or 135 hours for the 15 classes of the semester.

Computer Requirements

- You will need to have a computer (Mac or PC) with built-in microphone and webcam (or the capability for connecting external microphone and webcam).
- You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class.
- You must have access to Microsoft Office Suite (Excel, PowerPoint and Word)
- You will also need access to Google Docs collaborative learning suite (Docs, Sheets, Slides) (<https://sites.google.com/site/gdocswebquest/>)
- Some of the documents in this course will be available to you in PDF form. You will need download and install Adobe Acrobat Reader software on your computer.

1. MISSION STATEMENT

The mission of Oikos University is to educate men and women to be the leaders to serve the church, local communities, and the world by using their learned skills and professions.

2. COURSE DESCRIPTION

This course is designed to enhance students' comprehensive knowledge with the historical background for understanding the application of the Bible and Christian doctrine as it spread throughout western Europe from Palestine and the ancient Near East. (ILO 1)

It will prepare students for a wider understanding relevant to world missions (ILO 3) by examining the events of key historical periods as well as their underlying values during the periods of the development of European culture, including the ancient civilizations of Babylonia and Egypt, beginnings in classical Greece, the Hellenistic Empire formed by the Greek conquests under Alexander, the rise and fall of Roman power, and the spread of the medieval Christian Church up to the beginning of the Reformation.

It will provide students with competitive knowledge, skills and the confidence to succeed (ILO 5) through analysis of the identity of Western Civilization and instill a missionary vision (ILO 7) grounded in the study of how the changing religious and philosophical worldview provided, or removed, legitimacy for secular political, social and economic changes in secular western societies.

3. COURSE LEARNING OBJECTIVES

HIS 101 - HISTORY OF WESTERN CIVILIZATION I		
Student Learning Outcome: By the end of this course, students should be able to:	Course Evaluation Objectives	Assessment Method
1) Learn the facts about basic periods of western historical development, including key leaders, historical dates, basic economic and social trends.	Demonstrate knowledge by preparing individual and group discussion.	Discussion of lectures, group presentations.
2) Identify and articulate the various changes in religious and philosophic worldviews and how they shape secular society	Use new knowledge in group and class discussions.	Class worksheets, preparing study guides.
3) Develop an analytical background for understanding the history of ongoing social and cultural conflicts in the West that influence religious trends.	Do close readings of key historical documents in class.	Discussion board and quizzes
4) Reflect on individual experience of trends and conflicts described in evolution of pre-modern European history.	Develop a topic of interest for written report at oral class presentation.	Final Presentation

4. CLOs in Alignment with ILOs and PLOs

Students who complete the current course will gain a foundation knowledge in general education (Program Learning Objective 1) that will give them a greater competitive knowledge and success in their chosen field (Institutional Objective 5).

By reflecting on the behavior of individuals caught up in huge social movements, they will gain greater appreciation for importance of personal spiritual growth (Institutional Objective 2) and for high ethical standards to be successful in surviving turbulent times. (Institutional Objective 7, Program Learning Objective 4)

As students participate in group research projects, they will learn to present their own perspectives more clearly (Institutional Objective 4). The group discussions will foster cooperative relationships and strengthen oral self-confidence needed later for effective preaching skills (Program Learning Objective 2).

They will learn to recognize the role Biblical teachings and Christian doctrines play in social change and learn to encourage others to live with greater Christian integrity in the midst of change. (Institutional objectives). Their wider historical perspective will help them communicate using practical historical examples and lessons in their service and commitment to congregations and churches. (Program Learning Objective 3).

5. INSTRUCTIONAL METHODS / CLASS FORMATION

Lecture: Yes	Discussion: Yes	Case Studies: Discussion forum on the Populi and during Live Zoom session and conferencing chat.	Journaling: No
Role-Play: No	Book Report: No	Quizzes: Yes	Class Writing: Yes
Studio: No	Lab: No	Multi-Media (Online): Yes	
Small-Groups Work: Conducted via the group discussion forum on Populi system and presented via zoom video recording		Audio/Visual Aids: Zoom video conferencing platform for live and recorded lectures. In addition, Zoom is used for office hours and student interaction, Populi chat sessions.	
Groups Demonstrations: No		Student Presentations: Yes	

This 16-week online class is delivered fully online via Populi Higher Education System where all class activities including both synchronous and asynchronous lectures, instructor office hours, graded discussions, group projects, group presentations, and all practice and graded quizzes will be conducted.

