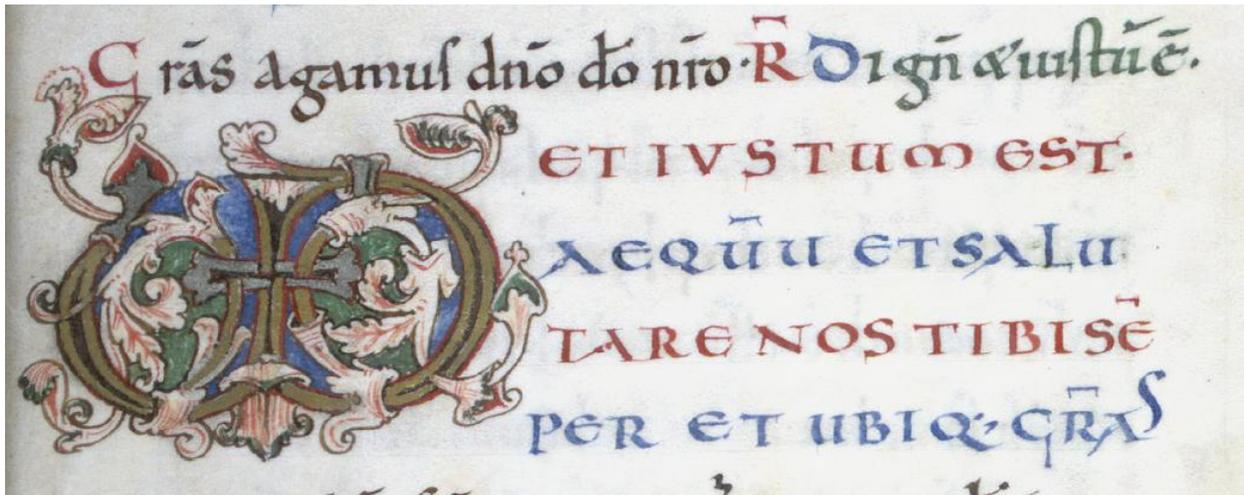


INTRO TO EARLY HISTORY: EUROPE I  
(HIST 007-11)  
FALL OF ROME TO THE FRENCH REVOLUTION

SUMMER SESSION I  
JUNE 6 – JULY 8 2016, 3:15 – 4:50PM (M – F)  
INTERCULTURAL CENTER (ICC) 119

INSTRUCTOR: SYLVIA MULLINS [sem227@georgetown.edu](mailto:sem227@georgetown.edu)



This course is a survey of the major political, social, religious and cultural developments of European society from the ancient Greco-Roman period to the French Revolution of 1789. We will examine the major periods of European history, including the Middle Ages, the Renaissance, the Reformation, the Age of Exploration, the Scientific Revolution and the Enlightenment. Our class will meet every day for five weeks. Each class meeting will include a mixture of in-class exercises, lecture and discussion. There are no exams in this course. Assignments will consist of short in-class exercises, reflection papers (2 pp each) and a longer research paper (7-8pp). Reading assignments will be based on primary sources (English translations of texts written during the historical period we are studying). You are free to choose the topic of your research paper, which will be based on a combination of primary (medieval) sources and secondary (modern scholarly) sources.

## Week 1 ~ The Ancient World

June 6 (Monday)

Class 1: Introductions. What is history?

June 7 (Tuesday)

Class 2: The Greek World

Reading Assignment: *Symposium* (Plato)

June 8 (Wednesday)

Class 3: Film: Spartacus

Assignment due: Short Reflection #1

June 9 (Thursday)

Class 4: The Roman World

Reading Assignment: *The Golden Ass* (Apuleius) [excerpts]

June 10 (Friday)

Class 5: Early Christianity

Reading Assignment: Martyrs of the Early Church, *Confessions* (Augustine)

## Week 2 ~ Early & High Middle Ages

June 13 (Monday)

Class 1: The Christianization of Europe

Reading Assignment: *History of the Franks* (Gregory of Tours) [excerpts]

June 14 (Tuesday)

Class 2: Carolingian Renaissance

Reading Assignment: *Life of Charlemagne* (Einhard) et al.

