

History 256-1
History of Europe to 1500

Fall Semester, 2016

Section 1 (12:35-13:50, Tuesday, Thursday)

Professor: Dr. Brian J. Hale

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Office Hours: Monday, 15:00-16:00 and by prearranged appointment.

Purpose of the Class:

The purpose of this class is to provide you with an overview of European history from the prehistoric eras to 1500. It will introduce you to some of the main actors and events that shaped “Europe” during this long period. Lectures and a textbook will help you understand the major political, social, economic, and religious developments of the period. Despite modern progress, we still greatly reflect our religious traditions, our ancient political systems and theories, our economic and social structures, and our cultural heritage. This course will assist you to learn about how the past has helped create us and the world in which we live.

It is important to note that history always requires constant rethinking and rewriting. For example, changes in perspective recently have made it possible for historians to link the history of Europe to wider developments in the world. Another new perspective emphasizes that the history of Europe is the story of an ongoing process, not a finished result with one fixed meaning. There was not one European people or culture from prehistoric times to 1500. Instead, the history of Europe’s development must be seen in a broad, global context that reveals the cross-cultural interactions fundamental to the shaping of European politics, societies, cultures, and economies. The course also aims to provide a chronological framework to help students understand how political, social, cultural, and economic histories have influenced one another over time. A solid chronological framework furnishes you with a certain number of benchmarks to make the material easy to grasp. The chronological approach also helps students to see the interconnections among varieties of historical experience such as between politics and cultures, between public events and private experiences, between wars and diplomacy, and everyday life.

Intended Outcomes:

This course is designated as “Historical Perspectives” under the Investigation Level of the new General Education Program (GEP). Building on the skills and knowledge acquired from the Foundation Level, the GEP courses in Historical Perspectives are “meant to encourage students to acquire broad knowledge of the world in which they live, as well as the various disciplinary methods by which this knowledge is produced.” The course’s intended learning outcomes will directly align with GEP outcomes.

The GEP Historical Perspectives Learning Outcomes are the following:

- Describe events from past cultures, societies, or civilizations.
- Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past.
- Identify the role of human agency in shaping events and historical change.
- Explain historical causality.
- Evaluate competing historical claims that frequently inform the present.

Through this course, students will improve their ability to:

- Employ foundational concepts, themes, places, and individuals in describing early European histories while recognizing and using key terms in all assignments.
 - Analyze primary sources from a variety of early European cultures to explain historical causality in history.
 - Use primary sources to identify the role of the individual in early European societies.
 - Read critically to identify scholarly arguments in secondary sources about early European histories.
 - Listen critically in lectures to identify scholarly arguments about early European histories.
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Required Textbooks:

Frank L. Kidner, et al., *Making Europe. People, Politics, and Culture* (Boston and New York, 2009).
Electronic reserve materials (eReserve) available through a link on the UWSP Library web page.

Other Required Works:

Simon James, *The World of the Celts* (New York, 1993).
Marcus Aurelius, *Meditations*, trans. Gregory Hays (New York, 2003).
Richard Harrison, trans. and Guy Kay, afterword, *The Song of Roland* (New York, 2012).

Suggested Reading:

Mary L. Kelley, *Understanding and Answering Essay Questions* (Englewood Cliffs, 1994).
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 4th ed. (Boston and New York, 2004).

Reading Assignments:

The reading assignments from Kidner's textbook, as well as from the "other required works" and electronic reserve materials (eReserve), will be posted in *Desire to Learn* under our course title on the weekend before the start of each week of classes. You can rent Kidner's book at the Dreyfus University Center bookstore. You can purchase the "other required works" from the bookstore or from various on-line vendors. Be sure to get the correct edition of the texts. Please note that you will have to read only two of the "other required works." Copies of each book are on two-hour reserve in the library. Kelley's short pamphlet is available as a link in *Desire to Learn*. Rampolla's book is on two-hour reserve in the library.

Exams, Study Guides, and Discussion Guides:

You will take three exams during the semester. Each of the exams will consist of three parts: (1) fifteen multiple-choice questions (30.0 points); (2) one essay question about the book assigned from the "other required works" for the exam (30.0 points) if you choose to read it for the exam; and (3) one essay question based on the course lectures (40.0 points); **OR** (1) fifteen multiple-choice questions (30.0 points) and (2/3) two essay questions based on the course lectures if you choose not to read the book assigned from the "other required works" for the exam (30.0/40.0 points). Each exam is worth 100.0 points.