Populi class activities will be further supported technologically via the Zoom video conferencing platform, Google Docs collaborative learning software, and other online teaching and learning material. If you have any problem accessing to the online classroom, please contact the following as earliest as possible.

Contact Information for Support		
Advising: Prof. David Sylvester dsylvesterteacher@gmail.com Phone: 510-435-9017	Technical Support: Prof. Jin Kim IT@oikos.edu or DE@oikos.edu Office: 510-639-7879	Library Support: Please check with Oikos staff to visit the Oakland library. Office: 510-639-7879

6. INSTRUCTIONAL MATERIALS & REFERENCES, REQUIRED TEXTBOOK(S)

TITLE	AUTHOR	PUBLISHER	ISBN	YEAR
Students will receive historical readings in the public domain on Populi or emailed to students. Students may need to use some of their \$300 book allowance to pay for readings not in the public domain and protected by copyright, (Semester charge is not expected to exceed \$50 per student.)	Instructor, and key historical writers from each period.			
Optional Films with Historical Themes: Students must have <u>online access</u> to viewing films outside of class and discuss in class. Amazon or Netflix, free or a cost up to \$4 per film rental.				

7. RECOMMENDED READING AND OTHER COURSE RESOURCES

TITLE	AUTHOR	PUBLISHER	ISBN	YEAR
<i>The History of Civilization in Europe</i>	Francois Guizot, (Translated by William Hazlitt)	Penguin Books.	978-0-86597-837-9	1997
<i>Makers of the Western Tradition: Portraits from History, vol. 1 and v.2</i>	J. Kelley Sowards	Bedford Books, Scientific American/ St. Martin's College Publishing Group. Boston.	0-312-14252-8	1997
<i>The Making of Europe: An Introduction to the History of Christian Unity</i>	Christopher Dawson	Catholic University Press of America, Washington D.C.	0-8132-1083-6	2003
Readings in Western Civilization 1. <i>The Greek Polis</i> , 3. <i>The Church in the Roman Empire</i>	John W. Boyer and Julius Kirshner, general editors	University of Chicago Press	0-226-06935-4. 0-226-06939-7	1986

8. ASSIGNMENTS

This class will be half study and discussion of the literary works, and half writing. Your own writing is essential to engaging with the deeper meaning of the literature.

- A. **Zoom Classroom Attendance & Participation Learning Activities** – Students will read, watch, discuss literary work and participate in class learning activities from class lectures, recorded for later viewing, and during Zoom Room class discussion. Attendance at all Zoom classes from beginning to end is required and will count 15% of the final course grade. Any student who misses more than 3 classes will receive the failing grade of F.
- B. **In-Class Discussions, Breakout Group Study & Presentations** - Students will join in breakout rooms for small groups on assigned worksheets relating to historical topics with the period under study and report the group's findings to the class in oral presentation. The group worksheets will be graded and will count 15% of the course grade.
- C. **In-Class Readings and Homework** - Homework, whether worksheets or writing, is an essential major part of this course for students to respond to the historical readings we are studying. Readings and discussions will count as 15% of the course grade.
- D. **Reflections & Threaded Discussion on the Discussion Board**– Although this class is an Internet-only course, it depends on active participation. Discussion is an important part of class participation. You are required to login to Populi and participate in course activities each week. Students must log on and engage in weekly discussion on the Populi Discussion Board. This will count for 15% of the course grade.
 - a) Each student will write a reflection on class and post an excerpt of one full paragraph (minimum 100 words) on the Discussion Board before 10 p.m. on the Friday before the next Tuesday class, (or two days after the previous Tuesday class.)
 - b) After that, students may respond to the posts of classmates with a full paragraph (minimum 50 words) before the following Sunday before the Tuesday class. Your response to others' posts must be complete and thoughtful. It must be constructive, relevant, and substantive. It can be directed to an individual or a group in a way that adds to the discussion and helps the discussion move forward.
 - c) Please note: The Discussion Board is conducted in a positive spirit. There is no place for negativity on the Discussion Board. We write in "I" statements.
 - d) The best way to respond is to find what you like the most among the others' posts. What is most interesting? What catches your attention? What makes you think about something in a new way? What can you add to build on what someone else has said?
 - e) If you don't like what someone else is saying, do not respond to it. Criticism is never constructive. If you think a comment is important to make, you may begin your response with the topic that someone else has raised, but then you must respond with your own ideas and experiences.

