

Saint Louis Christian College
GHY 201 Early Western Civilization
PROFESSOR KAREN DUFFY

Fall 2014
Credit Hours

Tuesdays/Thursdays
1:30 – 2:45 pm

-Please bring a copy of this syllabus to the first class-

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

Students survey the history of Western culture from the rise of Greco-Roman culture to the High Middle Ages. Special attention is given to the contributions of Christianity to Western culture.

COURSE RATIONALE

The mission of the Division of General Education (under which the course falls) is to provide a breadth perspective to the student's education, enabling him or her to integrate knowledge and apply the Christian perspective to concrete life situations. The General Education Division has adopted the philosophy that each student must have a broad knowledge base in accepted basic disciplines. This course provides the student with selective basic principals from a humanities perspective.

COURSE OBJECTIVES

Primary Course Objective: As a result of this study, the student will possess a general knowledge of the development of Western civilization from the rise of Greco-Roman culture through the High Middle Ages that will enable him or her to understand and evaluate contemporary Western culture.

As a result of this study the student will be able to:

- Identify the institutions that define civilization and how and when these institutions were created;
- Classify the particulars and the impact of the civilized peoples of Mesopotamian region and Egypt;
- Discriminate the nature of the Greek polis as a social, political and cultural unit;
- Identify the role of Rome as conqueror, organizer, and governor of a universal state;
- Trace the changes within the later Roman Empire and state how these led from the civilization of Rome to that of medieval Europe;
- State the historical sources and origins of Christianity and trace how the Christian Church organized and doctrine developed;
- Explain the preserving role of Byzantium in Asian and Western history, and its achievement of bringing civilization to the barbarian peoples of eastern Europe;
- Recount the fundamentals of Islam's religion and culture that impacted the civilizations of the West;
- Explicate the origins and institutions of European feudalism as a way of life and government;
- Identify the nature of the crusades and discuss the reason for their failure.

COURSE REQUIREMENTS

Attendance

- Attendance in class for the scheduled time is required.
 - ✓ Attendance is worth percentage points added to or taken from your final class average according to the following formula

<i>Absences</i>	<i>Percentage</i>
0	+2% pts.
1	+1% pt.
2	+0% pts.
3	-1% pts.
4	-2% pts.
5	-3% pts.
6	-4% pts.
7	-5% pts.

- ✓ Student with absences over 7 will be in violation of the College's 25% rule. According to the Saint Louis Christian College catalog, once a student has missed over 25% of a total course, the Academic Dean will immediately withdraw them.
- If a student arrives 15 minutes late to class or leaves earlier than the last 20 minutes of class the student will be counted absent even if he or she is in attendance for the remainder of the class session;
- If arriving late to class (15 min +), the required assignment or test for that class period will not be accepted or given resulting in a zero for the assignment/test.

Examinations

- The student is required to take four (4) major examinations over course materials.
- If a situation of an extreme emergency nature arises (i.e. hospitalization of self or family member, death in the family) which hinders the student from taking the examination on the scheduled date, the student must apply to the Academic Office for permission to make up the test.
 - ✓ The appropriate form must be filed with the Academic Office *within 72 hours of the original test date*, accompanied by the stipulated fee. Completion of the form requires the approval of the professor and the Academic Dean;
 - ✓ Students who miss a test because of an approved 'walk' are exempt from the fee.

Texts

- The required textbooks for the course are:
 - ✓ Levack, Brian. *The West: Encounters and Transformations, Vol I*. NY: Pearson Longman Publishers, 2013.
 - ✓ Perry, Marvin. *Sources of the Western Tradition, Vol. I*. Boston: Houghton Mifflin Company, 2012.

COURSE REQUIREMENTS (cont.)

ASSIGNMENTS

1. Readings

- The student is required to read the text as set forth in the attached schedule.
- This assignment must be typed each time submitted or it will not be accepted.
- To give evidence that this reading has been completed, the student must submit the following at the beginning of the class assigned:
 - ✓ *A one page summary of what topics were covered within the reading in the student's own words.*
 - ✓ *A two sentence definition of the 5 key words and/or phrases provided by professor for each reading assignment.*

2. Cultural Research Paper or Project

- The student is expected to do intensive research into one of the individual cultures of a selected country studied in this section of Western Civilization.
- The findings of this research may be presented in a couple of ways.
- *A listing when specific pieces of research and progression of paper or project are due is included on the Course Schedule and explanatory handouts are given with this syllabus.*
 - ✓ *Research Paper*
 - The 12-page paper must report on, but is not limited to, the customs, traditions, clothing, religious activities and society of a chosen culture within the time period covered by this class;
 - *It cannot be a paper on a person or event;*
 - The paper must be written according to the rules set forth in the MLA Handbook for Writers of Research Papers;
 - It must also demonstrate that research has been gleaned from at least twelve sources, of which five may be from the internet. (Wikipedia or other online encyclopedias may not be used.)

