2014

133-BL European History I

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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 European history. 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. We will also learn that peoples of the past did not construct their lives and values in exactly the same way as we do today. It is our job to understand how they constructed these values rather than judge them for failing to meet modern standards.

Outcomes:
1. 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.
2. 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. Class discussion assignments of the themes presented in the text and readings as well as in primary source documents will help us understand how the people of the past constructed their societies and viewed themselves.
3. 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 Kagan, Ozment Turner and Frank, The Western Heritage 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 CANVAS as a computer-based supplement to class work. Each of you has access to the CANVAS station for this class from your own computer or from a university computer. On CANVAS 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 CANVAS. 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 CANVAS. 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 texts for this course:
1. Donald Kagan, et. al., The Western Heritage, Vol. 1, 11th edition. You may purchase this book new or used, or purchase on-line access to it instead of a hard copy. Upon purchase of the book, you should have access to MY HISTORY LAB for which you will receive instructions.
4. 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 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 three take-home quizzes worth 50 points each, for a total of 150 points. 150 points will be based on your group discussions of documents and chapter discussion assignments, 100 points will be based on class attendance and participation.  
Quizzes: 3x50 = 150
Paper 1: 100
Paper 2: 150
Midterm: 200
Final: 200
Doc. &Chapter Discussion 150—your grade will be based on your presentations/participation in discussions of documents and chapter material.
Att.: 50
1000

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 Canvas. **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 or TABLET—IT MUST BE USED FOR NOTE-TAKING OR OTHER RELEVANT CLASS ACTIVITY NOT FACEBOOK or consulting other social media.**

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 website:
http://www.indiana.edu/~wts/wts/plagiarism.html

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: Kagan 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 25
Topics: Introduction to the course—the ancient civilizations: Defining Europe/defining the “other”
   Origins of Greek Civilization: Ancient Crete and Mycenaean Greece
*NOTE: You should always read the chapter introductions for assignments from The West in the Wider World, (WWW). They are extremely helpful for understanding the readings.

August 27
Topics: Mycenaean Greece
   The City State: the Emergence of the Polis—Sparta, and Athens; The Persian Menace
Assignments: KOTF, 2, pp. 38-52; Alexander, keep reading!

August 29:
We will devote one period to discussing the documents from the West in the Wider World.
September 3 and 5:

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  

**Week of September 8**  
Athenian Democracy and the Peloponnesian War  
**Assignments:** KOTF, ch. 3, 62-72, WWW, Ch. 3: Doc. 2, Thucydides (59-61) K.J. Dover, “Classical Greek Attitudes to Sexual Behavior” on Canvas.  
On Monday, September 8, we will devote part of class to discuss Discussion Questions #2. On Friday, September 12, we will discuss the Thucydides document and the Dover article for part of the class.

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?

**Weeks of September 15 and September 22**  
Monday: How did the Peloponnesian War test Athenian Democracy?  
Read: KOTF, 3, 73-84.  
Wednesday and Friday: The Rise of Macedonia and the Hellenistic World.  
Read: KOTF, 3, 84-end. WWW, chapter 4: 77-79; 79-84 . 88-93.  
Monday, September 22: discussion will focus on the documents in WWW, chapter 4 and Discussion Questions #3.  
Wednesday, September 24: Discussion of Alexander book.
September 26: Dr. Colella will do a double class since I will be absent for a Jewish holiday.

Paper #1 due Wednesday, October 1, 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. DO NOT EXCEED 5 pages!

QUIZ #1 will be due Wednesday, October 8.

*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?

Week of September 29:
Topics: The Rise of Rome and the Character of the Republic
The Politics of the Republic and its Transformation into “empire”
Read: KOTF, 4, to p. 120;
Discussion for Friday, October 3: WWW, Ch. 5: Introduction and Reading 1, 106-111; Reading 4 (117-121); Reading 8 (130-133). Discussion Questions #4.

Week of October 6:
Topics: The Civil Wars and the End of the Republic.
Augustus and the Principate.
Read: KOTF, 4, 120-127; KOTF 5, 130-145.

*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?

Week of October 13:
Imperial Rome, Rabbinic Judaism and the Rise of Christianity
Read: KOTF 5, 130-151; WWW: Chapter 6, 134-136; 139-141.
For Friday: Discussion of WWW: materials in chapter 6 and Discussion Questions #5.

Week of October 20:
Topics: The Crisis of the Late Roman Empire
Christianity and Roman Policy
The Transformation of Rome
Read: KOTF 5, 151-163. KOTF, ch. 6, 173-74, 184-190.
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).

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?

**Week of October 27:**
**Topics:** Heirs to the Roman Empire and the Origins of the Medieval State. The Role of the Church in Medieval Europe.
**Read:** KOTF 6: 190-end; 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). Discussion Questions #6

**Your MIDTERM IS DUE Wednesday, OCTOBER 29.**

Why call the period from roughly 100-1300 the High Middle Ages? These centuries exemplify the height of medieval culture and society, the height of the creation of new institutions, the expansion of the Crusades, the creation of new national entities — especially in France and England, but they ended in the disasters of the 14th century.

**Week of November 3:**
**Topics:** The emergence of Local Rule in its Aftermath
  Feudalism as a part of medieval culture. Crusades
**Read:** KOTF, chapter 7: to p. 219., Chapter 8: 234-246. 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, Decree of the Fourth Lateran Council (297-300). Discussion for Friday, November 7: documents in WWW on Crusades.

**QUIZ #2 is due November 10.**

*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?

**Weeks of November 10 and 17:**
**Topics:** Universities, Women and Children
  The Emerging Nation State: England and France
  The Crises of the 14th Century
**Read:** KOTF, ch. 8, 247-264; ch. 9, 265-284. For Friday, November 14: Discussion Questions #7

**Paper #2 due November 17**
**Article Review:** Each of you will select one scholarly article from those posted on the CANVAS module “Links for Articles to Review” and write a review it in a three to four 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 Module called Handouts to find “How to Write a Book Review.” I will be looking for evidence that you have consulted the handout when reading your paper.

Quiz #3: Due Wednesday, December 3

Weeks of November 24 and December 1
Topics: The Renaissance in Italy
  Voyages of Discovery and New Empires
  Economics and Politics of the Renaissance: what does The Prince reveal about the new Renaissance mind-set?
  The Northern Renaissance
Read: KOTF, 10; The Prince (you should complete the book for this week). For Friday’s Discussion: Discussion Questions #8 and WWW Chapter 13: Documents 1, 3, 6, 7.

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?

Week of December 8:
Topics: Martin Luther and the spread of Reform
  The Reformation in England
  Calvinism and the Reformation in France and the Low Countries
  The Catholic Response
Read: KOTF 11, WWW, ch. 14, Introduction to chapter and Document 2.

Your Final is due Friday, December 19.