2014

133-09/12/13 European History I

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HIST 133 – 09:  
MWF, 11:00-11:50, CLC 309  
Dr. Marita von Weissenberg  
Schott Hall 605  
vonweissenbergm@xavier.edu 
Office hours by appointment:
https://docs.google.com/spreadsheet/ccc?key=0Ahwpqmxa0jddDh5z2xKZkmQY1dpZ3dEMWdhN0NC
RIE&usp=sharing

You must attend your assigned section!

Requirements overview:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Map quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Canvas work</td>
<td>10%</td>
</tr>
<tr>
<td>Self-tests</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
<tr>
<td>First paper, 1300-1700 words</td>
<td>12%</td>
</tr>
<tr>
<td>Second paper, 1500-1800 words</td>
<td>18%</td>
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DESCRIPTION:
During the semester we will explore cultures, societies, religion, and events that shaped the history of Europe from the emergence of a split Roman Empire to the Scientific Revolution. We will cover roughly 1350 years of some of the most important developments of human culture and society: European history still has a strong presence in our own lives - such as the very institution of the university where we gather today. Thus, to learn about European history is not only for understanding the past, but also to understand our own time and place.

In order to understand the past, we will learn and develop skills that are essential in history, college, and your life outside university. We will learn to go beyond things that are done “differently” in the past, or indeed by our contemporaries, and learn how to discern why and how the differences make sense: the historian’s discipline is one of contextualization, understanding, and explanation. Learning this will help you ask questions and discern answers in and outside the classroom.

We will learn to understand the past by seeking out sources and contexts that aid us in finding perspective; we will learn to make arguments based on solid evidence from primary and secondary sources; and we will learn to think about the past not on our terms, but on the terms of those who do things differently, in this case the past. Yes, the past is foreign, even weird, but that is because we live in the now, not in the then. We can only become aware of the now we are dependent on if we seek to know the past in all its intriguing foreignness.
COURSE OBJECTIVES
The objective of this course is to discover European History through primary and secondary sources. In order to do this, students will learn to read and analyze a variety of written texts for content and structure, as well as evaluate evidence and arguments.

Content: By mid-May students will be able to understand and explain major social, political, and religious developments between ca. 250 – 1550 C.E.

Skills: Students will be able to identify and use primary and secondary sources to research and answer questions pertaining to European History in writing and orally. The students will be able to evaluate sources and form arguments, as well as assess how well evidence and examples support arguments.

REQUIREMENTS

Reading:

The act of reading is not merely seeing the characters on a page, surveying text from page X to page Y. Reading is being aware of what you are seeing, reading, learning, and how what you are reading informs the question and topics of the course. Reading is about asking and answering questions generated by the reading mind. Reading is thoughtfully bringing together what is written on many pages, thinking of what the information is, how it relates to other texts, and how the information is conveyed. How do images, tables, etc. inform the text? Thinking critically is an important part of readings. Don’t stoop to merely scanning the texts, seeing the letters, words, and sentences: read with an engaged mind.

The class material consists of various components: textbook readings, additional readings, in-class lectures and discussions, as well as written assignments. They do not cover the exact same material, and one of the goals is to practice working with parallel streams of information regarding the past. Thus, only doing part of the work is only gaining part of the education. We will not discuss everything in the readings – that would be repetitive and redundant – however, all the readings form a framework for understanding the past, the assignments, etc.

- **Textbook:** Understanding Western Society: A Brief History, Volume 1
  McKay et al.
  Bedford / St. Martin’s

  - Please only use this version. Older versions will not be acceptable.
  - Each week’s readings will be indicated in a schedule online, linked to the course’s Canvas home page and here: https://docs.google.com/spreadsheets/d/1-EMAlP5Bwuvp7gsnZkejkODY3TwyATp8TD9Covluo/edit?usp=sharing It is of paramount importance that you examine this list carefully before each class.
Each Chapter of the textbook is divided into subchapters which are headed by a question. These questions run at the bottom of the page, and the current subchapter is highlighted in red to let you know where in the chapter you are.