-OR-

✓ *PowerPoint Presentation*

- This presentation must consist of a minimum of 60 slides showing visuals of archeological, recreations, maps and pictures pertaining to the customs, traditions, clothing, religious activities and society of a chosen culture within the time period covered by this class;
- *A guide to the PowerPoint presentation or informational slides must accompany the project factually explaining what is being shown or represented on each slide and what this implies or tells us about the individual culture with the proper documentation given;*
- Endnote or referencing page must be included with the PowerPoint.

-OR-

- ✓ A project of your own making *with prior* approval by professor.

3. ***Internet Research Paper or Presentation***

- The student will examine the Internet and research by that medium the following issue: *Which early secular writers and historians mention Jesus, the new-Jewish sect and/or Scripture references in their writings.*
- The student must use at least 15 internet sites. (Wikipedia or other online encyclopedias may not be used.)
 - ✓ To give evidence that the research has been done via the Internet, the student shall submit a listing of the http's or web site addresses from which the student gleaned information.
 - ✓ The student will also compose an 8-page (minimum) paper **or** 40 slides PowerPoint Presentation that
 - identifies the writers/historians,
 - defines who they were in history and their credibility, and
 - what Christian references they make according to the information discovered on the Internet

COURSE ASSESSMENT (EVALUATION)

Quality of Work

- All work must be typed, no exceptions.
- Use 12-point Bookman for all printed materials. (All fonts are *not* the same!)
- Produce papers according MLA specifications, except use Bookman 12 point.
- Submit, starting with the first draft, copies of EVERY source used in the paper. The source is to be underlined or highlighted on each copy. The student writes the author's name and title of the book on each copy. *The paper will not be graded without the copies.*
- Direct quotes are limited to two per page of text with an additional 3 source referencing per page.
- Grammar, spelling and punctuation will impact the assignment's grade.
- Remember this is a college and the student's work should reflect this level in its attention to detail and quality.

The Hundred

- High quality writing in all assignments is expected.
You are strongly encouraged to seek help from The Hundred for editing, research, preparation for exams, etc.

COURSE ASSESSMENT (cont.)

Late Policy

- Assignments and papers will be accepted the day they are due.
 - ✓ Assignments may be turned in ONE week day late but final grade on the late assignment will be reduced by 30% for lateness.
 - ✓ Assignments will not be accepted beyond the one late day for any reason.
 - ✓ If an emergency has arisen that prevents a student from turning an assignment in on time, the student will need to make up some of the missed points of that assignment by doing the best quality work on the remaining assignments.
- At some point during the semester you WILL have a problem with technology: your laptop will crash, a file will become corrupted, printer is out of ink, a server will go down, or something else will occur. These are facts of life, *and do not constitute an emergency*.
 - ✓ Sadly, technological related excuses (“my printer died,” “ran out of ink,” etc.) will not be accepted under any circumstances;
 - ✓ Always make back-ups of various stages of your work;
 - ✓ Most importantly, plan ahead so that you will have time to use the on-campus computers and printers if necessary.

Electronic Submissions

- Electronic submissions are not accepted unless specified by professor.

Class and Official Correspondence Medium

- All official course and college correspondence with students will be through the student’s *SLCC email account*, not their personal account.

Course Grading

- The student’s final grade will be determined according to the following point values:

Contract	20 pts.		
Readings (16 x 10 pts.):	160 pts.	Exam 1:	100 pts.
Term Definitions (80 x 2 pts.)	160 pts.	Exam 2:	100 pts.
Cultural Research:	250 pts.	Exam 3:	100 pts.
Internet Research:	150 pts.	Exam 4:	100 pts.

Anticipated Student Workload (average)

- 6 hours per week outside of class
- Collegiate study formula is as follows: 3 credit hours x 2 hours of study per credit hour = 6 hours

COURSE POLICIES

Dishonesty

- Any cheating or plagiarism will result in a grade of 'F' or 'Zero' being given for the assignment on which it is found and possible withdrawal from the course.

