

HISTORY 230: WI / PRE-MODERN EUROPEAN CIVILIZATION

3 credits

MW: 10:00—11:15am (CRN 63398)

Palanakila 212

INSTRUCTOR:

Malia Lau Kong

OFFICE:

Palanakila 136

OFFICE HOURS:

MW: 8:55—9:55am; 12:50—1:50pm

Also by appointment

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PHONE NUMBER:

236-9132

EFFECTIVE DATE:

Spring 2015

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

A survey of Pre-Modern Europe to 1500 CE. Focus is given to the political evolution and the major economic, social, and cultural development of European states. (3 hours lecture)

Hist. 230 will fulfill 3 credits of the Diversification requirement in the Arts, Humanities, & Literature Group (DH).



WRITING INTENSIVE HALLMARKS

1. Writing promotes learning of course content.
2. Writing is considered to be a process in which multiple drafts are encouraged.
3. Writing contributes significantly to each student's course grade.
4. Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers.

*To allow for meaningful teacher-student interaction on each student's writing, the class is restricted to 20 students.

STUDENT LEARNING OUTCOMES

The student learning outcomes (SLOs) for the course are:

1. Analyze the individuals' roles, events, ideas, and processes (i.e., human migrations, ecological forces, cross-cultural encounters, spread of world religions) that gave rise to a distinct European civilization.

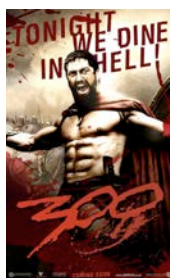
2. Synthesize primary sources in order to evidence an argument dealing with a significant issue in Pre-Modern European history.
3. Evaluate contemporary issues and events in terms of Pre-Modern European events (i.e., historical roots).

METHOD OF INSTRUCTION

- ❖ This course will expect that you are able to independently read, comprehend the assigned readings, complete the assignments, and navigate through Laulima. Please note that in addition to being **writing-intensive**, this class is also **thinking** and **reading** intensive. Since we will move at an extremely fast pace, it is crucial for you to keep up with the readings and writing assignments.
- ❖ Class will **never be a review** of the “facts” that are learned by reading the textbook. Instead, class will be devoted to exercises that engage the brain at a higher cognitive level (i.e., application, analysis, evaluation, etc.). The method of instruction for part of this course relies on the **FLIPPING THE CLASS** concept. In this method, you will be completing assignments **IN-CLASS** that you would complete for homework in other classes. The rationale behind this concept is that some assignments are better completed in-class where I can advise and guide you. Under this model, we will frequently be reading and analyzing assigned primary source readings **in class** so that there is no confusion on what these readings mean. In-class writing will also be typically done. This course thus makes use of learner-centered activities to help you learn the material. In other words, this class will never rely solely on lecture. If you find that this teaching style does not work for you, please drop the class.
- ❖ Writing is an integral part of this class. You will use writing to help you think critically about history. By doing this, you will be gaining critical thinking skills that you can apply to all aspects of your life. Please note that as a Writing-Intensive course, the majority of your grade comes from writing assignments. If you are having trouble with writing itself (and not the subject of history), it is highly recommended that you take advantage of the services offered at **The Writing Center** in the Library Learning Commons. Furthermore, please note that as a Writing-Intensive course, you are **required** to attend an individual conference with me in order to go over your writing. Failure to attend this individual conference will result in **automatic failure of the class** regardless of reason.
- ❖ Keeping on track is a must in this class. Always refer to the Class Schedule below. Furthermore, plan to faithfully attend class since failure to attend class on a regular basis corresponds to a negative grade.
- ❖ This course will utilize peer-feedback methods for your writing assignments. You will typically be asked to share your writings in small (3—4 person) groups. You will also be expected to give constructive feedback to your group members.
- ❖ Please seriously consider dropping the class if you find that the historical topics do no interest you since lack of interest in a subject corresponds to a negative grade.

COURSE TASKS

Welcome to the wonderful world of Pre-Modern European history where we will discover both the “**otherness**” and “**familiarity**” of this time that gave the roots to our modern world today and why Hollywood still finds so much inspiration and metaphor in the tales from this period!