- **Textbook readings are identified by these subchapter headings** as the questions they pose are important and I want you to focus on reading for answers.
- Be aware of the question each segment of the textbook is helping you answer. In the online schedule I have added potential exam questions based on each week – although questions that span more than one week are more important, but answers to these questions can serve as examples for a broader question.

- Other readings will be made available electronically on Canvas.

**Assessments:**

**Attendance & Participation** 10%
- Includes doing the assigned reading before class
- Three unexcused absences can reduce your earned final grade for the course by 1/3 of a letter grade. This is cumulative.
- Arriving late repeatedly is unacceptable, and can reduce your final earned letter grade for the course by 1/3 per three times you are late for class.
- Checkpoint assignments (see below)

**Self-tests** 10%
- Based on the readings.
- On Canvas. These are designed to help you think about the readings before coming to class. Reviewing the questions thoughtfully will be an asset to you throughout the semester.

**Canvas work** 10%
- Syllabus quiz, smaller written assignments, online group work, etc.

**Map quiz** 10%
- On canvas, in class, based on a list of places you will be given ahead of time

**Midterm exam** 15%

**Final exam** 15%

**First paper**, 1300-1700 words 12%
- Choice of topic from a selection provided by instructor

**Second paper**, 1500-1800 words 18%
- Your choice of topic, based on your research

**Checkpoint assignments**, 150-200 words:

Throughout the semester, you are responsible for responding to questions about the reading before class. The details of the assignment are listed for each checkpoint on canvas: some are based on answering questions, some ask you to summarize texts, some to analyze them. All are based on careful reading of the texts indicated in the
assignment description. This will prepare you for class discussion, the exams and the paper. **No late assignments will be accepted.**

Submit the checkpoint assignments electronically on Canvas, as well as bring a hard copy to class. The electronic documents are automatically run through Turn-It-In. It is your responsibility to make sure that the electronic version has been submitted successfully.

These are not graded, however, they are your “ticket” to earning a grade in this course. If you miss three or more checkpoint assignments, you can only earn up to a D+ in the course, regardless of your other work in the class.

Examples:
- Earned 85% on all assignments, missed two checkpoints: B final grade
- Earned 85% on all assignments, missed three checkpoints: D+ final grade.

**ADDITIONAL POLICIES AND ADMINISTRATIVE NOTES – PLEASE READ THOROUGHLY**

**Communication:**
Students are responsible for keeping up with communication: checking their e-mail and Canvas regularly, as well as keeping up to speed with in-class work – if you miss a class, ask one of your fellow students for class notes as well as information on administrative matters. All assignments and assessments will be designed under the assumption that all students have been present in all classes. Thus, missing classes cannot be made up for by only doing the reading. Class-time will be used not only for discussing readings and lecturing, but also to talk about papers, exams, and other pertinent topics.

Make sure you set your Canvas settings so that you receive notifications in a way that they reach you promptly, this includes the Canvas discussions. Information on Canvas as it may be updated from time to time.

If you have questions or concerns, must miss class for a valid reason, etc, please get in touch with the instructor as early as possible.

I will not answer questions about assessments within 24-hours of them being due, both before and after. Once 24 hours have passed, I am happy to go over exams and papers and am more than happy to schedule meetings. Make sure you read any feedback carefully before the meeting. I am also happy to meet with you as you are planning your papers, exam study, etc.

If you have a question where your colleagues would benefit from learning the answer, please post it on the Canvas discussion thread “Course Questions” – make sure you subscribe to this thread! If you know the answer to a colleague’s question, please answer it.

**Late Policy:**

**Assignments will not be accepted late.** I will also not consider them handed in unless I have both a paper copy in hand and an identical electronic copy has been uploaded by the student on to Canvas (where it will go through Turn-it-In). A late paper will decrease your earned grade a full letter grade per day it is late. **Missed class three times or more** can reduce your earned final grade by 1/3 of a letter grade.
Arriving late to class is unacceptable and can reduce your final earned letter grade by 1/3 per 3 times you are late for class.

