History 101: Introduction to Medieval and Early Modern Europe
MWF 10:00-10:50 King 341 or MWF 1:30-2:20 King 321

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Course description: History 101 provides an introduction to the history of the Mediterranean world and northern Europe from the end of the Roman Empire to the seventeenth century. We will examine the crises that shook the ancient world, the medieval institutions that developed from them and the changing political, social, economic and religious landscapes that emerged in the early modern period. Far from being a static or “dark” time, in which little happened between the fall of Rome and the Renaissance, the Middle Ages was a period of enormous change and growth, and like today, people attempted to formulate and resolve questions on the nature of their own and other communities, the sources of governing authority and the uses of the natural world. Their struggles paved the way for both the breakthroughs and breakdowns that followed: the Reformation and wars of religion, colonialism and capitalism, scientific revolution and the rise of the modern state system. It is hoped that their issues and conflicts can shed light on our own.

Course goals and expectations: The course is designed to engage students who are unfamiliar with European history and wish to learn both the subject matter and the methods used to understand history. As you will discover, there is no one correct way of constructing the historical past—we are constantly creating new narratives and new perspectives. This is the art (and fun!) of studying history. My goal is that this course will not only introduce you to some of the major trends and events that have shaped the European past, but also develop three basic tools of the historian: critical reading, analytical thinking and clear communication. To these ends, you are asked to actively attend to lectures, discuss both primary texts and secondary literature in class, present your findings, and complete several written assignments.

Course materials:
Brian Tierney, The Middle Ages, Volume I: Sources of Medieval History (1999)
Thomas More, Utopia
Niccolo Machiavelli, Selected Political Writings
Selected articles and primary sources are available on Blackboard; a few on Eres. Eres (library electronic reserves) can be accessed directly through blackboard under Course Documents for this class.

Good websites for primary documents:
Internet Medieval Sourcebook http://www.fordham.edu/halsall/Sbook.html
The Labyrinth http://labyrinth.georgetown.edu/
EuroDoes http://eudocs.lib.byu.edu/index.php/Main_Page
European History Primary Sources http://primary-sources.eui.eu/

*For each class, the textbook readings are referred to as TB, articles posted on blackboard are BB. They are located under Course Documents in the file “Reading Assignments”. For Tierney sources I have given the document number and name of source. All required books are available at the Oberlin Bookstore and are on reserve in the library.
Requirements and Grading:
Map quizzes 5%
Collaborative article exercise (5 pages) 15%
Response papers on BB (6-10 pages) 20%
Longer paper (7-10 pages) 40%
Final exam 20%

All written work must be turned in to receive credit for this class.

I. Map Quizzes. September 9, September 21, October 12. Learning the basic geography of northern Europe and the Mediterranean world is crucial for understanding its history in the medieval and early modern periods. There will be three map quizzes over the course of the semester, indicated on the syllabus, two of which will count towards your grade. A week before each quiz, I will post on blackboard the relevant map and what specifically you should identify. The individual quizzes emphasize bodies of land and water and cities or regions that figure largely in the time period or events we’re discussing that week. The lowest grade will be dropped at the end of the semester.

II. Other Assignments
   a. Response papers on blackboard. I have assigned a number of primary source readings throughout the semester. They are not long, for the most part, because each one takes some time to figure out and evaluate, but they are the best way of really discovering for yourself what was going on in the past, how people communicated and what they felt was worth recording. Over the course of the semester, you will respond to FIVE of those readings and post your response (which will be private) on blackboard. To receive credit, each response paper should be posted before the start of the class in which that source is assigned. You will see how to post them in blackboard under Response Papers. I will then comment on the responses and if you are all willing, open them to the rest of the class. Three of the five should be turned in before Fall Recess. Each response should be approximately 350-500 words (1 1/2 -2 pages) and have two parts. They will not be assigned a letter grade but given a check, check plus, check minus or 0. First, briefly answer the following questions to the best of your ability: What is this source about? What can we tell about the author? What were the author’s purpose and intended audience for this text? Second, reflect on its value for understanding the time period. What can we learn from it, and what historical questions does it raise to you? Do you think it’s a trustworthy source-why or why not? Hopefully, you can find some that really intrigue you-it could be the start of something beautiful...

   b. Collaborative Article Exercise and Presentation. Due at the start of class on Friday, November 13. You will work in a group of 4-5 students to create a 5 page summary of one of the chapters or articles due in class that day and present your findings to the rest of the class. There will be two groups assigned to each article. Your group paper should state the main thesis or point of the author and describe the arguments the author uses to support that main point. You may quote from the chapter but not too extensively-paraphrase as much as you can and cite either quotations or paraphrasing appropriately (with either footnotes or endnotes). In addition, your group should evaluate the argument as best you can. Does the
author's evidence help prove the point s/he sets out to make? Does the author's analysis make sense based on that evidence? Based on the reading you've done in the Hunt textbook, Tierney reader and other class texts, do you find the author's ideas persuasive? Each group will present its summary and evaluation to the rest of the class and then post it on blackboard under Assignments.

c. Longer Paper. All students are strongly encouraged to meet with me individually during office hours before or during the week of November 2nd to discuss tentative ideas. Your source/s choice and historical question must be turned in to me by 4PM Friday, November 6, either emailed or in a hard copy. The paper is due at the start of class, Friday, December 4. Choose a source or group of sources (defined broadly, might mean a text, a work of art, a material object) that give insight into a particular historical phenomenon that intrigued you—the rise of colonialism, the reformation, crusader mentalities, for example—and develop a historical question that that you want to explore more fully. A historical question is not "Hadewich of Brabant and other women mystics wanted to be closer to Jesus" but rather "How did Hadewich of Brabant describe her relationship to Jesus and in what ways did that description define her sense of religious community?" You may also compare two sources (i.e., How did More and Machiavelli treat the notion of empire differently?) You may use previously-assigned sources or others you find in the Tierney reader, on certain websites (see the list under required reading) or in other source collections. You do not need secondary articles or books (i.e., what other historians have said about the topic) but please do draw on the skills you've gained by writing responses during the semester.

All written assignments should be typed and double-spaced, with at least ½ in. margins on all sides. Your grade takes note of the brilliance of your ideas but also the clarity of your expression, the ironclad tightness of your grammar and the impeccability of your spelling. Proofread! Edit! When you have citations and you need to include footnotes and a bibliography, refer to some of the reference guides from the Oberlin History Department that I have posted on blackboard. When in doubt, get in touch with me.

III. Final Exam
The exam will take place on Thursday, December 17, 2009 at 2-4PM (Section 1) and 7-9PM (Section 2). Based on what you've learned from readings and class lectures, you will complete a combination of term identifications and essay questions.

Class Policies:

Attendance and participation: The course has both lecture and discussion components and therefore, your attendance and participation is important (we need your insights!) If you are able, please let me know before class begins that you will be absent. 4 or more unexcused absences can result in a failing grade or being dropped from the course. If you are over 15 minutes late, you will be counted absent.

Disabilities: If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Jane Boomer in the Office of Disability Services in Peters G-27/G-28.
**Lateness:** Unexcused late assignments will be penalized by 1/3 a letter grade each day after the due date (An A paper will be a B+ if turned in three days late, etc.) Extensions are possible under certain circumstances.

**Plagiarism:** All work turned in for this course must be your own. The College requires that students sign an "Honor Code" for all assignments. This pledge states: "I affirm that I have adhered to the Honor Code in this assignment." For further information, see the student Honor Code which you can access via Blackboard->Lookup Directories->Honor Code. If you turn something in without pledging the honor code, I will wait to grade it until you do. If you have questions about what constitutes plagiarism, especially in the context of group assignments, please see me or raise it in class. We will spend some time on proper citation in the first weeks of the course.