Three distinct elements blended to create a distinct European civilization. The first ingredient was the Greco-Roman cultural legacy (i.e., legacy of Greece and Rome) from the ancient world (1500 BCE—500 CE). The second ingredient was the Germanic tribes, descendants of Indo-Europeans that settled in the lands of Europe. The final ingredient was the religion of Christianity that preserved the Greco-Roman cultural legacy and converted the Germanic tribes from their polytheistic traditions. This course will thus look at how these three major ingredients intertwined to give birth to Europe, and will then analyze the development of Europe through the medieval period (500—1500 CE).

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

- ✓ Write 2 3—5 Page (MINIMUM 750 words; MAX 1250 words) Evaluation Papers (55 points each; 110 points total)
 - a. Format for all papers is typed, double-spaced, 12-point font with name, date, class, & word count placed in the upper, left-hand corner of paper. All papers must include footnotes. **Papers that do not meet the minimum word count will NOT be accepted until word count is met and will thus be considered late.** Primary sources should be used as much as possible in order to strengthen your thesis. Never cite Wikipedia. If you cite Wikipedia, your paper will **not** be accepted until you remove all reference to the website, and will thus be considered “late.” Papers should also **never** include any statements that include phrases such as “I feel”, “I believe”, “I agree with”, “I disagree with”, “I will prove”, “We will see” or any similar first person statements. Your research and thesis is YOUR argument; to put the “I” or “We” statement into your paper is redundant and mainly unacceptable when writing a scholarly, historical paper. Accordingly, if you incorporate any of these statements into your paper, your paper will **not** be accepted until you remove all first person references, and will thus be considered “late.” Papers are due on the specified dates according to the class schedule.
 - b. Final drafts are due on SPECIFIC days at the BEGINNING of class according to the class schedule. A paper, regardless of reason, is considered late if not turned in at the beginning of class on these specific days. If you are emailing me your paper, make sure that you email it to me in .doc format by the beginning of class. Please note that once you turn in a final draft, you will not be able to revise your paper.
 - c. First drafts of paper are due on SPECIFIC days according to the class schedule in order to give me enough time to review it for you. After this date, I will NOT accept any more first drafts. **It is mandatory that you turn in a draft of the Are We Rome? Paper (if you fail to turn in a draft of this paper, 5 points per class period will be deducted from your final grade for the paper (grade for your final draft) for each day that it is late). You will also need to attend a mandatory conference with me regarding your draft for this paper. Failure to attend this conference will result in automatic failure for the class.** For the Historical Roots Paper, you are advised to turn in a first draft for my review; however, this is optional.
 - d. Please remember that when turning in your paper drafts, I am not your spell checker or editor. Although I will point out grammatically incorrect sentences and spelling errors, I will not fix your paper for you. If you find that you need help with writing, please visit the **The Writing Center** for further assistance.
 - e. Time management is a MUST in this class. Since the due dates are not a surprise, I expect you to turn in your paper on-time regardless of how fantastic your reason is.