Extra Credit

- The professor does not offer extra credit work.

Modification of Course Schedule

- The professor reserves the right to modify this course plan by changing topics, due dates, or even assignments as long as it does not *add* to the students' workload.

Disabilities

- In compliance with *Americans with Disabilities Act (ADA)* as amended and *Section 504 of the Rehabilitation Act (§504)*, student's that have a diagnosed disability and need accommodations are asked to please make the professor aware of the nature of the disability privately.
 - ✓ Please see the Coordinator of 504 Services (Prof. Duffy) so that appropriate accommodations can be made.

Technology: Use of Laptops, IPADs, and Other Electronic Devices

- Students should not use cell phones, pagers, PDAs, or similar communication devices during class.
 - ✓ Such devices must be silenced (including vibration mode) or turned off and not be taken out during class
- Laptops (or any wireless computers or similar electronic devices) may be used in the class.
- Electronic audio or video recording of the classroom environment is prohibited unless specified in a 504 Accommodations document or permission is given by the professor prior to recording.

CONTACT INFORMATION

- ***E-Mail***
 - ✓ KDuffy @slcconline.edu
- ***Office Phone***
 - ✓ 314-837-6777 x 1521
- ***Cell Phone***
 - ✓ 314-691-1985
- ***Office Location***
 - ✓ Upstairs!
 - Take a Right at top of stairs. I am at the end of the hall!
 - Please see my schedule on my office door. Please feel free to stop in if you are in need of assistance or clarification.

LAB WEEK MARCH 2015:

**Won't you join me on a mission trip to
the Rainforest of Ecuador to
work among a remote tribe deep in the jungle?**

Ask me for more information!!!!

COST: \$2600.00

Early Western Civilization Contract

*Read the statements below. If you agree to statements, print your name, sign your name, and date it.
Return this page to Prof. Duffy no later than the 3rd class day.*

1. I have read the Fall '14 SLCC syllabus for GHY 201: Early Western Civilization which is taught by Prof. Duffy.
2. I understand the contents of the syllabus and agree to abide by its' terms.
3. I understand I am bound by Christian honor to be honest and not to help others to be dishonest. I pledge to maintain a high level of respect and integrity as a student representing Jesus Christ and his teachings and Saint Louis Christian College. I understand I am bound by Christian honor to be honest and not to help others to be dishonest. I will not lie, cheat, plagiarize, steal or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to the professor. I make this pledge in the spirit of honor and trust as demonstrated by Jesus Christ.
3. Furthermore, I understand that this serves as a contract for both the student and the professor. I understand I will receive 20 points for turning this in by the third class period.

Your printed name: _____

Your signature: _____ Date: _____

Professor's signature: _____ Date: _____

Cultural Research Paper or PowerPoint/Special Project Handouts:

1: PRE-EVALUATION/WRITING SAMPLE (10 pts. of cultural paper/PowerPoint/Special Project)

ASSIGNMENT: Write a 1000+ word pre--evaluation essay, answering the following questions. This is to be written as an essay, including using 12 pt. Bookman font and MLA formatting.

1. Introduction

Create an introduction to your reflection paper using any introductory examples of your choice. Include a thesis statement in your paper, presenting an overview of the paper.

2. Expectations

After you look over the syllabus and the assignments, reflect on your feelings about world history. What are you looking forward to studying? What are you least interested in? Also, what are your feelings about the writing assignment and the alternative choice of a PowerPoint Presentation?

3. Writing Strengths

So far in your college experience, what would you describe as your major writing strengths? What parts of the process do you enjoy? What aspects of writing do you understand well? (I understand for some students this is more difficult to assess than their weaknesses; however, if you are unclear about your strengths, than ask others who are familiar with your writing about what they see as your writing strengths).

4. Writing Weaknesses

In contrast to your strengths, what major areas do you see as your weakness, areas you desire to improve in? The more specific you can be in this area, the more it will assist me to know how to help you.

5. Questions

At this early point in the course, what questions do you have about the course? About the assignments?

6. Conclusion

End your reflection with any concluding examples of your choice.

2: SOURCES (*10 pts. of cultural paper/PowerPoint/Special Project*)

Regardless of the note taking strategy you choose, you are to include copies of every source you use in your final paper with the text you used highlighted. It is common to ask, “Why do I have to make copies to submit?”