**Schedule of Classes and Assignments**

**Section I The Early Middle Ages**

**Week 1**

8/31 Introduction: The Idea of European History

9/2 The world of late antiquity
   TB: Ch. 7, 197-204; 214-228
   Tierney: Doc. 14 *The Law of the Salian Franks*

9/4 Christianizing the Empire Defending the holy city: Barbarians at the Gate?
   TB: Ch. 7, 204-214
   BB (and Eres): St. Perpetua, *The Passion of Saints Perpetua and Felicitas*
   Tierney: Doc. 5 *The Nicene Creed*; Doc. 7 *Augustine and Gelasius* only

**Week 2**

9/7 Labor Day-No Classes

9/9 East and West: Byzantium, Germanic kingdoms and the rise of Islam
   TB: Ch. 8, 231-259
   *Map Quiz*

9/11 Discussion: Europe, Islam and the Mediterranean world

**Week 3**

9/14 Carolingian consolidation and fragmentation
   TB: Ch. 9, 272-293 only
   Tierney: Doc. 26 *Charlemagne* (Einhard); Doc. 35 *The Peace and Truce of God*

9/16 Monastic models and reform
   TB: Ch. 10 Church Reform, 302-311 only
   BB: R. W. Southern, "The New Orders" in *Western Society and the Church in the Middle Ages*, 250-272 only
   (optional) Tierney: Doc. 46, *Bernard of Clairvaux: The Love of God*

9/18 Discussion: Whose sword? Gregorian Reform and the Investiture Conflict
   Tierney: Docs. 37-39
Section II The High Middle Ages

Week 4  9/21   Europe in the wider world I: Crusading
        TB: Ch. 10, 311-325
        Tierney: Docs. 40-43 The First Crusaders
        *Map Quiz

These two talks by Pamela Smith, Professor of History, Columbia University, are optional but highly recommended!

*9/21  "Casting from Life: Art and Nature in Early Modern Europe" 2:30pm, Art Building, Classroom I (a session of Professor Neilson’s Baroque class that is open to the public)

*9/22  “Butter and Gold, Lizards and Vermilion: Art and Science in Early Modern Europe”
        5:00pm, Art Building, Classroom I

9/23   Europe in the wider world II: The Commercial Revolution
        TB: Ch. 10, 295-302
        BB: Iris Origo, “Prato and the Cloth Trade” in The Merchant of Prato, Francesco di Marco Datini, 1335-1410
        Tierney: Doc. 50 The Venetian Commenda; doc. 51 A Medieval Merchants’ Life

9/25   Discussion: the rise of cities and the rebirth of Europe
        BB: Louis Mumford, “Cloister and Community,” in The City in History
        Tierney: Doc. 47 The Communal Revolt at Laon; Doc. 48 Urban Privileges

Week 5  9/28   Yom Kippur-No Classes

9/30   The twelfth-century renaissance: art, architecture and the natural world
        TB: Ch. 11, 327-336, 346-349 only
        BB: Jacques Le Goff, “What did the Twelfth-Century Renaissance Mean?” in Linehan, Nelson, eds. The Medieval World

10/2   The new learning: schools and the rediscovery of Roman law
        Tierney: Doc. 45 Peter Abelard, Story of my Calamities; Doc. 57 Gratian, Lawful Marriage

Week 6  10/5   Defining the community: the ascendance of papal authority
        TB: Ch. 11, 336-346, 349-367
        Tierney: Doc. 65, The Fourth Lateran Council

10/7   New orders, new heresies: Franciscans, Waldensians and the Beguines
        TB: Ch. 11, 349-356
        BB: Elizabeth Petroff, “New Styles of Feminine Spirituality: The Beguine Movement” in Medieval Women’s Visionary Literature
        Tierney: Doc. 67 Peter Waldo and the Waldensians; Doc. 70 St. Francis of Assisi
10/9 Aristotle, scholasticism, learning and science
TB: Ch. 12, 367-372
Tierney: Doc. 84, Thomas Aquinas, *Summa Theologiae* 273-278 only

Week 7
10/12 Thirteenth-century political power: state monarchies and the Empire
TB: Ch. 12, 373-383
Tierney, doc. 71, Joinville, *Saint Louis*; doc. 73, Salimbene, *Frederick II*
*Map Quiz*

10/14 Museum Visit: Meet at Allen Memorial Art Museum (times and dates will be staggered)
BB: Johan Huizinga, “The vision of Death” in *Autumn of the Middle Ages*
Tierney: Doc. 89, *The Black Death*

10/16 Crises of the fourteenth century: war and schism
TB: Ch. 13, 387-401

Week 8
10/19-10/23 No Classes-Fall Recess

**Section III The Later Middle Ages/ Renaissance**

Week 9
10/26 Renaissance ideals and reality
BB: Jacob Burckhardt, *The Civilization of the Renaissance in Italy* (81-87, 104-7, 199-208. 240-243); Joan Kelly, “Did Women Have a Renaissance?” in Bridenthal, Koonz, Stuard, eds. *Becoming Visible: Women in European History*