- f. Late papers will be accepted until the last day of instruction; however, all late papers submitted after the due date will be assessed a late penalty of 8 points.
 - g. Papers will be graded according to the rubric guidelines handed out.
 - h. Plagiarism is so bad that you will automatically fail the class if you do it—so don't!
 - i. **KEEP IN MIND:** An “A” paper is both **specific** and **analytical** while a “D” paper is general and narrative.
 - j. **Research Paper Topics:**
 - i. **Are We Rome? Paper:** A 3—5 page evaluation paper that speculates on the fate of the United States through analysis of the decline & fall of the Roman Republic & Empire. Included in this paper is your argument on whether or not you agree with what the song “Survivor Guilt” by Rise Against is saying and why—i.e., “*All great countries are destroyed. Why not yours? How much longer do you really think your own country will last?*” You will need to incorporate specific primary sources (included in your CR and handed out in class) in order to evidence your argument. You will also need to do outside research into what is good/wrong in the United States. Specific guidelines for this paper will be discussed in more detail at a later date.
 - ii. **The Historical Roots Paper:** A 3—5 page evaluation paper that evaluates a contemporary issue or event in terms of Pre-Modern European events. This paper gives you the opportunity to BE CREATIVE in what you choose to write about as your actual topic is not assigned to you. Rather, as long as your paper evaluates a contemporary issue/event in terms of something from Pre-Modern European history, you can write about any topic that conforms to this. Look over at your R&ORs as they may help to spark a topic of interest for you. For example, you may wish to explore how Hollywood portrays an ideal that was inherent to the Greeks. Regardless of what topic you decide to write about, your paper will need to utilize at least 3 different primary sources from Pre-Modern European history. You will also need to do outside research on modern current events and utilize at least 2 different sources dealing with current events. Specific guidelines for this paper will be discussed in more detail at a later date.
- ✓ Write 4 Roots & Otherness Reports (R&ORs) on designated themes & readings according to the class schedule. These reports trace the historical roots of significant concepts in Pre-Modern European History and attempt to find modern-day examples & perceptions of these concepts (i.e., themes). By doing this, we explore how we, in the present, look at and perceive the past ideas & events as either “roots” (i.e., the foundations to our modern society) or “otherness” (i.e., foreign or uncharacteristic to our modern society).
- Guidelines for R&ORs:
 - Each R&OR deals with a specific theme & has designed primary &/or secondary source readings related to it. Themes & assigned readings for R&ORs:
 - R&OR #1: Freedom (*Carnage & Culture*; CR: pages 2—20; 27—30)
 - R&OR #2: Justice (*The Oresteia*)
 - R&OR #3: Law (*Antigone*)
 - R&OR #4: Tribalism (CR: pages 23—42; 179—184; TXT: Chapter 2 & 6)
 - Each R&OR will report the following information:
 - Paragraph #1 (3—5 sentences): Find a modern-day counterpart to the theme in reality by researching a current event and providing a brief, yet concise, summary of it. Information on this current event must come from a printed news source like NYTimes or CNN and either full-citation information must be included in your report (title, author, date, web address) OR a copy of the article needs to be attached to your report.
 - Paragraph #2 (3—5 sentences): Find an example of how popular culture (e.g., Hollywood, popular fiction, gaming) portrays the theme and explain in a brief, yet concise, manner.
 - Paragraph #3 (5—10 sentences): Compare and contrast how the theme is utilized & portrayed in our modern society in both reality and popular culture **to** how the theme was expressed in the past as evidenced in the designated primary source(s) readings related to the theme.

- Must be typed, double-spaced, have a topic sentence for each paragraph, make use of transitions between sentences, include the word count, and be grammatically & mechanically correct.
 - Each R&OR is worth up to 20 points total and is due on specific days according to the class schedule. If you are absent on the day in which a R&OR is due, you must email me your paper before the start of class so that your paper is not considered late. Late R&ORs will be accepted until the last day of instruction; however, all RPs submitted after the due date will be assessed a late penalty of 5 points.
- ✓ Write **5** Reaction Papers (MINIMUM 500 words; MAX 750 words) on designated readings according to the class schedule. Abbreviated as RP.
 - Guidelines for Reaction Papers:
 - Only **2** paragraphs. No more, no less. Each reaction paper should be **evenly divided** between analysis and personal reaction.
 - 1st Paragraph: write an **analysis** of the assigned reading. Be sure to include the main ideas/arguments of author and supporting evidence used by the author to evidence these main ideas/arguments. No first person statements in this paragraph.
 - 2nd Paragraph: write your **personal reaction** to the assigned reading (i.e., what did you like, dislike, find enlightening, irritating, confusing, impressive, surprising, **AND** why). This is the place to use first person statements.
 - Must be typed, double-spaced, have a topic sentence for each paragraph, make use of transitions between sentences, include the word count, and be grammatically & mechanically correct.
 - Reaction Papers are worth up to 10 points total and are due on specific days according to the class schedule. If you are absent on the day in which a Reaction Paper is due, you must email me your paper before the start of class so that your paper is not considered late. Late RPs will be accepted until the last day of instruction; however, all RPs submitted after the due date will be assessed a late penalty of 2.5 points.
- ✓ Write **6** Source Analysis Paragraphs (SAPs) on designated topics & readings according to the class schedule.
 - SAPs are structured paragraphs that are written on specific topics designated in the class schedule utilizing specific primary &/or secondary sources. Note that the text *Medieval Europe: A Short History*, if applicable, can also be used to inform your SAP as long as the designated primary &/or secondary sources are still utilized.
 - Specific structure to follow:
 - 1st sentence: Topic sentence that will guide the whole paragraph.
 - 2nd—9th sentences: 5—8 sentences that flow from one another and evidences the topic designed according to the class schedule. In order to evidence this, you need to utilize the designated source(s) listed in the class schedule.
 - Last sentence (7th, 8th, 9th, or 10th sentence): Concluding sentence that “wraps up” the paragraph.
 - Specific format to follow:
 - Only 7—10 sentences written in one paragraph. No more, no less.
 - Must be typed, double-spaced, grammatically & mechanically correct.
 - SAPs are worth up to 15 points total and are due on specific days according to class schedule. Late SAPs will be accepted until the last day of instruction; however, all SAPs submitted after the due date will be assessed a late penalty of 4 points.
- ✓ Complete a variety of in-class activities
 - Complete a variety of in-class activities. This includes primary source analyses, mock trials, role-playing activities, focused free-writes, small-group discussions, peer feedback groups, & synthesis writings. These assignments will rely heavily on you being prepared for class (i.e., having both read the assigned readings and completed the designated writing assignments). Some assignments will be worth more points than others depending on the assignment. Groups will typically consist of 3-4 members, and will be **randomly assigned**. Furthermore, some classes will involve large class

