Xavier University
Exhibit

History Syllabi Fall 2014

2014

133-02/03/04 European History I

John LaRocca
larocca@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/history_syllabi_fall_2014

Recommended Citation
http://www.exhibit.xavier.edu/history_syllabi_fall_2014/19
History 133
European History - I
Fall Semester – 2014
Xavier University
Cincinnati, Ohio
John J. LaRocca, S.J.

Office Hours: M, W 9:15 – 10:15
Schott Hall 504
Phone: Office: 745-2038
Residence: 745-3611

Required Books:

Brian Tierney, *The Middles Ages: Sources of Medieval History.*
*The Song Of Roland.*
Karl Thompson, *Classics of Western Thought, Vol. II.*

Examinations: By Tuesday, 2 Sept. you must inform the instructor which of the following options you have chosen.

Option I: Three take home examinations which are due on 7 Oct., 6 November, and 16 Dec. for the 8:30 section and 18 December to the 10:00 section and the 1 PM section.

Option II: Two take home examinations due on 7 October and 16 or 18 December.

Option III: A research paper and a final examination. The Paper will be ten to fifteen pages long and on a topic agreed upon by the instructor and the student. The preliminary bibliography is due on 23 September. The outline and thesis statement is due on 14 October and the paper is due on 11 November.

Option IV: Five book reviews and the final examination. The books may be picked from the bibliography in Noble; any other book must be approved by the instructor. The first three reports are due on 14 October. The two final reports are due on 4 November.

Quizzes: There will be a quiz on each reading assignment. At the end of the semester the quiz grade will be averaged and counted as 15% of the final grade.

Participation in class discussions will count for 10% of the Final grade.
**Attendance:** Regular attendance at class is expected. After the first four absences students will be docked one point per absence from the final grade.

I would like to remind you about the statements on Academic Honesty and Writing Standards in the University Catalog.

**Objectives:** The course will introduce the student to historical method *i.e.* -The study of changes within societies and how and why that change takes place. It will also introduce the student to the major events of the period 54 BCE to 25 Sept 1555.

Noble, pp. 4-13; 152-196. (Quiz 2 Sept.)  
Tierney, pp. 3-39, 40-56, 72-80, 133-142.  

Noble, pp. 197- 225  (Quiz 9 September).  
*The Song of Roland* (Quiz 19 Sept.)

Noble, pp. 227 - 270. (Quiz 23 Sept.)  
Tierney, pp. 107-116, 183-199, 259-265. & Thompson, pp. 35-52. (Quiz 30 Sept)

Noble, pp. 271-323. (Quiz 2 Oct.)  

Noble, pp. 325 - 358. (Quiz 23 Oct)  
Tierney, pp. 287-301, 316-328, 330-338 (Quiz 28 October)  
Thompson, pp. 92-127, 137-140, 215-263, 294-316, 316-329,  
Optional: 329-355.(Quiz Nov. 4)  
Machiavelli, *The Prince.* (Quiz 13 Nov.)

18 Nov.- 11 Dec.  *The Reformation*  
Noble, pp. 359 – 416(Quiz 18 Nov.).  
Thompson, pp. 392-398,(Quiz 2 Dec.)
This is a course which fulfills the requirement of the CORE curriculum. Below are some of the objectives of the CORE which are fulfilled by this course. In the course of the semester you will strengthen some skills which you already have and learn new skills. Please read carefully the statement which follow.

This history course will help students organize and express their ideas in writing and orally, formulate clear and arguable theses, supported by evidence drawn from appropriate sources, and utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards.

It will also help students become critical thinkers by having them analyze and interpret texts, images, objects, artifacts, and quantitative and qualitative data and describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories. Students will develop the ability to evaluate the strength of an argument or claim and its evidence. Students will examine the way women and men have answered the fundamental questions that arise from the human condition, such as questions about the grounds of morality, the essence of justice, the nature of reality, the possibility of certainty, the nature of beauty, or the reasonableness of religious faith. As the course moves into Modern Europe students will evaluate the use of science and mathematics in society and everyday life in an informed manner.

Students will engage in critical, theological reflection by the method developed in Jesuit and Catholic practice, using human experience and religious traditions as resources to address issues or questions arising in today’s world. Students will articulate and engage with great ideas in the history of Western thought through the writings of great philosophers. Students will think historically in order to understand the past on its own terms and to understand how societies have changed over time. Students will recognize and interpret artistic and literary expression. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today’s world. Students will
use information and resources responsibly in their communication and research. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own. Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance.