

HIST 101: The Rise of European Civilization
Fall 2008
Theme: Women, Gender, and the Family

101.010: MWF 1:00-1:50 Maybank Hall Room 307
101.013: MWF 2:00-2:50 Maybank Hall Room 303

Dr. Cara Delay
(843) 953-7597
delayc@cofc.edu

Office: Maybank 327
Office Hours:
M W 9:30-10:30, T 12-2:30

Course Description and Goals

This course examines the history of Europe from the first civilizations to the early eighteenth century. Students will study the political, economic, social, and cultural developments that have shaped Europe's history and will explore issues such as the role of religion in the history of Europe, the formation of state systems, and the development of the city. **This section of European Civilization focuses on the history of women, gender, and the family.** Among the specific topics we will examine are the ways in which being female or male affected one's position in history; the structure and demography of European families; the social history of marriage, birth, and childrearing; sex and sexuality; and the changing meanings and significance of gender, sexuality, and the family in the ancient, medieval, and early modern ages.

In this course, you will:

- * Gain a greater knowledge of important people, events, themes, concepts, and trends in European history
- * Analyze, evaluate, read, and write critically
- * Become acquainted with important historical debates and form your own opinions about them
- * Learn and practice the methods historians use to study the past

This course demands your commitment and active participation; here, learning is a collaborative process. Your presence in class, contribution to discussions, and thoughtful reading are essential for the course to be a rewarding experience. Please make sure that you are able to meet all of these requirements if you choose to take this course. Welcome to what I hope will be a productive and challenging semester!

Assignments and Grading

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Reading Analyses: 3 at 15% each	45%
Research Assignment and Primary-Source Analysis	10%
Midterm Examination	15%
Cumulative Final Examination	20%
Attendance, Participation, and Class Conduct	10%

All essays and assignments must be handed in at the beginning of class on the assigned due date. I may not accept late submissions; if I do, late essays and assignments will be marked down one full letter grade per day late. Essays or assignments handed in more than a few minutes after the start of the class period will be considered one day late. Missed exams and assignments not handed in will receive a grade of zero or F. Any student who does not complete ALL required assignments, essays, and exams may fail the course.

I will use the following scale when computing your final grade:

Letter Grade	Numerical Equivalent
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 and below

Attendance

Given the nature of this course, it will be impossible for you to do well if you do not come to class. I expect all students to attend all classes, to arrive on time, and to turn off all electronic devices when they enter the classroom. If you do miss class, you are responsible for contacting me about missed work, announcements, or handouts; for turning in any missed assignments; and for getting notes from another classmate. If emergency or illness prevents you from coming to class and you wish to have the absence excused, it is your responsibility to bring appropriate documentation to the Office of the Associate Dean of Students at 67 George Street. Here is the procedure you should follow:

- Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms.
- Call 953-3390 and ask for Constance Nelson if you have questions.
- Absence forms are available online at:
http://www.cofc.edu/studentaffairs/general_info/absence and they also can be faxed to the office at 953-2290.
- You will need to provide documentation for health, personal or emergency situations.
- Students who are involved in athletic teams and school-sponsored trips are responsible for getting documentation to their individual faculty members.
- For more information, see www.cofc.edu/studentaffairs/general_info/absence/.

You may miss 5 classes without penalty (although I don't recommend it). **If you have more than 5 undocumented/unexcused absences by the end of the semester, you will fail the attendance/participation portion of the final grade.** Note also the cell phone policy below: allowing cell phones to ring during class will earn you undocumented absences. Arriving late to class counts as ½ an undocumented absence.

Readings and Class Participation

Students must complete readings in a timely fashion to make possible full participation in class discussions and exercises. Make sure that you analyze all readings carefully and critically *by the beginning of the class period for which they are assigned*. Come to class with notes on the readings and be prepared to both answer and ask questions about the readings. Participation counts toward your final grade. Participation grades will be calculated based on both the frequency of your contributions in class and, more importantly, the *quality* of your comments. In particular, I am looking for evidence that you have completed the readings and that you are connecting them to the themes we have discussed in class.

When I calculate final attendance and participation grades, I use the following general guidelines:

A = student has attended almost every class, participates regularly, demonstrates knowledge of readings, makes thoughtful and insightful comments, and asks relevant questions.

B = student has attended almost every class and participates regularly. Comments and questions are relevant but could be more thoughtful; student could engage more deeply with the readings or course materials.

C = student has attended almost every class but does not participate regularly.

D = student demonstrates spotty attendance and rarely participates.

F = student has attendance problems and does not contribute to class discussions in any meaningful way.