10/28 Humanism and the arts
TB: Ch. 13, 401-408

10/30 Discussion: Jewels for kids and golden chamberpots: property and community in the land of Utopia
Thomas More, *Utopia*, Book II, 70-113

Week 10
11/2 Cartography, colonialism and exploration
TB: Ch. 14, 419-426

11/4 “The sinews of power”: territorial states, money and might
TB: Ch. 14, 441-448
Machiavelli I, *The Prince* in *Selected Political Writings* chs 1-6, 12, 15-18, 21-26

11/6 Discussion: Was Machiavelli really so bad?
Machiavelli II, *Discourses* in *Selected Political Writings*: Book I, P-6, 9, 12, 32, 34, 42, 58, Book II, P, 29, Book III, 1, 3, 8, 41
*4PM Turn in longer paper sources and question*
Week 11

11/9  Reformations: resistance and revolt
       TB: Ch. 14, 426-440
       BB: Luther, “The Freedom of a Christian Man,” in Hillerbrand, ed. The
       Protestant Reformation

11/11  Reformations: Catholic response and solutions
       BB: Ignatius Loyola, The Spiritual Exercises, selections

11/13  Popular culture, viewed from above
       BB: Carlo Ginzburg, The Cheese and the Worms, selections; Natalie
       Zemon Davis, “The Reasons of Misrule” in Society and Culture in Early
       Modern France; Robert Darnton, “Workers Revolt: The Great Cat
       Massacre of the Rue Saint-Severin” in The Great Cat Massacre
       *Collaborative Article Exercise and Presentations

Section IV: The Early Modern Era

Week 12

11/16  Witchcraft: the underpinnings of belief
       BB: The Trial of Suzanne Gaudry; Keith Thomas, “Witchcraft and its
       Social Environment” in Religion and the Decline of Magic

11/18  * Meet at the Allen Memorial Art Museum (staggered times and dates)
       TB: Ch. 15, 471-480
       BB: (optional) Svetlana Alpers, “‘Ut pictura, ita visio’: Kepler’s Model of
       the Eye and the Nature of Picturing in the North” in The Art of Describing

11/20  New epistemologies: natural philosophy and religious belief
       BB: Galileo Galilei, Letter to the Grand Duchess Cristina; Rene
       Descartes, Meditations on First Philosophy (excerpts)

Week 13

11/23  Early Modern Crises I: war and economic decline
       TB: Ch. 15, 451-471
       BB: Michel de Montaigne, Of Cannibals

11/25  Early Modern Crises II: English Revolution
       TB: Ch. 16, 497-502
       BB: Thomas Hobbes, Leviathan, selections

11/27  Thanksgiving-No Class

Week 14

11/30  Political Experiments: Constitutionalism
       TB: Ch. 16, 502-508
       BB: John Locke, Second Treatise of Government;

12/2  Political Experiments: Absolutism
       TB: Ch. 16, 483-497
       BB: William Beik, Louis XIV and the Age of Absolutism, selections;
       Ludwig Fabritius, The Revolt of Stenka Razin

12/4  The Restoration of Order: patriarchy and society
TB: Ch. 16, 509-516
BB: Susan Amussen, “Political Households and Domestic Politics: Family and Society in Early Modern Thought” in An Ordered Society
*Longer paper due

Week 15  12/7  Westward Ho: Capitalism, Labor and the Atlantic World
TB: Ch. 17, 519-529
BB: Ralph Davis, The Rise of the Atlantic Economies, selections

12/9  Sugar in your tea-the consumer revolution begun
BB: Sidney Mintz, Sweetness and Power (selections); Peter Burke, “Res et verba: conspicuous consumption in the early modern world” in John Brewer and Roy Porter, eds. Consumption and the World of Goods

12/11  Looking forward-The Enlightenment
BB: Immanuel Kant, “What is Enlightenment?”
Exam review

Week 16  Exam schedule
Section 1: Thursday December 17 2-4 PM
Section 2: Thursday December 17 7-9 PM