Honest Work

The copies enable you to be honest with your work. It allows me to check your sources. It is an attempt to restrict the cases of plagiarism* and academic dishonesty. When you must submit your sources you are less likely to plagiarize from other materials or to borrow papers from other students. Most often, students at SLCC are honest and above board in their research practice; however, a few may not be. This practice is simply a way to make it a fair playing field for everyone. When someone does cheat, it affects the entire class as well.

Reading Disabilities

I am a Reading Specialist and by comparing your sources with the copies of the sources may allow me to discover if you may potentially be struggling with reading comprehension, possibly pointing to a reading or learning disability. If so, intervention can take place.

Future Research

Research projects build on each other—even information and sources you did not use for this paper may be helpful for another paper later. This practice helps you to keep a file, a collection of sources, which you might find beneficial for other research projects in other classes.

***Plagiarism**

Plagiarism occurs when students commit any of the ten major examples.

Examples of Plagiarism

1. Buy a paper from a commercial paper mill.
2. Download a free paper from the Internet.
3. Copy an article, in part or in whole, from the Internet.
4. Translate a foreign Web article into English.
5. Borrow a paper, in part or in whole, from another individual.
6. Cut and paste from several sources to create a paper.
7. Fail to place quotation marks around all copied words, phrases, or four sentences or less with or without a citation. (Or fail to indent more than four copied sentences, with or without a citation).
8. Change only a few words within a copied section without quotation marks or indentation, with or without a citation.
9. Paraphrase or summarize without a citation.
10. Falsify a citation.

(Continued on next page)

Throughout the research process, you should understand when and how to cite a source.

- First, sources are cited when the idea or the wording belongs to someone else.
- Second, sources are not cited when the idea belongs to you and/or when the idea is common knowledge.
- Third, sources are cited differently depending on the type of source.
 - If you use the exact words, phrases, or up to four sentences, you should use a lead-in, quotation marks around the exact wording, and the citation.
 - If you quote more than four sentences or up to several paragraphs, you should use a lead-in, a one-inch block indentation, and a citation.
 - If you summarize an idea into your own words, you should use a lead-in and a citation. If you paraphrase an idea into your own words, you should use a lead-in and a citation.

At times, you may be confused about the intent of plagiarism, believing that as long as you did not purposefully mean to plagiarize, you are exempt from any of the consequences. This is not the case. You must take ownership and responsibility for your own writing

The penalties for plagiarism are severe—any intentional case of plagiarism will result in an F for the class, not just the assignment, and the student's name will be submitted to the academic dean. Any unintentional case of plagiarism will result in an F for the assignment. *Please consult the school's policy on Plagiarism in the college catalog.*

This is why the following practices are used in this class:

- Submit, starting with the first draft, copies of EVERY source used in the paper. The source is to be underlined or highlighted on each copy.
- You are to write the author's name and title of the book on each copy. The paper will not be graded without the copies.
- Direct quotes are limited to two per page of text with an additional 3 source referencing per page.

3: All Fonts **Are Not Created Equal** *(10 pts. of cultural paper/PowerPoint/Special Project)*

Two common types of fonts are used in printed and electronic materials. Serif fonts, named because of the features at the ends of each letter, are used primarily in printed materials while Sans Serif fonts, absent of such features, are used primarily for headings and titles in printed materials, yet they are used for text on web pages.

Academic writing prefers the use of Serif fonts; the most common are Times New Roman, Garamond, and Bookman. The most familiar Sans Serif fonts are Arial and Verdana. Although MLA requires a 12-point font, it does not require one specific font. Even if students use a 12-point Serif font, each one is not the same size.

For example, if a student uses the 12-point Courier New font, reminiscent of the electronic typewriter font, it takes about 275 words to produce one page; however, if the student chooses the 12-point Perpetua font, one page has about 450 words, about a 60% difference.

So an eight-page paper using the Courier New font would be nearly 1400 words shorter than an eight-page paper using the Times New Roman font.

This is why the following practices are used in this class:

- Use 12-point Bookman for all printed materials.
- Produce papers according MLA specifications.