discussions where everyone will be expected to contribute to the discussion. **Since all of these activities require being present for class to receive the points, if you are absent, you will need to make-up the points by completing an assignment for the missed classed which will then be due in one week. However, the points for any missed classes beyond the first 3 absences will not be able to be made up due to the collaborative nature of being present for these assignments, regardless of reason (unless, of course, the reason is that you have a documented case of illness).**

- o Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone, not talking story with friends, not listening to music, and coming to class on time. This also includes not monopolizing class discussion with your own point-of-view and not being respectful of what your classmates have to say. Negative comments will **NOT** be tolerated. Furthermore, any inappropriate behavior, including trying to be the class-clown, will result in immediate expulsion from the class. **Always be respectful** of one another. Furthermore, one of WCC's core values is *Ho'ihi* (Respect). This includes cultural awareness & aloha, student voice, 'ohana-style inclusiveness, and LGBTI Safe Zones. Hence, if you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately (which could mean removal from class). Hence, please be respectful of your classmates, thus fostering a positive learning environment!

ASSESSMENT TASKS AND GRADING

2 Evaluation Papers	x 55 points each	=	110 points total	(31% of final grade)
5 Reaction Papers	x 10 points each	=	50 points total	(14% of final grade)
6 Source Analysis Paragraphs	x 15 points each	=	90 points total	(26% of final grade)
4 Roots & Otherness Reports	x 20 points each	=	80 points total	(23% of final grade)
In-Class Activities (includes participation & respect)		=	20 points total	(6% of final grade)

****Everyone starts the class with an "A" (350 points)!
What you do with your "A" is now up to you!***

To keep your	You can't lose more than	Which means
A	35 points	A = 315 points & above
B	70 points	B = 280 points & above
C	105 points	C = 245 points & above
D	140 points	D = 210 points & above

*(Hopefully, this will not happen, but if it turns out that more than 210 points is lost, an "F" for the class will result. Please don't let this happen!)

*The "N" grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. The "N" grade is not given in circumstances in which you have NOT made consistent progress in the class &/or attended class regularly.

*You may keep track of your grade in our class's Laulima site under the Gradebook option. Please note, though, that I will only update the Gradebook 2x during the semester, approximately 1—2 weeks after a major writing assignment. If you are concerned about your grade, then you should make an appointment to see me, or come by my office during my office hours.