- E. **Progress Quizzes** - Students will take four (4) quizzes every three weeks during the semester to chart their progress in learning the course content. The quizzes will count for 2.5% of the grade each, for a total of 10% of the course grade.
- F. **Final Exam and Presentation**- Students will have a final examination and present an oral reflection to the class at the end of the semester to deepen their understanding of the course. The Final Exam & Presentation together will count for 30% of the course grade.

9. ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS / RATIONALE FOR GRADE DETERMINATION

A. Grade Assessment

Student Time Investment Requirements and Assignment Weightage					
Activity	Criteria	Standard for Time Calculation	Estimated Minimum Amount	Total hours of the Activity	Activity Weight as % of Total Grade
Zoom Class Attendance: <i>(Assignment A)</i> Attend and fully participate in Zoom room classes and instructors' lectures.	Instructive	3 hours per class for 3-unit course	15 classes	45 hours	15%
Study Groups & Presentations: <i>(Assignment B)</i> Groups prepare Study Guides in Zoom Breakout Rooms, present to class.	Substantive	1.5 hour for presentation	10 graded worksheets and group presentations	15 hours plus study time	15%
In-Class Course Readings & Homework: <i>(Assignment C)</i> Students will study key readings in class and for homework.	Substantive	1 hour per assignment	15 readings	15 hours plus study time	15%
Reflection Journals and Online Discussion Board <i>(Assignment D)</i> Students must reflect on the class and engage discussions with other students.	Interactive	0.5 hour per original post Plus 0.5 hour for the two interaction posts	15 discussions	15 hours	15%

Quizzes: <i>(Assignment E)</i> Students will take 4 quizzes to check progress	Instructive	2.5 hour	4 quizzes	10 hours	10%
Final Exam and Oral Reflection: <i>(Assignment F)</i> Students will integrate their knowledge through a final exam and oral presentation.	Integrative, Instructive	35 hours of Final Presentation	1	35 hours	30%
Ideal Student Work Hours				135 hours	100%

B. Grade Definitions

A	Excellent. Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
B	Good. More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
C	Average. Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
D	Below average. Demonstrates poor, but passable awareness of course material, may not be eligible for transfer.
F	Fail. Inadequate, ineffective or no effort made to gain awareness of course material. No course credit.
I	Incomplete. An incomplete grade will be given in a regular course only at sole discretion of the professor or administration for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student's part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following quarter. If all work is not submitted by the end of the following quarter, a grade of F will be posted automatically and counted in the computation of the GPA.
W	Withdrawal. Signifies that a student has withdrawn from a course after the Add/Drop deadline. A "Withdrawal" is not allowed after the Withdrawal deadline. This is a permanent mark with no grade points assigned.

C. Grade Scale

The final course grades are based on the grading system in the catalog (by percentage):

<u>Grade</u>	<u>Percent</u>	<u>GPA</u>	<u>Grade</u>	<u>Percent</u>	<u>GPA</u>
A+	98-100	4.0	A	94-97	4.0
A-	90-93	3.7	B+	87-89	3.3
B	84-86	3.0	B-	80-83	2.7
C+	77-79	2.3	C	74-76	2.0
C-	70-73	1.7	D+	67-69	1.3
D	64-66	1.0	D-	60-63	0.7
F	Below 60	0.0			
I	Incomplete				
W	Withdraw				

10. COURSE POLICIES

- A. **Attendance, Preparation, and Participation:** Although this is an internet-only course, class attendance is required and mandatory. You are required to attend the Zoom class meeting as well as login to Populi and participate in course activities, including the Discussion Board, at least on three different days each week.
- B. Three or more weeks with no Populi login will result in a grade of F in class.
- C. **Writing Format:** All written assignments must be according to **APA** writing guidelines. **Format:** Times New Roman font, 12 font size, 2.0 (double space) with one-inch margins all around and submitted in Microsoft Word documents. **Citations:** Works that are cited must be given proper credit. The citations should be in **APA** format. A brief tutorial on the APA format can be found at: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- D. **Academic Misconduct:** Students are expected to maintain the highest standards of academic conduct. There are many types of academic misconduct. While plagiarism, cheating, and multiple submissions are clearly notated, students may be cited for any other form of academic misconduct according to University policies. Plagiarism, which consists of using someone else's ideas or words, is a serious offense. Please cite your sources properly to avoid unintentional plagiarism. Cheating can include having someone else write student papers, buying term papers off the internet, and copying answers during an exam. In addition, working in groups for individual assignments can also constitute cheating. Multiple submission of a single work is not accepted and will be considered an act of academic misconduct. Instructors who believe they have discovered academic misconduct will submit a grade of X (the equivalent of an unreported grade) for the course until the academic misconduct charge is resolved.
- E. **Academic Expectations:** Students are expected to interact with the books they have read, the lecturers' comments, their personal experiences, and the Bible. Do not use Wikipedia or similar references, as they are unreliable. It is also expected that you to have properly researched your paper and will make liberal use of footnotes and references. If you have any questions in this regard you may email your professor for clarification. During the course, if you have questions related to your coursework, please be sure to ask either during class or individually with your professor.