June 15 (Wednesday)

Class 3: Film: *Vision* (Hildegard of Bingen)

Assignment due: Short Reflection #2

June 16 (Thursday)

Class 4: Twelfth Century Renaissance

Reading Assignment: *Letters of Abelard and Héloïse* [excerpts]

June 17 (Friday)

Class 5: Thirteenth Century: Crusades & Religious Movements

Reading Assignment: *Parzival* (Wolfram von Eschenbach) [excerpts]



### Week 3 ~ Late Middle Ages & Renaissance

June 20 (Monday)

Class 1: The Plague

Reading Assignment: Decameron (Boccaccio) [excerpts]

June 21 (Tuesday)

Class 2: Wars, Persecutions and the Church

Reading Assignment: *The Trial of Joan of Arc* [excerpts]

June 22 (Wednesday)

Class 3: Film: *The Name of the Rose*

Assignment due: Short Reflection #3

June 23 (Thursday)

Class 4: Humanism

Reading Assignment: *Ascent of Mount Ventoux* (Petrarch) et al.

June 24 (Friday)

Class 5: The Italian Renaissance

Reading Assignment: *Lives of the Artists* (Vasari) [excerpts]



### Week 4 ~ Reformation & Age of Expansion

June 27 (Monday)

Class 1: Northern European Renaissance

Reading Assignment: *Colloquies* (Erasmus) [excerpts]

Assignment due: Annotated Bibliography

June 28 (Tuesday)

Class 2: Reformation Debates

Reading Assignment: *Discourse on Free Will* (Erasmus & Luther)

June 29 (Wednesday)

Class 3: Film (TBD)

Assignment due: Short Reflection #4

June 30 (Thursday)

Class 4: The Counter-Reformation

Reading Assignment: Autobiographies (Teresa & Ignatius) [excerpts]

July 1 (Friday)

Class 5: The Golden Age of Spain & Expansion

Reading Assignment: *Victors & Vanquished* [excerpts]

## Week 5 ~ Revolutions & Enlightenment

July 4 (Monday)

Independence Day (no class)

July 5 (Tuesday)

Class 2: Scientific Revolution

Reading Assignment: Galileo & Descartes [TBD]

Assignment due: Outline of Research Paper

July 6 (Wednesday)

Class 3: Enlightenment

Reading Assignment: *Candide* (Voltaire)

July 7 (Thursday)

Class 4: French Revolution

Reading Assignment: *Declaration of the Rights of Man & Citizen* et al.

July 8 (Friday)

Class 5: Final Discussion / Presentation of Research Projects

Assignment due: Short Reflection #5



**Final Paper Due: July 13, 2016 (Wednesday) 12pm. No extensions!**

### COURSE REQUIREMENTS

- 1) Daily attendance and participation in class discussion [30%]
- 2) Daily in-class exercises on primary sources [10%]
- 3) One short presentation and leading one day's discussion [5%]
- 4) Five short reflection papers (2 pp each) [25%]
- 5) Annotated Bibliography [5%]
- 6) Research Paper Outline [5%]
- 7) Research paper (circa 7-8 pp) [20%]

### COURSE GOALS

- Develop critical reading and thinking skills
- Become adept at analyzing a variety of historical contexts
- Critically evaluate authors' arguments and intentions
- Understand mentalities and world views that differ greatly from one's own
- Actively engage in discussions by listening attentively and expressing one's own ideas orally
- Strengthen written skills of expression and argumentation
- Deepen one's understanding of historical periods and the internal dynamics of past societies



## REQUIRED TEXTS

*Civilization in the West, Vol. 1: To 1715*. 1 edition. Boston; Upper Saddle River, New Jersey: Pearson, 2009. ISBN: 0-205-66472-5

NB: All daily course readings will be available on Blackboard.

