HIST 133-BL European History I

Alexandra Korros
Korros@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/history_syllabi_fall_2013

Recommended Citation
http://www.exhibit.xavier.edu/history_syllabi_fall_2013/12

This Restricted-Access Syllabus is brought to you for free and open access by the History Syllabi 2013 at Exhibit. It has been accepted for inclusion in History Syllabi Fall 2013 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Syllabus
HIST 133-BL
Fall 2012
European History I

This course meets Ohio Education Standards: 1.1/1.2/1.3/1.4/1.5/1.6/1.7/1.10/2.1/3.2

This course fulfills the following goals of the core curriculum:

GOAL 1: Students will be effective communicators in writing and orally
GOAL 2: Students will be critical thinkers
GOAL 4: Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies
GOAL 6: Students will be aware global citizens: Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally

Course Description: This course is an introduction to the problems of Western Civilization. As a Diversity Curriculum Requirement Course our investigation of European societies and cultures of the past will focus on a central theme: how European societies and cultures constructed their identity. Different political, intellectual, and religious traditions have shaped what we consider “Europe” and “the West.” As a class, we will examine this complex history to try to understand the evolution of European identity. In the process, we will challenge our own assumptions about cultural difference in the contemporary world.

Outcomes: By the end of the semester you will have an idea of SOME of the problems of understanding Western history from the rise of Greek civilization to the Reformation. Moreover, since this is an honors course, we will also try to make you aware of the methods and analyses that help to form the way historians deal with the past. All History Department 100-level survey courses are designed to introduce students both to a body of knowledge and to historical methodology which includes understanding change over time and arguments about cause and effect. In these courses students examine the evolution of ideas, institutions, organizational systems and values which have shaped and are shaping societies. The study of pre-modern history presents cultures and societies around the world which differ in fundamental ways from those of today.

In addition, one of chief goals for this class is to teach each of you how to write critically, clearly, and precisely while acquainting you with a key form of historical writing – i.e., how to formulate and support an historical argument. We shall do this through learning how to review scholarly books and articles as well as through take-home essay examinations which depend on presentation of information through argument and analysis using primary and secondary documents for support. Consequently, grades on your papers will be based not only on what you write, but how well you express those ideas.

We will proceed using the textbook as our beginning point, basing our discussions on what you have read and the questions that you are asking. Thus, you must have read the assigned text in Kishlansky’s
The Making of the West and the assigned documents in The West and the Wider World, vol. 1 BEFORE coming to class, try to skim any other documents or articles listed for that day’s class. Be sure to read the additional readings assigned for the week as well. For example, it is important to read Caroline Alexander’s The War that Killed Achilles in the first two weeks of the semester.

One of the important aspects of this class is our use of BLACKBOARD as a computer-based supplement to class work. Each of you has access to the Blackboard station for this class from your own computer or from a university computer. On Blackboard you will find copies of the syllabus, all writing assignments, various handouts, and supplemental presentations. In class we will be telling you about assignments as we progress through the semester. The assignments will also be posted on Blackboard. There will be questions based on your readings, occasionally we will ask you to read a document or excerpt not included in your book that we have posted on Blackboard. Sometimes we will assign one or two of you to comment on some aspect of class discussion, and then ask the others in the class to react. In order to allow everyone to read your comments, we will set a deadline for posting remarks, and you will be required to have your assignment completed by that time. In this manner, some of you who might hesitate to speak in class will be able to participate and perhaps you will find it easier to join in-class discussions because you have read other students’ comments.

BOOKS:
The following are the REQUIRED tests for this course:
Mark Kishlansky, et. al., Civilization in the West, Vol. 1
Caroline Alexander, The War that Killed Achilles: The True Story of Homer’s Iliad and the Trojan War.
Machiavelli, The Prince

CLASS ROUTINE:
The best part of teaching in the block is that we have the time to teach in a number of different ways. I hope that we will be able to mix lecture with lots of discussion and commentary by you on your reading. Some days I will use my entire time exclusively for history. On other days, Dr. Colella may use more time to cover topics in philosophy and I will comment. Often class will be devoted to discussion topics. Sometimes Dr. Colella might be commenting on things I have to say, or perhaps the other way round. To a large degree, what we discuss will depend on you—on the questions you have about the reading you have done as well as the comments you might have in response to the questions included in this syllabus. Our task is to show you how disciplines are inter-connected with one another, while yours is to discover those connections between history, philosophy, and theology.