Classroom Conduct

The College's Classroom Code of Conduct is available at www.cofc.edu/studentaffairs/general_info/honor_system/classroom_disruption.html. Please note that conduct in class constitutes part of your attendance and participation grade; repeated or excessive disruptions may result in further penalties. Do not talk with classmates, allow cell phones to ring, or email/text in class. Napping in class is not acceptable. Each time your cell phone or other electronic equipment disturbs our class, and each time you fall asleep, you will earn one undocumented absence.

Academic Dishonesty

Academic dishonesty of any form will not be tolerated in this course.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration~working together without permission~ is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html. If you have any questions about what constitutes academic dishonesty, please ask me.

You are not permitted to access any online sources when you are writing your reading analyses unless you have received my permission to do so.

Special Accommodations

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. Contact the Center of Disability Services at 953-1431 with any questions.

Getting in Touch With Me

The easiest way to get in touch with me is by email (delayc@cofc.edu), but please note that, during the week, it may take me up to 24 hours to return your email. On weekends, I check email more infrequently and may not get back to you until Monday. When you email me, you must use your CofC account, not a personal email account. You are welcome to try and reach me by phone, but I check my voicemail less frequently. I keep at least four office hours per week; please feel free to stop by during office hours or make an appointment to see me at other times. I am happy to meet and talk with you about how you're doing in the course or to discuss themes or issues that come up in the course.

Required Books (available for purchase at the bookstore)

Note: the bookstore will send back unpurchased books around the middle of the term, so be sure to buy your books early in the semester. It is your responsibility to procure a copy of each book before you need to read it. If you purchase books from a source other than CofC's book store, make sure that you have the correct edition.

1. Lynn Hunt et. al., *The Making of the West: Peoples and Cultures, A Concise History*, Vol. I: To 1740. Second Edition. Bedford/St. Martin's Press. ISBN: 0 312 439458. ISBN 13: 978 0 312 43945 3.
2. Tracy Chevalier, *Girl With a Pearl Earring*. Plume, paperback, ISBN: 0452282152.
3. Judith Bennett, *A Medieval Life: Cecilia Penifader of Brigstock, c. 1297-1344* (Paperback). McGraw-Hill Humanities/Social Sciences/Languages. ISBN-10: 0072903317, ISBN-13: 978-0072903317.
4. Barbara A. Hanawalt, *Growing Up in Medieval London: The Experience of Childhood in History*. Oxford University Press # ISBN-10: 0195093844. # ISBN-13: 978-0195093841.

There are also several readings on reserve at the library. The Electronic Reserves (ERES) password for this course is CRAFT.

Course Schedule and Assignments (subject to change)

- W 8/27: Welcome and Review of Syllabus
- F 8/29: Introduction to History; Key Terms and Themes
- M 9/1: The First Civilizations: Mesopotamia
Read for Background Knowledge: *The Making of the West*, Introduction and Chapter 1
- W 9/3: The First Civilizations: Egypt
- F 9/5: Beliefs and Daily Life in the First Civilizations
- M 9/8: The Law in Mesopotamia
Read and be prepared to discuss in class:
- The Code of Hammurabi in *Sources of the West*, pages 21-24 (on ERES)
Reading Analysis # 1 Due
- W 9/10: The Emergence of Greece
Read for Background Knowledge: *The Making of the West*, Chapter 2
- F 9/12: Greece: Ideas, Politics, Society
Read for Background Knowledge: *The Making of the West*, Chapter 3

- M 9/15: Medicine, Sex and the Body
Read and be prepared to discuss in class:
- Excerpts by Plato, Hippocrates, and Galen in *Lives and Voices: Sources in European Women's History*, 59-64 (on ERES)
- Reading Analysis # 2 Due**
- W 9/17: Greece: Alexander and Empire
- F 9/19: The Rise of Rome
 Read For Background: *The Making of the West*, Chapter 4
- M 9/22: Rome: Government and Society
- W 9/24: Rome: Cities and Urban Life
- F 9/26: Roman Families
Read and be prepared to discuss in class:
- Turia Inscription (handout)
 - “The World of Family” and “The World of Marriage” at Online Companion to the Worlds of Roman Women by Ann Raia and Judith Sebest (URLs below). Scroll down on each page to the Images section and look at all of the images.
- <http://www.cnr.edu/home/sas/araia/family.html>
<http://www.cnr.edu/home/sas/araia/marriage.html>
- Reading Analysis # 3 Due**
- M 9/29: The Roman Empire
 Read for Background: *The Making of the West*, Chapter 5
- W 10/1: The Impact of Christianity
 Read for Background: *The Making of the West*, Chapter 6
- F 10/3: Medieval Europe: Definitions and Themes
 Read for Background: *The Making of the West*, Chapter 7
- M 10/6: Religion and Society
 Read for Background: *The Making of the West*, Chapters 8 and 9
- W 10/8: **MIDTERM EXAMINATION**
- F 10/10: Cities and Civilization in Medieval Europe
- M 10/13: No class—Fall Break
- W 10/15: The Crusades
- F 10/17: The Later Middle Ages
 Read for Background: *The Making of the West*, Chapter 10
- M 10/20: Community and Family
Read and be prepared to discuss in class:
- Judith Bennett, *A Medieval Life: Cecilia Penifader of Brigstock*
- Reading Analysis # 4 Due**

