

*Draft syllabus subject to change*

GEORGETOWN UNIVERSITY  
Department of History  
HIST-007-10: Intro to Early History: Europe I  
(Summer 2021)

**Dates:** Jun 7 to Jul 9, 2021

**Class Meetings:** Monday, Tuesday, Wednesday, Thursday, 3:15 PM - 5:15 PM

**Location:** TBD

**Instructor:** Leigh Stephens

**Instructor Contact Information:** lvs7@georgetown.edu

**Office Hours:** TBD

**Course Description:**

This course will introduce students to the history of Europe from Late Antiquity to the Enlightenment and will cover the period from approximately 500-1800. We will examine the major political, social, and cultural developments during this period through daily lectures and discussions of assigned primary sources. Each class will be divided into two parts. The first half of each class will be dedicated to a discussion of the primary source readings assigned the previous day. The second half of each class will consist of a lecture that will prepare students to analyze the assigned readings for that evening.

**Course Goals:**

Engaged students who come to class regularly, who participate actively in discussions, and who complete all readings and written assignments will improve their ability to:

1. Apply knowledge of the major historical developments in European history from 500-1800.
2. Analyze primary sources within their historical context.
3. Communicate complex ideas verbally and support them with evidence.
4. Write clearly and thoughtfully with proper citations and evidence.

**Graded Assignments:**

Participation: 25% Regular attendance and in-class participation.

Short Reaction Papers: 25% Each week, students will write a 2-3 page double spaced response to a prompt posted on Canvas by the instructor. Response papers are due before class each Monday.

Midterm Exam: 20% The midterm exam will consist of short questions and IDs.

Final Exam: 30% The final exam will consist of one long-form essay.

**Grading System:**

93 - 100 % = A  
90 - 92 % = A-  
87 - 89 % = B+  
83 - 86 % = B  
80 - 82 % = B-  
77 - 79 % = C+  
73 - 76 % = C  
70 - 72 % = C  
67 - 69 % = D+  
60 - 66 % = D  
Below 60 % = F

**Email and Office Hours:** TBD

**Support Services:**

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)  
202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)
- [Counseling and Psychiatric Services](#)  
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)  
(202) 687-4798

**Accommodations:**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The

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University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

### **Gender Inclusiveness:**

*Building an inclusive climate of mutual respect and inquiry in this class*

I respect your right to be called whatever you want to be called, because I understand that for all of us, social recognition of our sense of self is key to our own integrity and flourishing. I expect everyone in the class to do the same. In particular, if you would like to be called by a specific set of pronouns or name that might not be obvious from your official school records, please let me know in any way that makes you comfortable.

Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide:

<https://lgbtq.georgetown.edu/resources/transatgu/>

### **Sexual Misconduct and Harassment:**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to [the University Title IX Coordinator or a Deputy Title IX Coordinator](#). If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]

Please note that University policy requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

- Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention (202) 687-0323 | [jls242@georgetown.edu](mailto:jls242@georgetown.edu)
- Brittany Egan, MSW, LICSW, CCTP, Staff Clinician and Sexual Assault Services Specialist, Health Education Services (202) 687-0323 | [be200@georgetown.edu](mailto:be200@georgetown.edu)
- Counseling and Psychiatric Services (CAPS), (202) 687-6985 | After Hours: (833) 960-3006

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- Sexual Assault Response and Prevention (SARP) confidential email: [sarp@georgetown.edu](mailto:sarp@georgetown.edu)
- [Get Help Resources](#)

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#). If you would like to find out how recent changes to Title IX regulations are impacting Georgetown's policies and procedures, see [this video briefing](#).

### **Pregnancy and Parenting Accommodations:**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website](#).

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

### **Academic Integrity:**

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

### **Honor Code Pledge**

*In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:*

- *To be honest in every academic endeavor, and*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

### **Plagiarism**

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Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

### **Required Readings:**

Textbook: J. M. Roberts, *The Penguin History of Europe* (Penguin, 1998). (ISBN: 978-0140265613)

All primary source readings will be available on Canvas in PDF form.