- F. **Identity Fraud:** Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from AEU.
- G. **Copyright Protected Materials:** Oikos University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.
- H. **Technology Expectation:** Oikos online staff is committed to making the online learning experience as successful for you as possible. In order to ensure this, here is a review of key technical requirements:
- a. You are responsible for your computer system and are required to have a reliable Internet Service Provider (ISP). Should you have difficulty connecting to the Internet, consult your ISP for technical support.
 - b. You are required to have MS Office suite or a compatible program to participate in this program.
 - c. Should you have technical difficulties at a time when an assignment is due, you are responsible to find an alternate way to submit your work. This may require you to find another computer to use at a worksite, friend's home, library, local college, or internet café. In some situations, you can mail, fax, or hand-deliver your work.

It is your responsibility to get help and resolve any WIFI, computer malfunction or compatibility problems. Technology problems do not relieve you of the responsibility of attendance requirements, turning in your assignments, class participation, or any other course work. If the Oikos online server has technical difficulties when an assignment is due, your instructor will make alternative arrangements with you. Be sure to call your instructor regarding any problems you are having and make the necessary arrangements for completing your course work!

- H. **Grammar and Spelling Check:** Online students are required to submit work that represents college-level English abilities, including excellent grammar and spelling skills. Students are required to turn on and use their MS Word grammar and spelling checker and to use proper grammar when posting in the class discussion. All posts to the class discussion represent your work at Oikos. Do not treat the class discussion as a blog, email, or chat room.
- I. **University Catalog:** For additional Oikos policy items, review the Oikos University Catalog.
- J. **Deadlines:** All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week the assignment is late or a portion

thereof. Permission for late work is granted only by special request at the discretion of the faculty.

- K. Advance Assistance:** Students wishing feedback from the instructor or TA regarding initial drafts of papers/presentations are invited to schedule appointments with the instructor/TA sufficiently in advance of due dates to enable review, discussion, and subsequent refinement.
- L. Make-up Work and Extra-Credit Work.** Students will be given the opportunity to make up missed assignments and/or earn extra credit only for documented excused absences. Extra credit will not apply for students with excessive unexcused absences since attendance and in-class participation is imperative in the learning process.
- M. Emergency Procedures:** In case of emergency, such as sudden earthquake and fire, it is highly recommended that you leave the place until you are notified further announcement.
- N. Other Policies** on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance apply according to the Student Handbook and Catalog.
- O. Students with Disabilities:** Oikos University is committed to the provision of the Rehabilitation Act of 1973 and the Americans with Disability Act as the University strives to be an inclusive community for students. Individuals seeking accommodation for any type of disability are encouraged to contact the Dean of Students for information concerning the documentation of a disability and procedure for implementing accommodations. Students who require additional time/arrangements for examinations or other arrangements for assignments must secure verification/assistance from the Student Services Office

11. COURSE PRAYER SUBJECTS:

- 1) The grace to understand God's presence as a force leading human to more civilized behavior.
- 2) The grace to understand God's presence in the words we use daily - spoken and written.
- 3) The grace for Christians and all people of good will to learn from history and remain faithful in their behavior to the gospel preached by Jesus Christ.
- 4) The grace to practice the virtues and avoid the vices as taught through Jesus Christ to bring the values of civilization into every student's life.

12. COURSE SCHEDULE and TOPICAL OUTLINE: HIS 101 FALL 2021

Please be aware that this syllabus is only a preview of assignments and will change depending on class progress. Follow the directions in the weekly assignment email for each week's homework and deadlines.