## ELABORATION OF COURSE REQUIREMENTS

- 1) Daily attendance and active participation in each class discussion [30%]: Your presence in class is essential to participating fully in this course. You must not only be physically present in the classroom; you must also complete the assigned reading prior to coming to class and be prepared to actively engage in a discussion of the material. Be prepared to listen attentively to your fellow classmates and give their questions and comments thoughtful consideration. Also be prepared to pose insightful questions and clearly articulate your own observations. In the course of the semester, you may miss two classes for any reason without penalty. You will be penalized for additional unexcused absences. Five or more unexcused absences will result in automatic failure of the course.
- 2) Daily in-class exercises on primary sources [10%]: At the beginning of each class, you will receive a primary source (i.e. a text from the historical time period we are discussing that day). You will be asked to write a thesis/argument (one sentence) based on that source and to outline 3 or 4 points to support your argument.
- 3) One short presentation and leading one day's discussion [5%]: Each student will be responsible for doing a presentation and launching one discussion during the course. This student will give a brief presentation (circa 15 minutes) on a topic related to that day's theme or reading material. For example, the student may present background material on a particular author or an event of the historical period. The student should consult with me prior to the presentation regarding the topic. Following the presentation, the student will be responsible for guiding the discussion that day.
- 4) Five short reflection papers (2 pp each) [25%]: These short reflection papers will allow you to probe more deeply into particular readings or historical contexts, synthesize the material you have read, and explore potential topics for further research. Each week you will be given a few questions to guide you in your reflections and/or asked to base your reflections on a particular passage of a primary source. Papers must be submitted in class in hard copy on the due date.
- 5) Annotated Bibliography [5%]: **Due June 27 (Monday) In Class.** You will submit an annotated bibliography (a bibliography with a brief explanation of each source and its relevance to your research paper) consisting of 6 sources (scholarly books and articles). You may NOT USE WEBSITES OF ANY KIND. Website are not legitimate sources for this assignment. You may use a journal article (i.e. from J-Stor) or e-book published on the web but not simply a website.
- 6) Research Paper Outline [5%]: **Due July 5 (Tuesday) In Class.** Writing an outline before beginning a paper helps you structure your ideas and clarify how you intend to develop your

argument. By the time you submit your outline, you should have done the majority of your research. You should have read your primary source and selected the passage on which to base your argument. You should also have consulted your secondary source materials in depth, and have extracted the relevant information that will support your argument or provide background information or the historical context for your primary source.

- 7) One research paper (circa 7-8 pp) [25%]: **Due July 13 (Wednesday) 12pm.** The topic of this paper is of your choosing. Throughout the course, you should be thinking of potential paper topics. Make note of what subjects pique your interest most or raise unresolved questions in your mind. Your research paper will be based on primary source materials and will be supplemented by secondary sources. Email your paper by due date.

### **ACADEMIC HONESTY**

“Qui vole un oeuf vole un boeuf.” [Someone who steals an egg would steal a cow.] This French proverb implies that people who are dishonest in small matters will be dishonest in greater matters. You are expected to be scrupulous in your adherence to the University’s Honor System, including the University’s policy regarding academic dishonesty. Plagiarism in any form will not be tolerated. Any written work you submit must be entirely your own. You may not collaborate with other students unless you are explicitly instructed to do so. You must use proper citation methods for all written work. Failure to adhere to the University’s honor policy will result in your appearance before the Honor Council. If you are in doubt about what constitutes plagiarism and academic dishonesty, see <http://gervaseprograms.georgetown.edu/honor/system/53519.html>

### **CLASSROOM ETIQUETTE**

During class discussion, you are expected to be fully present in the classroom, which is to say, your attention should be focused solely on the discussion. You need to be listening attentively to the flow of the conversation and preparing to make your contribution. Your cell phones must be silenced during the entire duration of the class. You may not consult your cell phones or use a laptop to take notes during the class period. If you wish to take notes, you may do so ‘the old fashioned way’ (pen and paper). History has shown that our human natures are weak; we cannot resist the temptation to browse the Internet and consult email. Consider class time a small retreat from electronic devices. For this reason, you are encouraged to bring hard copies of the readings to class. Assignments posted on Blackboard can be printed.

## DEADLINES & EXTENSIONS

If you foresee that you will not be able to complete an assignment, you may request an extension – but you must do so 48 hours before the assignment is due. Turning assignments in late without explanation will result in penalization (1/3 of a letter grade for each day the paper is late). If you request an extension at the last minute, your request will not be granted and your assignment will be penalized for being late. No extensions will be granted for the final research paper. If you have a legitimate excuse for not submitting your final paper on the due date, you must appeal to the Undergraduate Dean for an “N” grade.

## STUDENTS WITH DISABILITIES

Students with documented disabilities who wish to request accommodations for assignments should notify me by the second class meeting.

