

Do not copy without the express written consent of the instructor.

EUH 2021: Medieval to Modern European History

Spring 2017

Lecture MW 1-1:50 in RB 120

Sections U01-U06

Discussion sections every Friday (times vary – check my.fiu)

Welcome to EUH 2021: Western Civilization: Medieval to Modern Europe.

This semester we will explore over a thousand years of Western European history, from the shift of the Roman Empire to the east in approximately 400AD through the Age of Revolution, ending around 1800. We will examine the profound changes that transformed Western Europe from “medieval” to “modern.” In particular, we will explore three aspects of this change:

- the expansion of Western Europeans’ worlds through interactions with different groups within and beyond Europe, and the ways that these interactions shaped the political, economic, and social systems of Europe.
- the changing role of religion and philosophy, particularly Roman Christianity, in the lives of western Europeans, and interactions between the Church and average people as they both played a role in shaping religion and philosophy.
- Changes in the relationship between the government and those who are governed, especially as contributing to the development of the modern nation-state.

These processes of change touched on nearly all aspects of the lives of Europeans, aristocratic or peasant, male or female, urban or rural, of all different religions. They also strongly affected the shape of modern Europe and the way that history in the modern period unfolded.

During the semester we will:

- Develop an understanding of some of the key developments in Western European History between 400 and 1800, all the way from the fall of Rome through the French Revolution.
- Become more experienced in understanding, analyzing, and evaluating written arguments.
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper as we construct our own written arguments.

This course fulfills your historical foundations core requirement (for history majors) and the University Core Curriculum’s Humanities in Writing requirement (for all students). In order to meet these requirements, you must achieve a grade of C or better! On the 1000 point grading system that we use in this class, that means you need to earn at least 730 points over the course of the semester.

To help you meet this goal, we will practice writing frequently this semester and writing will make up a significant portion of your grade. Clear, concise communication through writing is not only integral to the work of historians but key to success in college and in any profession!

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course.

Specifically, this course will enable you to:

- Construct an evidence-based argument demonstrating how local, regional, and inter-regional events shaped the interactions of two or more groups in the premodern world, and the development of premodern Europe. (Global Awareness)
- Construct an evidence-based argument that integrates multiple perspectives on issues related to premodern Europe. (Global Perspective)
- Consider different perspectives on a problem or controversy related to premodern Europe and attempt to reach a resolution about it. (Global Engagement)

Instructor:

Dr. Tovah Bender, Dept. of History Office: DM 391C

tbender@fiu.edu

Office Hours: Monday 2:30-3:30 and Tuesday 2:00-3:30

I am here to help you and happy to answer questions. The best way to reach me is via email. I will reply to all emails within 24 hours unless there are extenuating circumstances. Please note that I do not check Blackboard Message.

Come to my office. I am often in my office beyond office hours and am happy to meet with students. If you have questions or would like to continue the discussion, please swing by. You can also email me to find a mutually convenient time to meet outside of office hours.

Teaching Assistants:

In addition to the instructor, this class will also have teaching assistants for your weekly discussion section. The TAs will, with my support, be grading your papers and exams. They should be your first stop for any questions and for general support to you through the class, whether on papers, exams, readings, or how to get more out of the class in general.

Leo Falcón

lfalco@fiu.edu

Sections: U04 and U06

Office Hours: Thurs. 3-4; Fri. 11:30-12:30 in DM 390

Doyle Perdue

dperd010@fiu.edu

Sections: U02 and U05

Office Hours: Monday and Weds. 2:00-3:00 in GL 150

Ricardo Pelegrin Taboada

rpele002@fiu.edu

Sections: U01 and U03

Office Hours: Fri. 11-1 in DM 390

Required Texts:

- McKay, John P. *History of Western Society, Value Edition. Volume 1.* MacMillan Higher Education. ISBN 9781457648502.
- *Sir Gawain and the Green Knight.* While I have recommended (and the bookstore purchased) the Penguin edition of Gawain, you may use any English-language edition.

All other readings will be available online through blackboard.