Electronic Devices Policy:
No laptops, iPad, phones, or other electronic devices will be allowed in class, except by express permission of the instructor. If you have an electronic device with you, it must remain in your bag, and all sounds must be turned off. You will be expected to print out the online and Canvas readings and bring them to class in hard copy. Be respectful of your own and your neighbors learning: do not indulge in non-class related online activity as it is disrespectful and distracting both to your learning and potentially that of your colleagues. Especially social media are inappropriate for the classroom. The instructor reserves the right to confiscate electronics for the duration of the class.

Computer failure, internet failure, or other problems relating to technology are not a valid reason for handing in assignments late. Keep backups of all your work. There are multiple computers available for use around campus. Xavier has a very responsive IT help desk. Canvas has numerous guides and FAQs online and built in to the Learning Management Platform itself. Organization on your part, doing assignments in a timely fashion, and making sure you understand assignments as well as the technology will enable you to turn your assignments in on time, and in the correct format. Ask questions of your colleagues and instructor pertaining to this early. Upload material to Canvas in the following formats: .doc , .docx , .pdf. If you do not have these programs on your computer, use a university computer. If you work with Google Docs, you can download your document in .docx or .pdf format.

Plagiarism:
Plagiarism is the use of someone else's words or ideas without giving them proper credit. Plagiarism is a serious offense. Assignments containing plagiarism will automatically earn a failing grade and may result in a failing grade for the entire class. Students should consult the student handbook for detailed school policy, and note that the instructor has the authority to refer cases of plagiarism to the proper disciplinary committee. For more information, see for example the XU library tutorials at http://www.xavier.edu/library/xututor/index.cfm If you have ANY questions about appropriate citations of material, please do not hesitate to ask.

XU Writing Center:
The writing Center (http://www.xavier.edu/writingcenter/index.cfm) is an excellent resource and a place you can find help with writing, advice for avoiding plagiarism, and space for serious writing. Please get to know the center and its tutors!

Students With Disabilities:
Students with disabilities will receive accommodations in this class as determined by school policy. Please visit the Learning Assistance Center or see me if you have any questions: http://www.xavier.edu/lac/student-disability-services.cfm If you need the LAC’s help with exams, please talk to them well in advance, and notify the professor at least a week before exams, etc.
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.99</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.99</td>
<td></td>
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<tr>
<td>B</td>
<td>84 – 86.99</td>
<td></td>
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<tr>
<td>B-</td>
<td>80 – 83.99</td>
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<tr>
<td>C+</td>
<td>77 – 79.99</td>
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<tr>
<td>C</td>
<td>74 – 76.99</td>
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<tr>
<td>C-</td>
<td>70 – 73.99</td>
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<tr>
<td>D+</td>
<td>67 – 69.99</td>
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<td>D-</td>
<td>60 – 63.99</td>
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<tr>
<td>F</td>
<td>60 and below</td>
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</tbody>
</table>

Did I Miss Anything? (Question frequently asked by students after missing class.)

Nothing. When we realized you weren't here we sat with our hands folded on our desks in silence, for the full two hours.

Everything. I gave an exam worth 40 per cent of the grade for this term and assigned some reading due today on which I'm about to hand out a quiz worth 50 per cent.

Nothing. None of the content of this course has value or meaning. Take as many days off as you like; any activities we undertake as a class I assure you will not matter either to you or me and are without purpose.

Everything. A few minutes after we began last time a shaft of light descended and an angel or other heavenly being appeared and revealed to us what each woman or man must do to attain divine wisdom in this life and the hereafter. This is the last time the class will meet before we disperse to bring this good news to all people on earth.

Nothing. When you are not present how could something significant occur?

Everything. Contained in this classroom is a microcosm of human existence assembled for you to query and examine and ponder. This is not the only place such an opportunity has been gathered but it was one place.

And you weren't here
- Tom Wayman