HIST 007 Intro to Early History: Europe I

Location:

Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the Canvas Guide for Students.

Professor: Michael Połczyński, PhD

Professor Contact Information: mjp225@georgetown.edu

Virtual Office Hours: By appointment via Zoom

COURSE DESCRIPTION

This course will examine European history from 800-1800, during which time the peoples of Europe gained essential traits that continue to inform modern identities around the globe today. Social, cultural, political, intellectual, economic, and religious themes will be addressed. This course also aims to help students think historically and understand the process of historical reasoning and analysis. Lecture material and assigned readings of both primary and secondary material will allow students to discuss and analyze questions related to the creation of historical narrative. Credits: 3

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. **Engage** and **access** pre-modern modes of thought and circumscription that will, in turn, allow them to appreciate and understand places, peoples, and cultures of various eras and regions apart from their own.
2. **Think critically** about history, not as a collection of self-evident facts, but as the interpretation, based on evidence, of human experiences, interactions, and relationships as they change over time.

3. **Identify** and **evaluate** primary sources, use them critically as evidence to build historical interpretations, and engage critically with secondary source material.
4. **Write** critically and thoughtfully on a variety of subjects.

COURSE READINGS

REQUIRED TEXTS

All Texts are available at amazon.com.

- Machiavelli, *The Prince*, [Penguin Classics].
- Glückel, *The Memoirs of Glückel of Hameln*, [Schocken Books].
- Hanover, *The Abyss of Despair,* [Transaction Publishers].
- Rousseau, *The Social Contract*, [Penguin Classics].
- Christine de Pisan, *The Treasure of the City of Ladies*, [Penguin Classics].
- Las Casas, *A Short Account of the Destruction of the Indies,* [Penguin Classics].
- Erasmus and Luther, *Discourse on Free Will,* [Continuum].
- *The Song of Roland*, [Penguin Classics].
- *Selected letters of Alessandra Strozzi*, [University of California Press].
- Olaudah Equiano, *The Interesting Narrative and Other Writings*, [Penguin Classics].

FILMS

Available in our Canvas course site through ShareStream.

- The Seventh Seal (1957, Ingmar Bergman)
- The Name of the Rose (1986, Jean-Jacques Annaud)
- Aferim! (2015, Radu Jude)
- The Agony and the Ecstasy (1965, Carol Reed)
- Silence (2016, Martin Scorsese)
- Age of Uprising: the legend of Michael Kolhaas (2013, Arnaud des Pallieres)
- Colonel Wolodyjowski (1969, Jerzy Hofffman)
- Creation (2009, Jon Amiel)

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

GRADED ASSIGNMENTS

1. **VoiceThread Presentation (10%)**

Each student is responsible for presenting on one movie during this course. Students will sign up for these movies during the Canvas orientation module. Presentations are due on Wednesdays, 11:59 PM ET. Late work will not be accepted. When it is your turn to create a presentation about a film with VoiceThread, you will be graded on the following:

- Offer an analysis of the major themes that are taken up by the film. Do not offer a summary.
- Pose Two thoughtful questions that can be addressed by your fellow students in the weekly discussion. These questions should seek to connect the film to the weekly readings and lecture material in meaningful ways.
- Your VoiceThread presentation should be 3 to 4minutes in length. Be creative!

Posting your presentations requires the use of VoiceThread. For assistance with VoiceThread, visit the [VoiceThread instruction for Canvas](#).

2. **Weekly Film Discussions (10%)**

Every week all students (including those who create VoiceThreadpresentations) must take part in discussion of the assigned films. All discussion must be completed by midnight on Fridays, 11:59 PM ET. Late work will not be accepted.You will be graded based on the following:

- Respond to the questions posed in your classmates' VoiceThread presentation on this week's film.
- For full credit, you **must respond to all** of the posted questions.

3. **Short Response Papers (25%)**

Every week, students will write a 2 to 3-page double-spaced paper responding to a prompt given to you on Canvas. These papers are due Sundays, 11:59 PM ET. Late work will not be accepted.You will be graded based on how well you respond to the prompt.

For assistance with uploading weekly papers, [visit the Canvas Guides](#).

4. **Midterm Exam (25%)**

You will have ninety (90) minutes to complete each exam. Your midterm exam will consist of three short-answer questions.Your answers should be 2-4 paragraphs each in

length and must provide brief but thorough responses to the questions that are provided.