You are free to purchase the texts at the bookstore or elsewhere, or obtain them from a library (they are on reserve at Green Library). You are responsible for coming to class having read and prepared to discuss the reading listed for that day. You do not need to bring the textbook (*History of Western Society*, HWS in the syllabus) each day, but you **MUST** have access to a copy of the

other readings for the day. A book, a printout, a pre-arranged shared copy, or a laptop or doc reader with access to the electronic copy are all acceptable. A smartphone is not.

Schedule:

Week 1

1/12 Introduction

1/14 Rome and its Relics

- Read: HWS. “Rome and the Provinces” (Excerpts: 177-180; note map 6.2 on p.178) and “Barbarian Society” (Excerpts: 204-207)
- Class:
 - What were some key characteristics of the Roman Empire?
 - What was Roman Culture? What was the culture of non-Roman Europe? How did they differ?
 - When is citation required and how does one cite properly?

1/16 Where is the world is...? Map activity

- No reading – bring your textbook

Week 2

1/19 NO CLASS – Happy MLK Jr Day!

1/20 – Last day to drop/add without financial liability

1/21 Religion and Cohesion

- Read: HWS. “The Coming of Christianity” (180-185) “The Spread of Islam” (Excerpts 226-230; note map 8.1 on p. 228)
- Class:
 - How did Christianity emerge from Judaism and from Roman culture?
 - How compatible was Christianity with non-Romanize Northern European culture?
 - What is syncretism?
 - What is a good thesis statement and why is it so important?

1/22 Discussion section

- Read:
 - Pope Gregory the Great’s Letter to Mellitus on missionary effort in Britain, 601 AD avail at <http://www.fordham.edu/Halsall/source/bede1.asp>
 - English Elf Charms avail at <http://www2.hawaii.edu/~kjolly/unc.htm>. Read the Field Remedy, the Miscellaneous Lacnunga Charms, and the second of the three Lacnunga Elf Charms. All were written down around 1050, although they may have been in use for some time before that.
- Class:
 - How did conversion occur outside the Roman Empire and what were the results?
 - How did Christianity evolve to suit non-Roman cultures?

Week 3

1/26 Emperors and Heathens

- Read: HWS. “Frankish Rulers and their Territories” (Excerpts: 239-243) “Early Medieval Culture” (243-245; skip “Northumbrian Learning and Writing)

- Class: How was Charlemagne representative and atypical of early medieval kings?
- **MiniPaper Due**

1/28 Vikings!

- Read: HWS “Invasions and Migrations” (Excerpts: 248-253)
- Class:
 - What motivated the Vikings?
 - What role did cultural difference play in the Viking invasions?
 - How is a good paragraph constructed?

1/30 Discussion - Vikings, Franks, and Peace

- Read: Excerpt from Abbo’s “War of Count Odo with the Northmen in the Reign of Charles the Fat” and “The Chronicle of St Denis” both avail at <http://www.fordham.edu/Halsall/source/843bertin.asp>
- Class:
 - How does the author’s perspective shape the telling of the events?
 - How are the Vikings described in the text and why?

Week 4

2/2 Life in a Medieval Village

- Read:
 - HWS. “Village Life” (294-298; skip “Childbirth and Child Abandonment”) and “Popular Religion” (Excerpts: 299-301)
 - Begin Gawain
- Class: What was life like for average people during the Middle Ages?

2/4 Castles, Kings, and Popes

- Read:
 - HWS. “The Papacy” (272-276)
 - Continue Gawain
- Class:
 - Why were High Medieval kings, nobles, and the church struggling for power? What were their fundamental disagreements?
 - What role did geography and culture play in these disagreements?
 - How does one incorporate evidence into a paragraph well?

2/6 Discussion section

- Read: Finish Gawain and the Green Knight
- Class: Discuss the themes of the text in preparation for the paper!

Week 5

2/9 Crusade!