ONLINE PRIMARY SOURCES

- [Aluka](#)
Aluka is an international, collaborative initiative building an online digital library of scholarly resources from and about Africa. Our name, 'Aluka', is derived from a Zulu word meaning 'to weave', reflecting Aluka's mission to connect resources and scholars from around the world.
- [ARTstor](#)
ARTstor is a digital library of nearly one million images in the areas of art, architecture, the humanities, and social sciences with a set of tools to view, present, and manage images for research and pedagogical purposes.
- [Avalon Project](#)
Created and maintained by the Yale Law School, this site includes full-text of selected documents in history, law, and diplomacy, ranging the Code of Hammurabi to the present.
- [British History Online](#)
Digital library of core medieval and early modern sources, from the Institute of Historical Research (University of London) and the History of Parliament Trust.
- [Early Modern Resources](#)
Early Modern Resources is a gateway for all those interested in finding electronic resources relating to the early modern period in history. These pages bring together a wide range of online resources for the period between 1500 and 1800.
- [Encyclopedia of Diderot and D'Alembert](#)
A collaborative translation project to develop an online version of the Encyclopedia in English, with links to the original French versions. Based at the University of Michigan.
- [Encyclopedia of Irish History and Culture](#)
spans prehistoric times to the present, and treats both the Republic of Ireland and Northern Ireland in detail. Entries represent an inclusive, cross-disciplinary approach, written by specialists in history, archaeology, anthropology, geography, politics, economics, the Irish and English languages and literatures, the visual arts and other fields.

- [**EuroDocs. Primary Historical Documents from Western Europe**](#)
This EuroDocs Wiki encourages historians, archivists, librarians, and document gatherers of all descriptions to submit online facsimiles, transcriptions, or translations of historical documents that illuminate the history of Europe.
- [**Gallica**](#)
Full-text publications, documents, and photographs for the collections of the Bibliotheque Nationale de France.
- [**Hemeroteca digital, for the Biblioteca Nacional de Espana**](#)
The collection consists of 143 newspapers titles and over 500,000 scanned pages.) It provides coverage from across Spain. Dates range from 1772 to 1933.
- [**Historical Directories, from the University of Leicester**](#)
A digital library of local and trade directories (rare books) for England and Wales, from 1750 to 1919.
- [**Iberian History, Digital Archives**](#)
Provides access to numerous sources, including documents, data files, primary and secondary literature. Includes links to Spanish Digital Archives.
- [**Internet Medieval Sourcebook**](#)
Site developed by the Center for Medieval Studies at Fordham University. It contains both secondary materials and full-text primary sources.
- [**League of Nations Statistical and Disarmament Documents**](#)
From Northwestern University, this site contains the full text of 260 League of Nations documents, with particular focus on the founding of the League, international statistics published by the League, and the League's work toward international disarmament.
- [**Liberty, Equality, Fraternity: Exploring the French Revolution**](#)
This site includes 12 topical essays, 250 images, over 600 text documents, 13 songs, 13 maps, a timeline, and a glossary. It is a collaboration of the Center for History and New Media (George Mason University) and American Social History Project (City University of New York).
- [**Oxford Digital Library**](#)
Central access to digital collections at Oxford University, ranging from ancient texts on papyrus to Medieval and early modern manuscripts.

- **[Pamphlets and Periodicals of the French Revolution of 1848](#)**
Includes digitized versions of material held by the Center for Research Libraries. Site is hosted by the Center for Research Libraries, University of Chicago, and the ARTFL project.
- **[Parallel Histories: Spain, the United States, and the American Frontier](#)**
A cooperative effort between the National Library of Spain, the Biblioteca Colombina y Capítular of Seville and the Library of Congress that explores the interactions between Spain and the United States in America from the fifteenth to the early nineteenth centuries. Text in both English and Spanish.
- **[Perseus Digital Library](#)**
Collaborative digital initiative, centered at Tufts University, that includes full text collections focused on classical literature and archaeology, papyri texts, the English Renaissance, the history of London, and the scientific writings of Robert Boyle.
- **[Siege of Paris](#)**
Digital Collection of over 1200 digitized photographs and images from the Siege and Commune of Paris (1871). From the collections of Northwestern University.
- **[Travelers in the Middle East Archive](#)**
A digital archive primarily focused on Western travelers to the Middle East, particularly Egypt, in the late nineteenth and early twentieth centuries. Includes travel guides, photographs, some interactive maps, and more