5. **Final Paper Exam (30%)**

Your final exam will consist of one long-form essay question. Your response must be a full essay with an introduction, main body, and conclusion and must respond thoroughly to the question.

For both exams, you will be graded based on how well you answer the questions by integrating course material from the lectures, readings, and films that have been assigned.

Word Processing Software: You must use a word processing software for your writing assignments. You may use Word, or access and use Google Docs with your GU NetId. Please double-check your spelling, grammar, punctuation, and organization as it may affect your grade. I recommend you do not write from your phone.

Citation Style: This course uses Chicago style for all writing and research assignments. Resources for this citation style are available through Georgetown Library Citation Guide.

Late Work Submission Policy: Late work will not be accepted.

Important Notice: All faculty are required to document a student's academic activity at the beginning of each course. In order to document that you began this course, **please complete the "Module 1 Writing Assignment" academic activity by the end of the first week of classes** or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Grading Scheme

Undergraduate students will have the option to choose one of two grading frameworks, either:

(1) a letter grade, or

(2) Satisfactory (S); Credit (CR); or No-credit (NC): (S=grades A through C; CR=C-, D+, D; NC=F)

Students can make this choice in MyAccess, beginning on May 24 until 11:59 p.m. EDT on the last day of class based on the part of term associated with the class. The choice to take a class S/CR/NC can apply to any course: core, major, minor, certificate or free elective. The choice can be made without permission from the deans (per the usual process). The S/CR/NC options will not be counted toward the stated maximum of student's degree programs (e.g., "six" as outlined in the Undergraduate Bulletin). The course withdrawal date will also be extended to 11:59 p.m.

EDT on the last day of class based on the part of term associated with the class. Modular courses within the term will have the withdrawal deadline and the Pass Fail option until the last day of class for that module. A transcript notation for Summer 2021 will explain that S/CR/NC was instituted because of the COVID-19 pandemic.

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

COURSE SCHEDULE

Please read this section to review module topics. You are required to move through each module in sequential order. Beginning with Module 2, each module will be released (unlocked) on Sunday, 11:59PM ET before its start date.

Each week you will have readings, lectures, and an assigned film. You will also complete assignments including a presentation, discussions, weekly writing assignments, and two exams.

- You will have a presentation during the semester. If it is your turn, post your 3-4 minute presentation on the weekly film using VoiceThread. This is due Wednesday, 11:59 PM ET of your assigned week.
- Participation in the weekly discussions on Canvas is due Fridays, 11:59 PM ET.
- Written assignments are due Sunday nights, 11:59 PM ET.
- There will be a mid-term exam at the end of week four, due Sunday at 11:59 PM ET and the final exam is at the end of the course.

ORIENTATION: Opens June 4

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

MODULE 1: Pushing Boundaries in the Early Middle Ages

- Book: The Song of Roland
- Selections: Chronicle of the Czechs andGallus Anonymous(selections).
- Film: The Seventh Seal(1957, Ingmar Bergman).

MODULE 2: Crisis and Change in the Late Middle Ages

- Book: The Treasure Of the City of Ladies.
- Film: The Name of the Rose (1986, Jean-Jacques Annaud).

MODULE 3: Renaissance Thought

- Book: A Short Account of the Destruction of the Indies.
- Document: Breslau Adopts the Charter of Magdeburg.
- Document: Peter Mundy's Description of Danzig.
- Film: The Agony and the Ecstasy (1965, Carol Reed).

MODULE 4: Reformation and Counter-Reformation

- Book: Erasmus & Luther, Discourse on Free Will.
- Document: Warsaw Confederation.
- Film: Silence (2016, Martin Scorsese).

MODULE 5: Early Modern Society

- Book: The Memoirs of Glückel of Hameln.
- Book:Selected letters of Alessandra Strozzi.
- Film: Age of Uprising: the legend of Michael Kolhaas(2013, Arnaud des Pallieres).

MODULE 6: Republic vs. Autocracy

- Book: Machiavelli, The Prince.
- Source: Polybius, On the Forms of States.
- Source: Temple, William. Observations Upon the United Provinces of the Netherlands.
- Film: Colonel Wolodyjowski(1969, Jerzy Hoffman).

MODULE 7: The Enlightenment

- Book: Rousseau, The Social Contract.
- Film:Creation(2009, Jon Amiel).