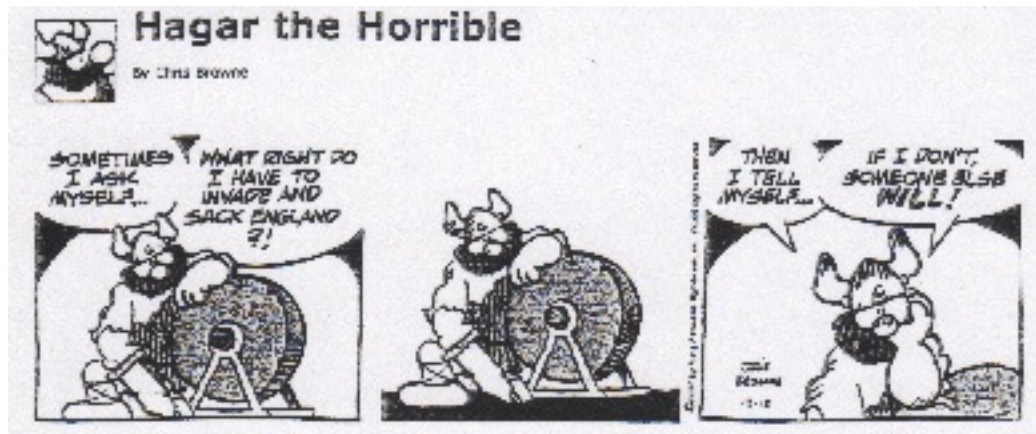
REQUIRED LEARNING RESOURCES

◆ REQUIRED TEXT TO PURCHASE:

- o History 230: Pre-Modern European Civilization Course Reader. ***This course reader is only available from the WCC bookstore. It is STRONGLY recommended that you purchase this Course Reader as it is so much easier to read the sources contained within it in hardcopy format. However, should you choose to NOT buy the Course Reader, you can find a PDF copy of the Course Reader in the Resources***

folder in our class Laulima site. (Abbreviated as CR in class schedule).

- ◆ **REQUIRED TEXT TO BORROW FROM INSTRUCTOR WITH SIGNED AGREEMENT TO RETURN TEXT AT END OF SEMESTER:**
 - C. Warren Hollister and Judith M. Bennett, *Medieval Europe: A Short History*. 10th Edition. McGraw Hill: 2005. (Abbreviated as TXT in class schedule)
- ◆ **OTHER REQUIRED SUPPLEMENTAL READINGS WILL BE HANDED OUT IN CLASS** (Abbreviated as SR in class schedule)



***This class is designed to be accessible to ALL students. Thus, please take note of the following statement:**

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

CLASS SCHEDULE

**Note: Class schedule is subject to change. All changes will be announced in class.*

DATE	ASSIGNMENTS DUE ON THIS DAY (RP = Reaction Paper; SAP = Source Analysis Paragraph; R&OR = Roots & Otherness Report)	REQUIRED PREPARATION READINGS FOR THIS DAY (CR = Course Reader; TXT = <i>Medieval Europe</i> text; SR = Supplemental Readings Handed Out in Class & Found in Laulima	CORRESPONDING CLASSROOM TOPICS & EVENTS ON THIS DAY
Week 1: 1/12 M			Introduction to Class & One Another
1/14 W		SR: A Pocket Guide to Writing History	Writer's Workshop: Writing History & Evaluating Primary Source

Week 2: 1/19 M	Martin Luther King, Jr. Day Holiday: No Class		
1/21 W	RP #1 on SR: <i>Carnage & Culture</i> DUE	SR: Victor Davis Hanson's <i>Carnage & Culture</i>	Greco-Roman Cultural Legacy: Freedom
Week 3: 1/26 M	SAP #1: Compare freedom in Herodotus' Xerxes Invades Greece to Thucydides' Pericles' Funeral Oration (CR: pages 6—18) DUE	CR: pages 2—20; 27—30	Greco-Roman Cultural Legacy: Freedom
1/28 W	R&OR #1 (Freedom) DUE		Freedom R&OR Presentation Day
Week 4: 2/2 M	RP #2 on SR: <i>Oresteia</i> DUE	SR: Aeschylus' <i>The Oresteia</i>	Greco-Roman Cultural Legacy: Justice
2/4 W	R&OR #2 (Justice) DUE		Justice R&OR Presentation Day
Week 5: 2/9 M	RP #3 on SR: <i>Antigone</i> DUE	SR: Sophocles' <i>Antigone</i>	Greco-Roman Cultural Legacy: Law
2/11 W	R&OR #3 (Law) DUE		Law R&OR Presentation Day
Week 6: 2/16 M	President's Day Holiday: No Class		
2/18 W	SAP #2: Compare the lifestyles of rich Romans portrayed in Ammianus Marcellinus' <i>The Luxury of the Rich in Rome</i> (CR: pages 54—55) to modern day rich Americans (you may need to do outside research to know about the lifestyles of the 1%) DUE	TXT: Introduction, Part I, & Chapter 1, pages 1—29 CR: pages 21—22; 54—55	Are We Rome?
Week 7: 2/23 M	RP #4 on Gibbon, Toynbee, & Bartlett (CR: pages 56—91) DUE	CR: pages 56—91	Are We Rome?
2/25 W			Writer's Workshop: Are We Rome? Paper
Week 8: 3/2 M	RP #5 on Tacitus' <i>Germania</i> (CR: pages 31—42) DUE	TXT: Chapter 2 (all pages) & Chapter 6, pages 119—133 CR: pages 23—42; 179—184	Germanic Tribes: Tribalism
3/4 W	R&OR #4 (Tribalism) DUE		Tribalism R&OR Presentation Day
Week 9: 3/9 M	SAP #3: Identify the civilizing effects of Christianity on the	TXT: Chapter 3 (all pages) & Chapter 4 (<i>skim</i>) CR: pages 45—48; 92—	Christianity: Barbarian Conversion