EXAMS, PAPERS, and BLACKBOARD ASSIGNMENTS:
There will be one take-home midterm essay exam and the final exam. In addition you will be writing two papers—a discussion paper and an article review. The dates for each paper, take-home essay exam are indicated in the Topics and Reading Assignments section of this syllabus. The two papers will each be worth 100 points; the take-home essay midterm will be worth 200 points and the final worth 200 points. There will also be four take-home quizzes worth 50 points each, for a total of 200 points. Group Document Discussions for which you are responsible and questions/followup on Blackboard are worth 150 points. You will also receive up to 50 points for your attendance and participation in class.

Quizzes: 4x50 = 200
Paper 1: 100
Paper 2: 100
Midterm: 200
Final: 200
Doc. Discussion/Bb Discussion 150—your grade will be based on your presentations in discussions.
Att. And Part: 50
1000

ALL PAPERS WILL BE TURNED IN THROUGH Turnitin.com which is attached to the Blackboard website. Not only does this method check for plagiarism, it also enables me to grade your papers and never lose them!

**ATTENDANCE and PARTICIPATION:** While I do not regularly take attendance, I expect you to be in class unless, of course, you are ill or have some other valid reason. Although I may not always say something, I am acutely aware of students who miss an excessive number of classes. **I reserve the right to lower your final grade for excessive non-attendance and/or excessive lateness to class.** Participation is a tougher act because some of you are listeners rather than talkers. Moreover, those that talk may or may not really have something to say. Participating means really being part of the classroom experience whether you speak all the time or not. It means paying attention, not studying for another class, writing notes to your neighbor, or staring off in another direction. Similarly, attendance goes beyond bringing your body into the classroom, it entails your active attention as a listener as well as a contributor to class discussion. Part of your participation and attendance is your regular use of Blackboard, both by writing your comments and questions, and by your reading of your fellow classmates’ responses. **YOU MAY NOT USE YOUR CELL PHONE DURING CLASS. TURN IT OFF. NO TEXTING OR OTHER SUCH ACTIVITY IS PERMISSIBLE. IF YOU USE A COMPUTER—IT MUST BE USED FOR NOTE-TAKING OR OTHER RELEVANT CLASS ACTIVITY NOT FACEBOOK.**

**EXTENSIONS:**
If you fulfill your end of the bargain—attend class regularly, complete Blackboard assignments and come prepared, I will be more than willing to consider assisting you in problems arising from conflicts over due-dates on papers or exams with other courses.

**OFFICE HOURS:**
My office hours are listed at the top of the syllabus. If you cannot get there when they are listed, you can always make an appointment. Office hours mean that I am in my office waiting to see students for reasons that you deem fit to see me. If you are having a problem with course materials, or any problem pertaining to this course, please come and talk about it. Postponing the conversation will only make things worse. There may be solutions to what seem like the most intractable problems if you come in and discuss them early.

**REWrites:**
I have a standing policy that you may rewrite any paper (except the final exam) if you are not satisfied with it. I take a great deal of time to make comments on each of your papers and mid-term exams. 70 percent of your grade in this course is based on your written work. The best way to learn to write is to think and re-think what you have to say. I grade your writing not only on content, but on the way you present your ideas since I believe that writing well is an extremely important skill. You learn more from re-writing a paper than by repeating your mistakes in your next effort. **Rewriting means rethinking.** It is not simply an exercise in correcting the mistakes that I have noted, rather you need to look for similar
patterns that I might have missed. To rewrite a paper, you must see me with bringing with you your first version with my comments. After we discuss the paper, you may rewrite it and re-submit it before the end of the semester. I will re-grade the paper and your new grade will simply replace the first one. You must submit your original paper along with its new version. I reserve the right not to change your grade, for a rewrite does not guarantee a new and higher grade. I will not lower your old grade; however, so you have no risk in that regard. I also expect that when you re-write a paper, you will not repeat the same errors in the following paper.

DEPARTMENT OF HISTORY GRADING POLICY:
The Department of History places great value on the quality of your writing. We have developed a series of grading guidelines to help you understand how every member of our department determines the grade on a paper, please take the time to read these guidelines in order to understand how we evaluate your papers.