- Read: HWS “The Crusades and the Expansion of Christianity” (283-291)
- Class:
 - What were the causes and results of the Crusades?
 - How did average Christians in Europe view Muslims and how did that shape the events?
 - How did Muslims view the Crusaders and how did that shape events?
- **Gawain Paper Due to Writing Fellows**

2/11 God and Goods

- Read: HWS. “Towns and Economic Revival” (305-313)
- Class:
 - What is the Twelfth Century Renaissance?
 - How did the Crusades (and the cultural contact that came with it) lead to the Twelfth Century Renaissance?
 - How might one think of structuring a paper?

2/13 Discussion Section: Medieval Law and Life

- Read: Gratian. Canon Law on Marriage (12th c.) Available on Blackboard (from Amt. *Women’s Lives in Medieval Europe*)
- Class:
 - How do laws like these result from the Twelfth Century Renaissance and High Medieval power struggles?
 - What do law codes tell us about daily life?

Week 6

2/16 Plague and other Fun Things

- Read: HWS. “Prelude to Disaster” (332-334) and “The Black Death” (334-340)
- Class:
 - How did the plague affect European society?
 - How can one get the most out of a meeting with one’s writing fellow?

2/18 Rebirth?

- Read: HWS “Wealth and Power in Renaissance Italy” (Excerpts: 367-368) “Intellectual Change” (Excerpts: 372-378) and “Art and the Artist” (384-389)
- Class:
 - What were the roots of the Italian Renaissance?
 - How did the Italian Renaissance draw on Ancient Rome? How was it new?
 - What changed artistically during the Renaissance?

2/20 Discussion: The World in the Late Medieval Imagination

- Read: *The Travels of Sir John Mandeville*, Ch. 30 and 31. avail at <http://www.romanization.com/books/mandeville/index.html>
- Class:
 - What about the world beyond Europe was interesting to Europeans? What was scary?
 - How did Europeans imagine non-Europeans? What does this say about Europeans?

Week 7

2/23 Did Columbus Discover America?

- Read: HWS “World Contacts before Columbus” (Excerpts: “The World Trade of the Indian Ocean” and “The Ottoman and Persian Empires” 437-440 and 442) and “The European Voyages of Discovery” (444-453; Skip “Technology and The Rise of Exploration” and end with “Later Explorers”)
- Class:
 - What were the means and motivations for Early Modern European exploration?
 - What role do modern people assign to non-Europeans in early contact?
- **Gawain Paper to TAs**

2/25 New Desires, New Order

- Read: HWS “The Columbian Exchange” (462) and “Europe and the World after Columbus” (462-470)
- Class:
 - How did European economic goals shape exploration?
 - How was the Atlantic Slave trade a product of both European economic goals and European ideas about non-Europeans?
 - What are some hints for doing well on the midterm?

2/27 Discussion: Midterm Prep

Week 8

3/2 Midterm

3/4 Religious Agitation and the Reformation

- Read: HWS “Challenges to the Church” (347-351) “The Early Reformation” (read through the section on Martin Luther: 402-406)
- Class:
 - How did Late Medieval Europeans, including Luther, feel about religion and the Church?
 - How did the Church respond to the critiques and needs of the European laity?

3/6 Discussion - Changing Tides

- Read:
 - Giovanni Boccaccio. *The Decameron* (1360). Day One Stories Four and Six. Available at <http://cds.library.brown.edu/projects/decameronNew/DecShowText.php?myID=nov0106&expand=day01&lang=eng>
 - Martin Luther, *Letter to the Archbishop of Mainz* <http://www.fordham.edu/halsall/source/lutherltr-indulgences.html>
 - John Calvin, *Letter to King Francis I of France* <http://www.fordham.edu/halsall/source/calvin-onclergy.html>
- Class:
 - How did the perspectives of devout Catholics and Protestants differ? How were they the same?
 - How criticisms of religion and the church change over time?

Spring Break! No class for the week of 3/9-3/14

Week 9

3/16 Religious Change

- Read: HWS “Protestant Thought” (406) “The Catholic Reformation” (427-429)
- Class:
 - How did religious change progress after Luther?
 - Why did so many religious perspectives emerge after the reformation?
 - What are some lessons from the last paper?