Each weekend, a study guide and a discussion guide will be posted in *Desire to Learn*. (1) A study guide will consist of ten multiple-choice questions about the week's reading assignment in Kidner's textbook or the week's reading assignment in eReserve. The fifteen multiple-choice questions on each of the three exams during the semester will be taken from the weekly study guides. (2) A discussion guide will contain questions about the weekly reading assignment from the "other required books." (3) Approximately one week before each exam, an essay study guide will also be posted in *Desire to Learn* for the essay questions based on the lectures. There will be discussions in class about the assigned book from the "other required works" before each exam.

Important Dates:

Exam I on Tuesday, October 11.
Exam II on Tuesday, November 15.
Final Exam on Wednesday, December 21, from 12:30-14:30 in CCC 227.

Exam Grades:

Exam I:	100.0 points	90 -100% = A
Exam II:	100.0 points	80 - 89% = B
<u>Exam III:</u>	<u>100.0 points</u>	70 - 79% = C
Total:	300.0 points	60 - 69% = D
		0 - 59% = F

Exam Grading Criteria:

- A: Demonstrates mastery of historical information (ideas, names, places, dates) and provides a knowledgeable interpretation of that information.
- B: Demonstrates a command of historical information but provides an ineffective interpretation.
- C: Demonstrates a command of historical information but lacks any kind of interpretation.
- D: Demonstrates a brittle command of historical information and lacks completely any kind of interpretation.
- F: Demonstrates inaccurate historical knowledge and lacks completely any kind of interpretation.
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UWSP Rights and Responsibilities:

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has an opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to:

<http://www.uwsp.edu/stuaffairs/Pages/departments/rightsResponsibilities.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act:

The Americans with Disabilities Act (ADA) is a federal law regarding educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documens/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability or require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the sixth floor of the Learning Resource Center (the library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>.

Tutoring and Learning Center:

If you need help with the assigned readings and writing, visit the Tutoring and Learning Center in the basement of the library. The staff will help you, and their services are free!! You can call to make an appointment at (715-346-3568) or you can take a look at the services they offer on their webpage at:

<http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>. Needless to say, you can also get help from me during my office hours or at a prearranged time.

Regulations:

- All societies have norms, and it is therefore important for you to abide by the rules of conduct in this class.
- Value inclusivity at all times.
- You must take all of the exams and complete each section of the exams to pass the course. No early final exams will be given.
- You must read two of the books listed under "other required works" and answer essay questions about them on the appropriate exams to pass the course.
- Please maintain respect in the classroom. Talking to classmates during lecture, reading newspapers or books, working on materials for other classes, sleeping, and packing up before the end of class are examples of disrespectful behavior.
- Do not leave the room in the middle of class, because it is disruptive to the instructor and other students. You are expected to spend the entire 75 minutes in class. Any exceptions to this rule must be approved by the instructor prior to the class period. Appointments are not a valid excuse to leave class early.

- Please remember to turn off all technology (cell phones, etc.) during class. Recording lectures and using smart pens is prohibited.
- **Attendance is part of your grade!!** If you miss 4 or more classes (13%) during the semester, your grade will drop by 10%. If you miss 8 or more classes (27%) during the semester, your grade will drop by 20%. If you miss 12 or more classes (40%), you will fail the course. The only excused absences are for your personal hospitalizations, deaths in your immediate family, and university-related functions. Appropriate documentation must be provided to me in each case.
- You are responsible for signing the attendance sheet each day. If you do not sign the attendance sheet, you will be listed as absent.
- No instance of academic misconduct, such as plagiarism or cheating, will be tolerated. They are serious offenses against fellow students and the university community.
- Posting instructor-created course materials onto course-sharing websites directly violates the instructor's copyright to his academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.

Additional Notes:

- Extra credit is available upon request. Extra credit will be offered at the discretion of the instructor. No extra credit will be granted during the last two weeks of the semester. If you miss more than 4 classes during the semester, you will not receive any type of extra credit points.
 - If you require special accommodations in order to meet the requirements of this course, please contact me during the first week of the semester.
 - This syllabus is subject to change throughout the semester.
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