A: Exceptionally well-written and well-organized, strong argument, excellent analysis, insight into material, offering significant evidence and material as support, not repetitive or regurgitative.
B: By comparison this paper is not as well written, is lacking in one way or another (compared to "A"), may exhibit some mastery of material but is often repetitive or regurgitative.
C: Deficient in writing or organization, marked by a paucity of sources, "satisfactory," lacking analysis
D: Serious flaws in any or many of the areas mentioned above.
F: Didn't answer the question, incoherent, entirely missed the nature/goal of the assignment.

MY GRADING POLICY:
I will be using +/- grading. Often grades on papers may look like “B+/A-“ or “B/B-.“

Grade equivalents conform to the following pattern: A=93+; A-=90-92; B+=87-89; B=84-86; B-=80-83, etc.

To calculate your point equivalent, just add up the point equivalents by percent (example: if a paper is worth 200 points, then a B+/A- equals 91+88 or 179 points.)

PLAGIARISM and END/FOOTNOTES:
Plagiarism literally means using someone else’s words or concepts and passing them off as your own. All forms of plagiarism are cheating. Even if you attribute your text to the correct author, but quote excessively without inserting your own writing, you are engaging in a form of plagiarism. Not only do we in the History Department regard such activities as a serious form of dishonesty, the University devotes special paragraphs to plagiarism in the catalog. Any discovery of plagiarism in any work you submit to me will result in an immediate and irrevocable grade of F on the paper or project and the possible grade of F for the semester. In short, don't plagiarize or engage in any other forms of academic cheating! The University’s Academic Honesty Statement for the University’s position on plagiarism is appended below:

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work
submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

If you are not sure what plagiarism is, or how to avoid it, consult the following websites: http://www.indiana.edu/~wts/wts/plagiarism.html or http://www.utoronto.ca/writing/plagsep.html These websites can give you valuable information regarding plagiarism.

If you are not sure about how to footnote, consult the XU library page tutorial sections which include style guides from the major manuals such as Chicago Manual or Style or Turabian: go to: www.owl.english.purdue.edu, click on non-Purdue instructors and students then select research and citation. When you click on Chicago Manual of Style, select humanities. In a history paper it is customary to use the humanities style of notes. These two manuals describe many styles of annotation beyond the MLA style of notes common in other disciplines.

REMEMBER: Just because I am a faculty member, I am not infallible. If you notice mistakes in the syllabus, they are probably just that--mistakes. Be sure to call them not only to my attention, but to everyone else’s attention as well. Similarly, I have bad days and good ones, just as you do. If something I say doesn’t make sense, it is likely that I simply didn’t say what I wanted to say clearly. Do not hesitate to make me explain again. You are probably not the only one who didn’t understand.
TOPICS, ASSIGNMENTS, QUESTIONS TO THINK ABOUT AS YOU READ

Remember: Dates are approximate, not written in stone. We may also adjust due dates for assignments based on whether we are on pace with the syllabus.

Weeks 1: Ancient Civilizations and the Greeks: Kishlansky emphasizes the role of religion in the first ancient civilizations as well as the importance of the various conquests that brought down the first civilizations themselves. What role do you think the first civilizations originating in the Middle East, Africa, and the Levant played in the formation of Greek culture? What is the path we take to getting to mainland Greece? In studying the Greeks we will be asking ourselves a number of questions: first of all, why do we begin with the Greeks? What are the characteristics of this society that allow for us to say, “Yes, this is where European civilization began”? We know about the Greeks through their myths, much as we know about the ancient Sumerians. How do myth and history inter-relate? What can we learn from studying an ancient societies’ mythology? As we move along, we will be encountering the various forms of government characterizing the Greek poleis (or city states). While the ideas of Greek democracy may seem very familiar to us, let’s also try to examine their inconsistencies as well. Try to think about how the Greeks organized their civilization and made it work in ways that might seem unfamiliar, different, or even wrong from the ways we know and understand. Can we determine how the Greeks viewed themselves? Why was The Iliad so central to Greek identity? How can reading Alexander’s book help you to understand the importance of The Iliad? See if you can identify what specific pieces the Greeks contributed to the process of building western civilization.

August 26
Topics: Introduction to the course—the ancient civilizations: Defining Europe/defining the “other”
Origins of Greek Civilization: Ancient Crete and Mycenaean Greece
Assignments: Kishlansky, 2; Alexander, The War that Killed Achilles, through to p. 105.
*NOTE: You should always read the chapter introductions for assignments from The West in the Wider World. They are extremely helpful for understanding the readings.