- W 10/22: Manhood in the Middle Ages
- F 10/24: The Black Death and the World it Made
- M 10/27: Childhood in Medieval Europe
Read and be prepared to discuss in class:
 - Barbara Hanawalt, *Growing Up in Medieval London*
Reading Analysis # 5 Due
- W 10/29: The Renaissance
- F 10/31: The Age of the Renaissance, cont.
 Read for Background: *The Making of the West*, Chapter 11
- M 11/3: Library Research Session: Meet in Room 122 of the Addlestone Library
- W 11/5: The Reformation
 Read for Background: *The Making of the West*, Chapter 12
- F 11/7: Library Research and Student Conferencing Day
- M 11/10: The Reformation, cont.: An Age of Crisis?
- W 11/12: Gender and Power in Early Modern Europe
Read and be prepared to discuss in class:
 - Steven Ozment, *Magdalena and Balthasar*, 27-88 (on reserve at the library)
Reading Analysis # 6 Due
- F 11/14: Images of Gender and Family in Early Modern Europe
- M 11/17: Deviance and Criminality in Early Modern Europe; Witch Hunts
- W 11/19: Was Witch-Hunting Women-Hunting?
Read and be prepared to discuss in class:
 - “Were the Witch-Hunts in Pre-Modern Europe Misogynistic?” in *Taking Sides: Clashing Views in World History*, pages 277-296. (excerpts by Anne Llewellyn Barstow and Robin Briggs) (on ERES)
Reading Analysis # 7 Due
- F 11/21: The Early Modern State: Absolutism
 Read for Background: *The Making of the West*, Chapter 13
- M 11/24: The Early Modern State: Constitutionalism
Research Assignment and Primary-Source Analysis Due
- W 11/26: No class—Thanksgiving
- F 11/28: No class—Thanksgiving
- M 12/1: Discussion: Gender, Class, and Family in Delft
Read and be prepared to discuss in class:
 - Tracy Chevalier, *Girl With a Pearl Earring*
Reading Analysis # 8 Due

- W 12/3: Colonialism and Expansion
- F 12/5: Empires and the Atlantic World
Read for Background: *The Making of the West*, Chapter 14
- M 12/8: Conclusions

Final Exam Dates:

Note: these dates are set before the semester begins and are NOT NEGOTIABLE. If these exam times don't work for you, then do not take this course.

Section 10 (MWF 1:00 class): Wednesday, December 10, 12-3 pm

Section 13 (MWF 2:00 class): Friday, December 12, 12-3 pm

Useful Websites/Books that May Help You in this Course:

- Richard Marius, *A Short Guide to Writing about History* or William Kelleher Storey, *Writing History: A Guide for Students* (on reserve at the library)
- The History Guide: A Student's Guide to the Study of History
<http://www.historyguide.org/guide/guide.html>
- Theron Schlabach's Ten Commandments of Good Historical Writing
<http://courseweb.stthomas.edu/gwschlabach/10commnd.htm>
- "A Sense of History: Some Components" by Gerald W. Schlabach at
<http://courseweb.stthomas.edu/gwschlabach/sense.htm>

Assignment: Reading Analyses

There are eight reading analyses scheduled on the syllabus (see the course schedule above). By the end of the semester, each student must complete THREE analyses. You must submit one of these analyses by 10/8 (so you must do one of the first four); whichever two remaining analyses you complete is entirely up to you.

I will allow each student, if s/he wishes, to submit an extra reading analysis. I will then drop the lowest grade. Overall, then, you must submit 3 analyses but you may submit 4.

Requirements

Reading analyses must be 2-3 pages, double-spaced, and typed in a 12-point font. No title page is necessary; just put your name, the course number, and the date on the top of the first page.

Citations

You do not need to use outside sources for this assignment and you are not permitted to use any online sources or materials. As always, you must credit your sources: you must cite not only when you directly quote from an author but also when you paraphrase from an author or discuss another author's ideas. When citing from the assigned reading, put the author's last name and the relevant page number or range of pages in parentheses (MLA style); no footnotes or bibliography are necessary. If you have any questions, please ask me or see the Library's citation help page at http://library.cofc.edu/services/citation_help.html.