BOOKS

Barracough, G. *The Medieval Papacy*
Barrow, R.H. *The Romans*
Duby, G. *The Three Orders: Feudal Society Imagined*
Edwards, I.E.S. *The Pyramids of Egypt*
Finley, M.I. *The Ancient Greeks*
Freund, W. H. C. *Martyrdom and Persecutions in the Early Church (1965)*
Frost, F.J. *Greek Society*
Garniner, A.H. *Egypt of the Pharaohs*
Garnsey, P. and Saller, R. *Roman Empire: Economy, Society and Culture*
Gibbon, E. *The Decline and Fall of the Roman Empire*
Gies, F. and J. *Marriage and Family in the Middle Ages*
Grant, M. *History of Rome*
Hamilton, J.R. *Alexander the Great*
Heer, F. *The Medieval World*
Kramer, S.N. *The Sumerians: Their History, Culture, and Character*
Lewis, B. *The Arabs in History*
Mattingly, H. *Christianity in the Roman Empire*
Meiggs, R. *The Athenian Empire*
Nicolet, C. *The World of the Citizen in Republican Rome*
Olmstead, A.T. *History of Assyria*
Olmstead, A.T. *History of the Persian Empire*
Oppenheim, A. Leo. *Ancient Mesopotamia: Portrait of a Dead Civilization*
Rice, T. *Everyday Life in Byzantium*
Olmstead, A.T. *History of Assyria*
Olmstead, A.T. *History of the Persian Empire*
Oppenheim, A. Leo. *Ancient Mesopotamia: Portrait of a Dead Civilization*
Rice, T. *Everyday Life in Byzantium*
Rose, H.J. *Religion in Greece and Rome (1959)*
Runciman, S. *History of the Crusades*
Smith, M. *The Ancient Greeks (1960)*
Todd, M. *The Early Germans*
Waldman, M. *The Islamic World*
Wilson, Ian. *The Bible IS History*

Saint Louis Christian College
GHY 201 EARLY WESTERN CIVILIZATION

Prof. Karen Duffy
Fall 2014

Tuesdays/Thursdays
1:30 -2:45 pm

COURSE SCHEDULE

All reading noted are from required texts

The West

Sources of the Western Tradition

AUGUST:

- 19 Introduction and Philosophy of History
- 21 Mesopotamia
The West, pp. 10-26
Sources: 1.1
- 26 Mesopotamia
Sources: 1.2
- 28 ***Writing Sample is Due (10 pts.)***
Assyria
The West, pp. 42-59

SEPTEMBER

- 02 Babylon
Sources: 1.6, 1.7
- 04 Persia
Sources: 1.6, 1.7
- 09 ***Initial Bibliography Due (10 pts.)***
Egypt
The West, pp. 29-41
- 11 *No Class*
- 16 Egypt
Sources: 1.3, 1.4
- 18 Egypt
Sources: 1.5
- 23 **1st Exam**
- 25 ***Outline is Due (10 pts.)***
Israel/Judah
The West, pp. 64-75

30 Israel/Judah

OCTOBER

02 No Class

07 ***1st Draft is Due with Copies of Sources Highlighted (45 pts.)***
Greece
The West, pp. 76-90
Sources: 3.1, 3.3

09 Classical Greece
The West, pp. 90-106
Sources: 3.4, 3.8

14 Classical Greece
Sources: 3.9, 3.12

16 No Class

21 Alexander the Great and Hellenism
The West, pp. 108-134
Sources: 3.14, 3.15

23 **2nd Exam**

28 ***Cultural Paper or Project Due with Copies of Sources Highlighted (175 pts.)***
Rome: The Beginnings
The West, pp. 136-141
Sources: 4.1

30 Rome and the Republic
The West, pp. 143-166
Sources: 4.4, 4.5

NOVEMBER

04 Imperial Rome
The West, pp. 168-182

06 Imperial Rome
The West, pp. 182-201
Sources: 5.1, 5.2, 5.6

11 Imperial Rome: Religion and the Church
The West, pp. 202-230
Sources: 6.4, 6.8

13 ***3rd Exam***

NOVEMBER

- 18 *Internet Submission Paper Due with copies of sources highlighted*
 Byzantium and Islam
 The West, pp. 232-260
 Sources: 7.1, 7.2
- 20 Carolingian World and Charlemagne
 The West, pp. 262-276
 Sources: 7.8, 7.10
- 25 *No Class*
- 27 *No Class*

DECEMBER

- 02 The Crusades and Medieval Europe
 The West, pp. 278-329
 Sources: 8.8, 8.9
- 04 High Middle Ages
 The West, pp. 330-362
 Sources: 8.10, 8.13
- 09? *Final*