August 28
Topics: Mycenaean Greece
The City State: the Emergence of the Polis—Corinth, Sparta, and Athens; The Persian Menace
Assignments: Kishlansky, 2-3; Alexander, p. 106 to the end.

August 30:
We will devote one period to discussing the documents from the West in the Wider World.
Second period: We will begin discussing the emergence of Athens.
We will be focusing much of our energy on Athens during the fifth century BCE. Try to define its process of development—what did the lawgivers contribute? How did Athenian demokratia develop? What were its greatest strengths, its weaknesses? What can you understand about Athenian society through its great monuments, its military structure, and its attitude towards citizenship? Can you define events in Athenian democracy by its great wars—the Persian and the Peloponnesian? How did these wars influence how the Athenians regarded themselves? How they regarded others? Why did
the Athenians regard themselves as superior to the Persians? What about the character of leadership? What does all of this have to do with the literature we are reading as well as Plato’s *Republic*? Finally, can we come to some sense of defining Greek identity? How did the Greeks see themselves as compared to other peoples? Can we derive any of that sense of identity from *The Iliad*? How did Greek social mores particularly in regard to gender segregation contribute to a culture that may be unfamiliar to us?

**Topics:** The Rise of Athens and the Persian Wars  
Read: Kishlansky, 3;

**Week of September 9**  
Athenian Democracy and the Peloponnesian War  
**Assignments:** Kishlansky, ch. 3; WWW, Ch. 3: Thucydides, Pseudo-Hippocrates, Aristotle; K.J. Dover, “Classical Greek Attitudes to Sexual Behavior” on Blackboard.  
For Friday September 13: Discussion of WWW, ch. 3, docs. 2-4; Dover article.

**Week of September 16**  
Greek culture did not remain limited to the Greek mainland and surrounding Aegean islands. With the conquests of Alexander the Great, Greek culture moved into the rest of the civilized world of the time. What places defined the “world” to the Greeks? How did Alexander’s conquest differ from the influence of Greek culture prior to 330 BCE? What did the Hellenistic world look like? Who were its major participants? Who were the people who ran the Seleucid and Ptolemaic empires, where did they come from? What is Hellenistic civilization? What are its contributions and how do they differ from the Hellenic civilization of the Greek mainland? Again—how did Greek identity change? Were the Greeks successful in spreading their notions of “Greekness” into the world which they conquered? What can resistance to the Greeks tell us about the Hellenistic world?

**Topics:** Greek Culture and Ideas  
Macedonian Empire and Hellenistic Civilization  
**Read:** Kishlansky, 3;  
September 20: discussion of *WWW*, Ch. 4: Section on Greeks and Jews, pp. 67-105.

**Paper #1 due Wednesday, October 2, Book review of Caroline Alexander’s *The War that Killed Achilles.***  
Your paper should examine Alexander’s main arguments and discuss how she supports those arguments. You also need to reflect on how she argues the importance of *The Iliad* as a marker of Greek culture and society. What specific sections of the book explain the formation of Greek identity from the nomadic groups who occupied the Greek world during the “Dark Age.” You may also wish to discuss why the Greeks continued to venerate this epic and regard it as one of the measures of an educated Greek. Finally, you need to evaluate whether you found her arguments convincing.  
**YOUR PAPER SHOULD NOT EXCEED 5-6 PAGES!**

**Quiz #1 is due September 25**

**Week of September 23.**  
*Rome--Republic to Empire:* Why do you think we discuss the Greeks first and then Roman civilization, for Rome was also developing at about the same time? Does the order in which we discuss or study material tell you something about the nature of the historical process? Can you identify certain
characteristics of Roman society that bear similarities to what we learned about the Greeks? [I don’t mean direct influences here at all.] How did the struggle with the Etruscans determine Roman identity? Which myths help explain how the Romans constructed their concepts of themselves as distinct from their neighbors? What are the special characteristics of the Roman republic that contribute to our process of building western civilization? What makes the republic work so effectively at first? When do you think the problems started to overwhelm the solutions? What role did the military success of the republic play in its problems and its downfall? Can you list at least two or three problems arising from the growth of the republic? How was the creation of the Roman empire a solution to these problems? Once again—what makes a Roman, Roman? How did Romans view themselves in contrast to the others whom they conquered? As the Roman Republic became an “empire” what evidence do we have that those views of Roman identity began to change?