3/18 Religious Violence

- Read: HWS “The Reformation and German Politics” (413-417) “Religious Violence” (429-435)
- Class:
 - How much was religious violence political and how much was it religious?
 - How does one write a good intro paragraph?

3/20 Discussion: Fashioning Kingship

- Read: Elizabeth I's Speeches
- Class:
 - What do Elizabeth's speeches say?
 - What were Elizabeth's goals and how did the speeches serve them?
 - How might English citizens have felt about these speeches? Why?
 - What do they tell us about the relationship between state and nation?

Week 10

3/23 The Nation's role in the State

- Read: HWS "The Spread of Protestant Ideas" (Excerpt: 417-421) "Alternatives to Absolutism in England and the Dutch Republic" (Excerpts: 503-506)
- Class:
 - How did Elizabeth make herself a King?
 - What is the difference between summary and analysis?

3/25 Building an Absolutist Monarchy

- Read: HWS "Absolutism in France and Spain" (Excerpt: 483-491)
- Class:
 - How did Louis make himself King?
 - How did Louis differ from Elizabeth in his approach?

3/27 Discussion: Painting Nation

- Read: Documents related to Louis XIV
- Class:
 - What do the documents related to Louis say?
 - What were Louis's goals and how do these documents serve them?
 - How might French citizens have felt about these documents? Why?
 - What do they tell us about the relationship between state and nation?

Week 11

3/30 Scientific Revolution

- Read: HWS "Major Breakthroughs of the Scientific Revolution" (517-525)
- Class:
 - What was the Scientific Revolution?
 - How did European expansion and contact influence the Scientific Revolution?
 - How did the Scientific Revolution change people's approach to the world?
- Paper Due to WFs

4/1 Thinking and Drinking (Coffee, that is!)

- Read: HWS "The Enlightenment" (529-541)
- Class:
 - How did the Enlightenment build on and differ from the Scientific Revolution?
 - How did religious changes and exploration shape the Enlightenment?

4/3 Discussion: Enlightenment, Rights, and ... Babies?

- Read: Jonathan Swift. "Modest Proposal" avail at <http://art-bin.com/art/omodest.html>
- Class:
 - What is Swift arguing?
 - Is Swift's perspective English, Irish, or something else?

- How is this an Enlightenment document?

Week 12

4/6 Lisbon Shakes

- Read: HWS “Enlightened Absolutism” (541-549)
- Class:
 - How did Enlightenment thinking shape the reaction of Lisbon to the earthquake of 1755?
 - How did citizens benefit from this reaction? How did they not?
 - Why was the Church threatened by this reaction?

4/8 Vive la Revolution

- Read: “Revolution in France” (blackboard)
- Class:
 - What were the factors that prompted the French Revolution?
 - Which of these factors do you believe is the most important?
 - What are some questions to ask your writing fellows?

4/10 Discussion – Revolutionary ideas

- Read:
 - *Declaration of the Rights of Man* (1789)
http://avalon.law.yale.edu/18th_century/rightsof.asp
 - Edmund Burke, *Reflections on the Revolution in France* (1790)
<http://web.archive.org/web/19981206201151/http://pluto.clinch.edu/history/wciv2/civ2ref/burke.html>
 - Olympe de Gouges, *Declaration of the Rights of Women* (1791)
<http://www.fordham.edu/halsall/mod/1791degouge1.html>
 - Haitian Constitution (1801) Intro, Prologue, and Titles I-VI. Avail through
http://thelouvertureproject.org/index.php?title=Main_Page
- Class:
 - How do these documents differ in their interpretation of human rights?
 - Why, if the French want universal rights for men, do they deny rights to other groups?
 - Can we see this process of asking for rights and denying them to others in other places and times? What are the similarities and differences?

Week 13

4/13 Singing Revolution

- No additional reading
- Class:
 - How did the French use song and image to convey revolutionary meaning?
 - How did the second phase of the revolution differ from the first?
- Paper to TAs

4/15 The Revolution Stops Singing

- Read: World War and Republican France (blackboard)
- Class:
 - Why did the French give power to Napoleon?
 - Was Napoleon the “son of the French Revolution”?