HIS 101/HISTORY OF WESTERN CIVILIZATION I

Wk	Date	Class Topic	Lecture & Working Groups	Handout Reading Excerpts	Assignments
1	8/24/ 2021	Introduction I. Prehistory 4000-1100 BCE	<u>Overview - Western Civ Origins</u> Introduction to HIS 101 class - Student introductions Lecture on historical perspectives <u>Prehistory and Oral History Era</u> Lecture 1 & Study Groups Indo-European Migrations - Oral Tradition - Vedas - Exodus - Judges - Group write worksheets HW: Review reading handout. HW: Watch Troy, Episode 2?	--	Study class material, study guide and reading
2	8/31	II. Legendary: Era 750-500 BCE	<u>Legendary Era and Early History:</u> Lecture 2 & Study Groups King Saul, David - Trojan War 1100 BCE- Homer 750 BCE - Heroes - Odysseus - Aeneas - Greek gods - Moses, God's name <u>HW: Prepare for Quiz 1</u>	Bible: Exodus Homer, Iliad	Study class material, study guide and reading
3	9/7	III. Classical Greek thought: 500-400 BCE	- <u>Quiz 1 (2.5% grade)</u> Lecture 3a & Study Groups Plato and Socrates & in-class reading. HW: Prepare reading	- Plato: <i>Cave Allegory</i>	Study class material, study guide and reading
4	9/14	Classical Greek History: 500 - 400 BCE	<u>Classical Greece:</u> Lecture 3b & Study groups Greek polis - Socrates - Greek Persian War - Herodotus - Sparta Defeat of Athens - Thucydides. <u>HW: Prepare reading</u>	Plato, <i>Apology</i> Thucydides, Melian Dialogue	Study class material, study guide and reading
6	9/21	V. Hellenism 400-63 BCE	- <u>Quiz 2 (2.5% grade)</u> Lecture 5 & Study groups <u>Hellenistic Empire</u> - Rise of Macedon, Alexander the Great, empire, death - Koine Greek - Maccabean revolt, Hasmonean rule - Hanukkah - Roman Palestine HW: Prepare reading	Group Debates	Study class material, study guide and reading
5	9/28	IV. Roman Republic: 753 - 44 BCE.	<u>Roman Republic</u> Lecture 4 & Study groups - Aeneas - Roman kingdoms - Republican government - Wars with Carthage Cato and old Roman virtue - Decay of Republic - Civil Wars - Cicero - Julius	- Cicero, <i>Nature of the Gods</i>	Study class material, study guide and reading

			Caesar in Gaul - Rubicon 49 BCE - Ideas of March 44 BCE - <u>Middle East: Assyrians, Babylonian Captivity, Return,</u> HW: Prepare for Quiz 2		
7	10/5	VI. Rise of Roman Empire 23 BCE - 313 CE	<u>From Republic to Empire:</u> Lecture 6 & Study groups 12 Caesars - imperial corruption - Marcus Aurelius HW: Prepare reading	- Julius Caesar - Marcus Aurelius, Meditations	Study class material, study guide and reading
8	10/12	VII. Emperors and Christians: 313-476 CE.	<u>Palestine & Rome:</u> Lecture 7 & Study groups life and death of Jesus, St. Paul travels, Jerusalem 70 CE, 135 CE, Constantine's conversion, Germanic invasions, Sack of Rome 410 CE, St. Augustine, Fall of Rome 474 CE. HW: Study for Quiz 3 Watch: Roman Empire: Episode XX	- From Constantine's vision - Augustine, City of God	Study class material, study guide and reading
9	10/19	VIII. Early Middle Ages 476-1000 CE	<u>Quiz 3 (2.5% grade)</u> Lecture 8 & Study groups <u>Rise of Medieval Christendom</u> - "Dark Ages" - Prophet Mohammad, Islam - Charlemagne - Germanic kingdoms - British Anglo-Saxons - Alfred the Great - Norman invasion - Moors in Spain - Pope & Emperor - Investiture controversy HW: Watch: The Last Kingdom, Sea. 1, Epi. 2	- From Pope Gregory - from Alfred the Great	Study class material, study guide and reading
10	10/26	IX. High Middle Ages 1000-1300 CE	<u>Crusader Christians</u> Lecture 9 & Study groups Holy Roman Emperors - feudalism, manors - universities - Aquinas - scholasticism - - Great Schism 1054 - Crusades - Crusader Sack of Constantinople - Black Death, Famine - Crisis of Late Middle Ages HW: Prepare reading.	Group Debates	Study class material, study guide and reading
11	11/2	X. Late Middle Ages 1300-1500 CE	<u>Crisis and Challenge in Europe</u> Lecture 10 & Study groups - Spanish Moors & Jews - Hundred Years' War - Reconquista - Ottomans take Constantinople - Spanish Inquisition - Muslims, Jews expelled from Spain, Columbus 1492 - Overseas exploration, indigenous genocides Spanish Empire	- St. Thomas More, Dialogue for Comfort - De la Casas, Defense of Indians	Study class material, study guide and reading