Topics: The Rise of Rome and the Character of the Republic
The Politics of the Republic and its Transformation into “empire”

Read: Kishlansky, 4;

Discussion for Friday, September 27: WWW, Ch. 5: Introduction and Reading 1, 2, 106-113; Reading 4-5 (118-124); Reading 8 (130-133).

Week of September 30:
Judaism and Christianity: In this part of the course we are going to ask ourselves the following questions: what were the conditions in Judea under Roman rule that changed Judaism, creating new popular beliefs such as the imminent coming of a messiah, the hope of resurrection? Who were the Pharisees and what role did they play in Judean society under Roman rule? How do you think these ideas of the messiah, resurrection, and the Pharisaic influence might have influenced Jesus’ ideas? What was Paul’s contribution to the spread of Christian ideas? How did he MODIFY Christian beliefs of the time in order to make them more attractive to non-Jews? Where do you think Christianity was most successful? To which groups in Roman society did it appeal? WHEN do you think Christianity began to achieve success? How do you think that the growth of Christianity was a response to the problems in the late Roman Empire? REMEMBER THESE ARE QUESTIONS WE ARE ASKING AS HISTORIANS, these are questions of process and causation. Think about how asking questions differently can provide other kinds of answers. For example, during the first 300 years of its existence, Christianity was illegal in Rome, how do you think this position affected its development and the way the Church functioned? Can you explain the role Emperor Constantine played in establishing Christianity? What might have been his political motivations for legalizing Christianity in 312 AD? What kind of changes occurred within the Church as a consequence of this action? How do you think the Church gained strength as the administration of the empire weakened? Can you identify functions the Church took over from imperial administration? What role did heresy play in the formation of orthodox Christianity? Why was it so important to develop a single, correct Christian theology?

Topics: Imperial Rome, Judea and Rabbinic Judaism
Origins of Christianity

Read: Kishlansky, 5:.

For Friday discussion: WWW, chapter 6: Introduction, Reading 2: Letter to the Galatians.

Week of October 9
**Topics:** The Growth of Christianity  
The Crisis of Imperial Rome

**Read:** Kishlansky, 5 and 6;  
For Friday discussion: WWW, chapter 6: Pliny the Younger, Origen of Alexandria, Eusebius of Caesarea. (144-150; 154-157).

---

**Week of October 14**

**Topics:** The Crisis of the Late Roman Empire  
Christianity and Roman Policy  
The Transformation of Rome

**Read:** Kishlansky 6,  
For Friday discussion: WWW, chapter 5: Tacitus documents (129-133); chapter 6: Basil of Caesarea and Augustine of Hippo (157-163), chapter 7: Introduction; Readings 2 (170-173) and 5 (179-182); 7: Images of Life in the Roman and Barbarian West (185-187); Reading 8: The Burgundian Code (188-192).

**Quiz 2 Due: October 23**

---

**Week of October 21**

**Medieval Europe:** One of the fundamental issues of the medieval period we must examine is whether there is a rapid break into something called “the Middle Ages” or if there is a process of transition from one era to the other that is embodied in the last century or so of the Roman Empire. For example, can you find a date or a moment when the Roman Empire ends? Gibbon told us that the date was 476 AD. Do you think that this is really a valid moment? What institutions characteristic of the late Roman world persisted into the early medieval period? How does Kishlansky organize this material? Do you think that your text’s organization can actually assist you in understanding this process of transition between the ancient and the medieval? Do you think that people woke up one morning and said “Rome is dead! We are living in another era!”? If not, how do you see the PROCESS at work? Can you list some of the ways that the early medieval period does indeed differ from Rome? What are the BIG trends at work here--political, economic, geographic? Feudal relationships developed from the peculiar problems pertaining to the medieval period. Can you define feudalism? How did the institution of feudalism help to shape the medieval world? How did it affect its culture and politics?

**Topics:** Heirs to the Roman Empire and the Origins of the Medieval State.  
The Role of the Church in Medieval Europe.

**Read:** Kishlansky, 8,  
For Friday discussion: WWW, Chapter 8: Introduction, Reading 10 (220-223).Chapter 9: Byzantium and Western Christendom, reading 5 (242-244); reading 7 (247-249).