Writing Guidelines

1. Include an introductory paragraph in which you introduce the text and make a claim or argument about its value. This is a short writing assignment; get to the main point quickly and concisely.
2. Next, analyze the reading. What does this particular piece tell us about the historical period in question? How does it relate to topics we've discussed in class, to other readings or to ideas that you've read about in your textbook?

If this is a secondary source, consider the following:

- Do you support the author's argument? Why or why not?
- What's your critical analysis of his/her sources, style and organization?

If this is a primary source, consider the following:

- Why was this source written? For what audience was it written?
- How typical or representative is this particular source?
- What does this document tell us about the topic in question? What can it not tell us?

3. Give your own assessment of the academic value of the reading. How useful do you feel this particular reading is for understanding the history of the time? Overall, is this reading a valuable contribution to the history of Europe and Western Civilization? Why or why not? Be specific.
4. Do not include a detailed summary of the reading; summarize the text only briefly and only if necessary.
5. Do not give your personal judgment, opinions, or feelings about the reading. Instead of engaging in a personal or emotional response to the reading or the topic, try to think objectively and critically and assess the academic value of the reading. Avoid the use of "I," "we," "think," "feel," etc. Instead of writing "I think" or even "I argue," just make the point.

Assignment: Research Project and Primary-Source Analysis
Due: Monday 11/24 at the beginning of class

Instructions

For this assignment, you will choose a research topic that deals in some way with women, gender, or family life in medieval or early modern Europe. There are multiple steps involved in this project:

1. Conduct research in order to select a topic. In order to do this, look through your class notes, your textbook, your source reader, and books/journal articles in the library. Think about what interests you and try to write about that.
2. Next, compile a bibliography (see below for details) that consists of EIGHT sources.
3. Complete the research project worksheet (class handout).
4. Select one of the primary sources you have found and write a short (one page double-spaced) analysis of the primary source.
5. On 11/24, turn in to me the bibliography, the worksheet, and the primary-source analysis.

Choosing a Topic

- Your topic should be narrow and focused: for example, not “families in early modern Europe” but “the education of boys in sixteenth-century Germany.” Be specific: narrow down in terms of topic/theme, geographical area, and time period.
- Think of this as if it were the beginnings of a semester-long research project that would result in a research paper (NO, you’re not actually writing the paper; you’re just completing the first few steps in that process).

The Bibliography

- To write a bibliography, list each source in alphabetical order.
- Use Chicago Style (which is what historians use) when you are compiling your bibliography. The Chicago Style manual is available online through the library’s webpage or at <http://library.osu.edu/sites/guides/chicagogd.php>
- You must include all citation information in your bibliography.
- Your bibliography MUST include at least:
 - 2 monographs
 - 3 journal articles (academic journals only)
 - 3 primary sources
 - (it may include more)

The Primary Source Analysis

- Write a one-page double-spaced (Times New Roman 12-point font) analysis of one of the primary sources you’ve found.
- As you read your source, you may want to consider the following questions:
 - Why was this source written? For what audience was it written?
 - How typical or representative is this particular source?
 - What does this document tell us about the topic in question? What can it not tell us?
 - How does the source confirm or refute what other scholars have said about the topic?
 - How does it contribute to our understanding of European history?
- **What I’m looking for here is a close reading of your source. Look at the context, authorship, the language used, etc. Analyze—don’t summarize.**
- For help on analyzing primary sources, see
 - <http://www.cf.ac.uk/hisar/people/kw/gobbets.html>
 - http://dohistory.org/on_your_own/toolkit/primarySources.html
 - <http://www.history.ilstu.edu/nhp/guide.html>
 - http://www.bu.edu/history/writing_guide.html#primarysecondary

You may find the following useful for this course, particularly if you are new to the College.
These seminars are not required for this course, but they're definitely worth checking out.

Study Skills Seminars
Fall 2008

When: Wednesdays at 6 pm; Thursdays at 4 pm
Where: Maybank 100

9/3, 4: Time Flies!
9/10, 11: Re-Think Research!
9/17, 18: Read and Remember!
9/24, 25: Noteworthy Notes!
10/1, 2: Take your Best Test!
10/8, 9: It's Wise to Get Advised!
10/22, 23: Tried and True: Study Strategies from College of Charleston Student Mentors
10/29, 30: Contents Under Pressure! Managing Stress in College
11/5, 6: Memory Matters!
11/12, 13: Your Future, Beyond the Cistern!
11/19, 20: Plan for Exams!

'Study Skills Express'

When: Wednesdays at 12 noon-12:30 pm.
Where: Study Skills Lab

9/10: Study Skills Express: Time Flies!
9/24: Study Skills Express: Read and Remember!
10/1: Study Skills Express: Noteworthy Notes!
10/8: Study Skills Express: Take your Best Test!