MODULE 8: Frontiers

- Book: Hanover, Abyss of Despair.
- Book: Olaudah Equiano, The Interesting Narrative and Other Writings.
- Film: Aferim!(2015, RaduJude).

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As a Georgetown student your online classroom experience will be very different but just as rigorous as your residential student experience. You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.

- Navigate the internet using a web browser (note that certain tools may require a specific browser).

- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.

- Submit assignments in Canvas.

- Upload and download saved files (including text, audio, and video).

- Use a microphone to record audio.

- Use a webcam to record video.

In this course we will use Canvas, VoiceThread and Zoom.

- **Canvas.** An online space that allows professors to post your grades, share information, and add online assignments. It gives you access to your class content and tools in order to complete the course. As an online student you have 24/7 access to Canvas technical support, including Canvas live chat and support hotline at **855-338-2770**. In Canvas, click the "Help" icon in the far-left Canvas menu. A Canvas window will show you all available support and feedback options. If you're looking for help on a specific feature, check out the Canvas Student Guide.

- **VoiceThread:** This collaborative tool offers video, voice, and text commenting. To get started, review the Getting Started with VoiceThread page. For support, you can find more guides or request help on the VoiceThread at Georgetown page.

- **Zoom.** This live video-conferencing tool enables users to conduct live discussions, presentations, lectures, office hours, etc. via audio, video, text chat, and content sharing. You can also use it to create audio or video recordings. Visit the [Web Conferencing with Zoom](#) page if you have technical issues.

Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
- You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

COURSE POLICIES AND EXPECTATIONS

Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes on time.

Time Expectations

Our remote learning courses are designed to meet the same academic standards as our place-based (face-to-face) courses. Students should plan on spending approximately 10-12 hours per week on the work for each online module.

Communication Expectations

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/

Communication with Peers

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

If you have general questions about assignments and course materials please post these questions in the General Question Discussion Board Forum **[link to board in the course]**, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.

- *Be patient.* If you have a concern and send me a message, you can expect a response within [insert #] business days. Please allow [insert #] business days for assessment submission feedback.

- *Specify subject.* Subject line should include the topic of the message and class title.

- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.

- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

[Add additional course-specific policies here (e.g., late work, make-up policy, citation policy, absences)]

ACCOMMODATIONS

Students with Disabilities

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; https://academicsupport.georgetown.edu/disability/) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The 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.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is cura personalis, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

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

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.

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the Honor Council website.

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

- Counseling and Psychiatric Services
  202-687-6985

- [Institutional Diversity, Equity & Affirmative Action (IDEAA)](#)
(202) 687-4798

Title IX/Sexual Misconduct

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.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/resourcecenter.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the Sexual Misconduct Website.

(**Above statement and TIX faculty resources found at:**
https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/)

Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a

pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the Pregnancy Adjustment Request Form (https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.
More information about pregnancy modifications can be found on the Title IX at Georgetown University Website.

Georgetown Library

If you have a question for a librarian you can go to their "Ask Us" page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the Library's Homepage by using your NetID and password.

Learning Resources

Georgetown offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.

- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the Canvas Student Guide.

ONLINE PROCTORING [if applicable]

This online course uses Proctorio, an online proctoring solution integrated in Canvas quizzes which offers identity verification, test monitoring, and a number of other features to ensure academic integrity. Throughout an exam, Proctorio will record the testing environment, and depending on the settings of the exam students may need to provide a scan of the room. Therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. At the end of the exam, Proctorio generates an automated report for the instructor flagging any suspicious behavior, such as opening up new tabs on browsers, talking to others in the room, and looking away from the screen for too long.

Students will be required to:

- Use a computer with a functioning webcam and microphone (no iPads, kindles, or mobile devices)
- Use Google Chrome browser
- Install the Proctorio extension to the Google browser
- Have a reliable internet connection
- Use a quiet private location
- Have the GU photo ID ready to show, if applicable

Students will take a practice quiz using Proctorio to test their systems and help prepare for an actual exam.

24/7 support is available via Proctorio. For additional information, please review Proctorio's Best Practices for Students and visit Proctorio Support.

Please note: If you have challenges finding a computer that meets the technical requirements above, and/or concerns using an online proctoring tool, please speak to your instructor who will work with you to find an equivalent alternative.