			HW: Study for Quiz 4		
12	11/9	XI. Renaissance and Reformation 1500-1650 CE	<u>Quiz 4 (2.5% grade)</u> Lecture 11 & Study groups <u>Renaissance and Reformation: Italian</u> Rebirth, Michelangelo - DaVinci - Humanism -Church corruption - Medicis - Borgias - Martin Luther - Henry VIII - St. Thomas More - Catholic Council of Trent - Religious wars - Peace of Westphalia - HW: Study for Late Term Exam	- Machiavelli, The Prince - Luther 95 Theses	Study class material, study guide and reading
13	11/16	Reflection & Synthesis	- Late Term Exam (10% grade) Discussion, course review Debates HW: Draft Final Presentation	Group Debates	Prepare Final Presentation
--	11/23	<u>NO CLASS</u>	<u>THANKSGIVING VACATION!</u>		
14	11/30	Final Presentations	Final Presentations 1 (30% grade) - Attendance MANDATORY	Final Presentation	Final Presentation
15	12/7	Final Presentations	Final Presentations 2 (30% grade)- Attendance MANDATORY	Final Presentation	Final Presentation
		<i>HAVE A MERRY CHRISTMAS VACATION!</i>			

14. RUBRIC FOR FINAL EXAM & PRESENTATION - HIS 101, FALL 2021

CRITERIA	EXCELLENT	GOOD	FAIR	POOR
Demonstrates knowledge of basic historical facts, names, dates, period and implied moral values.	1) * Excellent memory, understanding of facts in proper historical periods. 2) * Superior effort to use and reason with historical data as references.	1) * Developed good memory, understanding of facts in proper historical periods. 2) * Good effort to use and reason with historical data as references.	1) * Developed minimum grasp of facts as relates to proper historical periods. 2) * Basic effort to use and reason with historical data as references.	1) * Has poor or no grasp or memory of facts in proper historical periods. 2) * Inadequate or no effort to use and reason with historical data as references.
Makes sincere effort to fully answer questions about lessons of each historical period.	1) * Gives excellent answers to exam questions with full details. 2) * Answers show superior insight into importance of the questions raised.	1) * Gives good answers to exam questions with reasonable amount of detail. 2) * Answers show good insight into importance of the questions raised.	1) * Gives basic detail to exam questions. 2) * Answers show basic insight into importance of the questions raised.	1) * Gives little or no answers to exam questions, 2) * Answers show little or no insight into importance into the questions raised.
Exam answers show reflection on lessons from historical periods and relations to social issues today.	1) * Develops excellent comprehension of how the past informs our understanding of present conditions. 2) * Showed surprising and original reflection on today's issues based on historical experience.	1) * Showed good comprehension of themes of life experience as presented in literary form in class stories and texts. 2) * Showed good reflection on literary themes in relation to student experiences.	1) * Showed some comprehension of themes of life experience as presented in literary form in class stories and texts. 2) * Showed occasional reflection on literary themes in relation to student experiences	1) * Showed poor or no comprehension, little interest in themes of life experience in literary form in class stories, texts. 2) * Made little or no effort to reflect on literary themes. student's life experiences.
Final Presentation is well-organized and provides insight into historical periods and their underlying worldviews.	1) * Superior or organization of oral presentation with convincing evidence and conclusions. 2) * Superb overall responses in class discussion.	1) * Good organization of oral presentation with reasonably evidence and conclusions. 2) * Good overall responses in class discussion.	1) * Some basic effort to organize oral presentation with some evidence and conclusions. 2) * Routine overall responses in class discussion.	1) * Little or no effort to organize oral presentation with little coherent evidence and conclusions. 2) * Few or no reasonable answers to class questions in discussion.