	barbarism of Theodosius and Clovis utilizing the primary sources in the CR on pages 45—48 & 92—102 DUE	102	
3/11 W	Mandatory Draft of Are We Rome? Paper DUE	TXT: Chapter 5 (all pages) & Chapter 6, pages 133—147	Christianity: Barbarian Conversion

Week 10: 3/16 M	Mandatory Conference on Draft of Are We Rome? Paper—be sure to SCHEDULE an appointment—NO CLASS		Conference Week: No Class
3/18 W	Mandatory Conference on Draft of Are We Rome? Paper—be sure to SCHEDULE an appointment—NO CLASS		Conference Week: No Class

Week 11: Spring Break 3/23—3/27 (No Classes Held)

Week 12: 3/30 M	SAP #4: Analyze the relationship between Church (i.e., as represented by Christian officials such as the Pope, Bishops, & missionaries) & State (i.e., as represented by Roman & Germanic rulers who were Christian) utilizing at least 3 different primary sources from the assigned CR readings for today (pages 43—44; 49—53; 103—178; 185—196) DUE	CR: pages 43—44; 49—53; 103—178; 185—196	Christianity: Barbarian Conversion
4/1 W	1. Final Draft of Are We Rome? Paper DUE 2. SAP #5: Identify the assimilation of Christianity with barbarian (i.e., Roman, Celtic, &/or Germanic) customs utilizing at least 1 primary source that comes from the CR and 1 other source, either primary or secondary, that discusses the origins of Easter, Christmas, Halloween, St. Patrick's Day, or Valentine's Day DUE		Christianity: Barbarian Conversion

Week 13: 4/6 M		TXT: Part II, Chapter 7, & Chapter 8, pages 149—214 CR: pages 197—208; 254—261	Christianity: Western Christendom
4/8 W		TXT: Chapter 9 (all pages)	Christianity: Western Christendom

Week 14: 4/13 M	SAP #6: Analyze the cross-cultural interaction (i.e., exchange & conflict) between Western Christians & Muslims in the Holy Land utilizing at least 3 different primary sources from the assigned CR readings for today (pages 209—253) DUE	CR: pages 209—253	Christianity: Western Christendom
4/15 W			Christianity: Western Christendom

Week 15: 4/20 M		TXT: Chapter 10 (all pages) & Chapter 11 (all pages) CR: pages 262—270	Christianity: Western Christendom
4/22 W	Extra Credit RP DUE: Find a journal article on an event/issue in Pre-Modern European history (approved by me first) and write a Reaction Paper on it	TXT: Chapter 12 (all pages) CR: pages 271—273	Christianity: Western Christendom

Week 16: 4/27 M		TXT: Part III & Chapter 13, pages 321—345 CR: pages 274—282	Christianity: Western Christendom
4/29 W	Optional Draft of The Historical Roots Paper DUE	TXT: Chapter 14 (all pages) CR: pages 283—286	Christianity: Western Christendom

Week 17: 5/4 M		TXT: Chapter 15 (all pages)	Christianity: Western Christendom
5/6 W			Writer's Workshop: Historical Roots Paper

Week 18 (Finals Week): Historical Roots Paper DUE Monday, 5/11 at 10:00am at Palanakila 136 OR through email (if emailing me your paper, be sure to check for an email confirmation in 24 hours that I received your paper) by Tuesday, 5/12 @ 8:00am