**YOUR TAKE-HOME MIDTERM IS DUE: October 30**

---

**Week of October 28**

**Late Medieval Europe:** As we approach the late middle ages, the questions are endless. How does the return to an urban lifestyle, the interaction with the Islamic world, the crusades build the beginnings of what we will come to identify as “modern?” Furthermore, what in the world does “modern” really mean? Can we really set up a moment when we see a separation between the medieval and the Renaissance? If so, what characteristics would you append to that moment? For example, which
documents in your Sources... book are medieval, which are Renaissance? Why do you think the authors of our documents actually grouped things in this manner?

Topics: The Carolingian Empire and the emergence of Local Rule in its Aftermath
       Feudalism as a part of medieval culture.
       The Transformation of Late Medieval Europe
       Crusades

Read: Kishlansky, 8-10;
For Friday: WWW, Chapter 10: Introduction (254-257); Reading 3: William of Tyre (261-263); Reading 4: Mainz Anonymous (263-267), Reading 10, Usama Ibn Munqidh (279-282); Chapter 11: Introduction, reading 4, Pope Innocent III, Decress of the Fourth Lateran Council (297-300). Chapter 12: Reading 7: Marco Polo (334-337).

Week of November 4

Late Medieval Europe becomes Renaissance Italy: As we enter into the Renaissance, try to use what you understand about ancient Greece and Rome to help you to comment on this new consciousness among certain select groups in society. Also, how far do you think this new consciousness actually penetrated? In what ways was the Renaissance a continuation of late medieval Europe? Why do you think that the 14th century marked a break?

Topics: Late Medieval Europe--the crisis
When does the Renaissance begin?
For Friday: WWW, Turks and European Jews; and (2) the challenge to Catholic religious authority posed by the New Science.

Quiz #3 due November 11

Paper #2 due November 18

Article Review: Each of you will select one scholarly article from those posted on the Assignments section of Blackboard and review it in a four to six page paper. YOU MUST GIVE A FULL BIBLIOGRAPHIC REFERENCE TO THE ARTICLE AT THE VERY TOP OF YOUR PAPER BEFORE YOU PROCEED TO WRITE ABOUT IT. In that way I will know what you are writing about!

Your review should discuss the nature of the information, the sources the author uses, and what you learned from the article that gave you a different point of view on history. In your paper be sure to discuss what the author is trying to accomplish in the article, how he/she goes about doing it, and what kind of sources she/he used to come to conclusions. In some way, each of these articles engages in the construction of the cultural norm or in its transformation. Think about how you article addresses this problem. Remember, you are reviewing/analyzing the article, not summarizing it. Also, try to understand that the author is responsible for the research that he/she presents in the article. Go to Course Information to find a hand-out called “How to Write a Book Review.”

Week of November 11

Topics: The Renaissance in Italy
       Economics and Politics of the Renaissance: what does The Prince reveal about the new Renaissance mind-set?

Read: Kishlansky, 11-12; The Prince (you should complete the book for this week).
For Friday: TBA based on where we are in WWW.
Northern Renaissance and the Reformation: As we conclude our first semester together, we are approaching some enormous changes in Western European society. How does the Renaissance in the north differ from that in Italy? What kind of questions did the writers in the North ask that differed from their compatriots in Italy? How were these questions similar? Why do you think the questions raised in the north led to the Reformation? In what ways, if at all, do you think that the discoveries of Columbus and the other explorers, contributed to this process of doubt and change? What role does the development of the printing press in the mid-15th century play in our story? Think about how the Catholic church responded to the challenge posed by the Reformation--how did its problems contribute to the growth of the “new religion” and how did the Church finally decide to respond to these challenges?

Weeks of November 18 and November 25
Topics: The Prince, continued
The Renaissance in northern Europe
From Renaissance to Reformation
Read: Kishlansky, 12-13
No Discussion Fridays—I will be gone on November 22 and the following week is Thanksgiving Break.

Week of December 2
Topics: Martin Luther and the spread of Reform
The Reformation in England
Calvinism and the Reformation in France and the Low Countries
Read: Kishlansky, 13;
Discussion Friday: WWW, chapter 14, Introduction, Martin Luther, Thomas More,

Week of December 9
Topics: Exploring the globe: the meaning of the “New World”
The Catholic Response: Reformation or Counter-Reform?
Read: Kishlansky, 12-13; WWW: Chapter 13, Introduction; Reading 1 (345-348); Reading 4 (354-359); Reading 6 (359-362).

Quiz 4 due December 4

YOUR FINAL IS A TAKE-HOME DUE ON WEDNESDAY, December 11