**IMPORTANT: The readings assigned for each class session should be read *after* the lecture. For example, our first class will have a lecture on "Late Antiquity and Early Christianity." Students should read the assigned primary source, *The Rule of Saint Benedict*, after the first class, and we will begin our second class with a discussion of *The Rule of Saint Benedict*.**

## **COURSE SCHEDULE**

### **Week 1: June 7 - June 10**

- |         |   |
|---------|---|
| M 6/7   | Introduction<br>Lecture: Late Antiquity and Early Christianity<br>Reading: <i>The Rule of Saint Benedict</i>  |
| T 6/8   | Discussion: <i>The Rule of Saint Benedict</i><br>Lecture: The Kingdom of Franks: Clovis to Charlemagne<br>Reading: Gregory of Tours, <i>History of the Franks</i> (selections)  |
| W 6/9:  | Discussion: <i>History of the Franks</i><br>Lecture: Empires and the Papacy<br>Readings: Letter from Henry IV to Gregory VII; Gregory VII's first excommunication and deposition of Henry IV; Gregory VII reports Henry IV's penance at Canossa |
| R 6/10: | Discussion: Henry IV and Gregory VII selections   |

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Lecture: France and England, 1066-1215

Readings: The Magna Carta

Assignment: Respond to short prompt on Canvas

**Week 2: June 14 - June 17**

- M 6/14      Discussion: The Magna Carta  
Lecture: Society and Culture in the High Middle Ages  
Readings: Letters of Abelard and Heloise (selections)
- T 6/15      Discussion: Letters of Abelard and Heloise  
Lecture: Dynastic Warfare in the Late Middle Ages  
Readings: Writings of Christine de Pisan (selections)
- W 6/16      Discussion: Writings of Christine de Pisan (selections)  
Lecture: Europe in the World to 1450  
Readings: Marco Polo, *The Glories Of Kinsay [Hangchow]*; John of Monte Corvino, *Report from China 1305*
- R 6/17      Discussion: Polo and Monte Corvino  
Lecture: Crisis in the Late Medieval Church  
Readings: none  
Assignment: Respond to short prompt on Canvas

**Week 3: June 21 - June 24**

- M 6/21      Discussion: Review  
**In class: Midterm exam**  
Readings: none
- T 6/22      Discussion: None  
Lecture: The Renaissance and Humanism  
Readings: TBD
- W 6/23      Discussion:  
Lecture: The Theology of the Reformation  
Readings: TBD
- R 6/24      Discussion:

Lecture: Confessionalization and Religious Wars  
Readings: Selections from the Saint Bartholomew's Day Massacre  
Assignment: Respond to short prompt on Canvas

**Week 4: June 28 - July 1**

M 6/28      Discussion: Selections from Saint Bartholomew's Day Massacre  
Lecture: Early Modern Society and Culture  
Readings: The Memoirs of Glückel of Hameln (selections)

T 6/29      Discussion: Glückel of Hameln  
Lecture: The Thirty Years War  
Readings: The Peace of Westphalia

W 6/30      Discussion: The Peace of Westphalia  
Lecture: State Centralization in the Seventeenth Century  
Readings: TBD

R 7/1        Discussion:  
Lecture: Trade, Commerce, and Colonization  
Readings: Robert Clive: Speech in Commons on India, 1772; Letters of Marie of the Incarnation (selections)  
Assignment: Respond to short prompt on Canvas

**Week 5: July 5 - July 8**

M 7/5        **NO CLASS**

T 7/6        Discussion: Robert Clive and Marie of the Incarnation selections  
Lecture: The Scientific Revolutions  
Readings: Nicolas Copernicus, *The Revolutions of the Heavenly Bodies* (selections); Galileo Galilei, Letter to the Grand Duchess Christina of Tuscany (1615); The Crime of Galileo: Indictment and Abjuration of 1633.

W 7/7        Discussion: Copernicus and Galileo selections  
Lecture: The Enlightenment  
Readings: Voltaire, *Candide* (selections)

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R 7/8

**Final Exam**