133-11 European History I

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EUROPEAN HISTORY 1

HISTORY 133 – 11           TUES/THURS 1 – 2:15 PM           CLC 308

DR. DAVID MENGEL
Contact me: mengel@xavier.edu       McDonald Library 124 745-3870

Office hours: Mondays 5-6pm and by appt. Course schedule and materials on Canvas

Course description

Like any great journey, this course requires an adventurous spirit, a commitment to self-reflection, a healthy measure of stamina, and even a moderate tolerance for discomfort (or at least hard work). Over sixteen weeks we will explore together sixteen centuries of Europe’s history in order to learn the stories of many European people and places. Some may already be familiar to you, but many of them are not.

What’s the payoff? If you walk along this path with me, I will offer you the chance to learn to think and act like a historian, to hone your analytical and communication skills, to fall in love with Europe and its past, and to have fun learning effectively. If that sounds good to you, then I encourage you to accept the challenge of completing this course. You can achieve all of those goals; I’ll be here to help and support you.

Learning Outcomes

By the conclusion of this course, successful students will be able to:

1. Place individuals, events, movements, and places within standard historical narratives about Europe from AD 1 to AD 1550.
2. Analyze primary sources within their historical contexts.
3. Cogently discuss significant questions and arguments about the past.
4. Examine the diverse, complex, and interdependent nature of people in the past.
5. Fall in love with Europe and its history.
6. Apply reflective learning practices.

Required Course texts

ISBN: 0312668880 / 978-0312668884

*All students are responsible for the assigned readings from these two texts; unless otherwise stated, bring to class the book(s) in which there are assigned readings for that day. Not sure? Ask.*

**Canvas**
All students will use Canvas to learn course expectations, monitor the course schedule, and collaborate with other class members.

Students **must** upload a recognizable **profile picture** and use the **notification preferences** associate their account with at least one mode of communication (e-mail, twitter, Facebook, etc) that they check every 24 hours. Not sure how? Use the **quickstart guide**.

**Classroom technology**
This course will be held in **Conaton Learning Commons 308**, and we will make extensive use of various technologies—from whiteboards to wireless projection and touch screens.

Students should regularly bring a **tablet or laptop**, which can be checked out at no cost from the CLC Connection Center desk on the same floor of the Conaton Learning Commons.

**Phones** are welcome ONLY when used for class purposes. No matter the device: e-mail, texting, web browsing and other online activities unrelated to the current class activities are inappropriate; students observed engaging in such activities during class time may receive no credit for attendance and participation for that day.

**Support for this course**

**Technical Support:** Xavier has a student help line where you can get technical assistance. If you are a Xavier student you can contact the HELP Desk at (513) 745-HELP/4357 or visit the HELP Desk Web site.

**Writing Support:** The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400.

**Learning Support:** The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. [http://www.xavier.edu/lac/](http://www.xavier.edu/lac/)

**Accommodations for a Disability:** Any student who feels she or he may need an accommodation based on the impact of a documented disability should notify me immediately and contact Cassandra Jones in the Learning Assistance Center on the Fifth Floor of the Conaton Learning
Course expectations and grading

**Required, ungraded assignments**

Two forms of required assignments are essential to students achieving the course learning outcomes; at least one will be due nearly every day. Neither form will receive an individual grade, but each will either receive credit or no credit. (See below for calculation of the final course grades.) These are due to Canvas by **8:00 am** on the day of the class and may NOT be made up after the deadline.

**Informal Writing Assignments:** Very brief, informal writing assignments will require individuals and sometimes groups to reflect on the assigned reading.

**Self Quizzes:** Canvas-based quizzes will help students to evaluate how effectively they have read the assigned reading. Some questions may reappear in the Low-stakes quizzes.

**Graded assignments**

**Attendance and participation: 20%**

All students are expected to be present, to arrive on time, to have completed the assigned reading, and to participate actively in class discussions and complete in-class writing assignments. Students should also bring a copy of any assigned reading and a laptop or tablet to class. Failure to meet any of these expectations will result in a grade reduction. Grades will be based on satisfactory completion of in-class assignments and rubric-based evaluation of participation.

**Low-stakes quizzes: 15%**

At least five quizzes—two of them announced in advance—will include objective, map, and identification questions that build upon the self quizzes.

**Analytical essays: 15%**

Each short essay (600-900 words) will focus on a critical analysis of a primary source text.

**Comparative essay: 15%**

This essay (1200-1500) words will provide a comparative critical analysis of two primary source texts.

**Final exam: 15%**

This exam includes objective, map, identification and essay questions in order to assess several of the course learning outcomes.

**Historical travel project: 15%**
This project is going to be fun, combining history and travel planning to a European city of your choice.

**Group presentation: 5%**

Each group will build upon their individual travel projects and present the combined results.

**Late or missed assignments**

Any graded assignments submitted late (after class begins on the due date, if not otherwise specified) without prior approval from the instructor will incur a penalty of 5% of the total possible points per 24 hours.

Requests for extended deadlines will only be considered in advance of the due date. Missed in-class assignments cannot normally be made up without a university approved absence or prior approval of the instructor.

**Calculation of Final grades** (read this carefully)

The final grade will be calculated from the grades received on graded assignments, so long as the student has successfully completed enough of the ungraded assignments to qualify for that grade. To qualify for an A- or A, for example, students must earn the appropriate average (see scale below) and also successfully complete at least 90% of the ungraded assignments. For a final grade in the B range (B- to B+), she or he must complete 80% or more of the ungraded assignments. See the scales below.

**Grading Scale**

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<th>90-93</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>0-59</th>
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<tbody>
<tr>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
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<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
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<td>% of ungraded assignments (IWAs and Self Quizzes) which must be completed to earn the above grades</td>
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For example, a student who earns an 88% (B+) average on graded work but only completes 75% of the ungraded assignments will receive a C+. With a graded average of 88% (B+) and 95% completion of ungraded assignments, the student will receive a B+.

Each student can miss one assignment without any penalty.

**Department of History Grading Standards:**

The Department of History has developed the following grading guidelines, which reflect the great value we place on the quality of student writing.

**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 an “A” paper), 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.

Plagiarism and the Correct Citation of Sources

Plagiarism (using someone else’s work under your own name) will not be tolerated under any circumstances. Those guilty of plagiarism automatically receive zero points on the assignment and usually receive a failing grade in the course.

For Xavier University’s policy on academic honesty, see the Undergraduate Catalog. No, really – go see it.

For a general guide to writing research papers, see xu.tutor:
http://www.xavier.edu/library/xu-tutor

Still unsure about what constitutes plagiarism? This external sites will help:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

For information about how to cite and footnote your sources correctly, follow the Chicago Manual of Style (Notes and Bibliography), the most commonly used by historians.

NCSS Standards (for Education majors)
1.1/1.2/1.3/1.4/1.5/1.6/1.7/1.10/2.1/3.2