4/17 Napoleon’s Legacy?

- Read: Code Napoleon

- Class:
 - Does the Napoleonic Code reflect the Enlightenment?
 - Does the Code benefit the individual? Society?

Week 14

4/20 Wrap up

4/22 Overview of 1400 Years

4/24 Discussion Section Exam review

Assignments:

Written Assignments (together worth 60% of your grade)

This semester, you are responsible for three written assignments. These assignments will become more challenging as the semester progresses and you become a stronger writer.

For specific instructions and prompts for each assignment, please refer to the paper prompt, which will appear in the assignments folder of blackboard 1-2 weeks before the paper is due.

All written work will be submitted to turnitin via blackboard.

Mini Paper (250-400 words, 1-1.5 pages; 100 points; Due **Monday Jan 26**)

Write a paper with a THESIS STATEMENT and ARGUMENT about the text you have just finished reading. Your paper will be a response to one of the questions provided, with your answer serving as your thesis statement.

Think of this paper as a low-stakes way to practice—and to learn what your TA is looking for—before the short papers, which count for a larger portion of your grade.

Short Papers (1300-1500 words, 250 points each; approx. 4-5 pages)

First paper due to writing fellow on **Monday 2/9**; final revision due on **Monday 2/23**

Second paper due to writing fellow on **Monday 3/30**; final revision due **Monday 4/13**

Like the mini paper but longer and worth more of your grade. Write a paper with a THESIS STATEMENT and ARGUMENT. Your thesis statement will be a response to one of the questions provided.

This semester, we have the opportunity to work with the Center for Writing Excellence's Writing Fellows program. As part of the paper-writing process, you will be required to hand in a draft of each of your two papers. Your writing fellow will read it and, within a week, will send you a detailed written response with suggestions for improvements. You will then schedule a meeting with the Fellow and discuss your revision plans.

Although your TA will grade only the final copy of the paper, he or she will track your progress through the draft. Making substantial revisions to your draft and taking the writing fellows suggestions into account when revising will help your grade; failing to turn in drafts on time, meet with the tutor, or make revisions based on the tutors suggestions will result in a grade deduction of up to one full letter grade (up to 25 points out of 250 points).

The rest of your grade will be earned in the following ways:

Exams We will have a midterm in class on **Monday March 2** and a final exam on **Monday April 27**, during exam week. Each will include a combination of identification and essay questions. They will draw from the textbook, readings, and lecture. For both of the exams, you will receive a study guide approximately a week in advance.

Participation is not simply coming to class, although you cannot participate if you are not there! Nor is participation only coming prepared, listening alertly and taking notes. Participation means contributing to the discussion by answering a question, asking a question, responding to a comment made by a classmate, actively participating in group work, or bringing up something that interested you. Your comments, questions, and responses make all of us better scholars.

Online Quizzes will test your knowledge of historical material from the readings or lecture or elements of writing covered in lecture that week. Look at them as a low-stakes way to practice for papers and exams. Each quiz will be posted on Monday and you will have until the following **Monday** to take the quiz. After that, it will be taken down and you cannot make it up. Take the quizzes seriously!

Article Response Ideas about premodern Europe show up in modern exhibits, talks, news articles, and opinion pieces. They almost always do so to make a point about today, and often do so without much knowledge about the period or events they reference. Over the course of the semester, I will add links to articles and events on campus that use references to premodern Europe to make a point about current events. Your job is to use your knowledge about premodern European history, acquired in this class, to write a response to the article or event in the form of comments, a review, or a letter to the editor of at least 250 words.

Grade Distribution:

There are a total of 1000 points that you can earn through regular work during the semester (plus one—and only one!—option for extra credit).

Mini Paper	75 points	7.5%
Short Papers	250 points each (500 points total)	25% each/ 50% total
Midterm	100 points	10%
Final	125 points	12.5%
Participation	100 points	10%
Online Quizzes	50 points	5%
Article Response	50 points	5%
Extra Credit (at Final)	20 points	

For more on how grades are calculated, please see the Grading Standards handout at Blackboard. For more on how we grade writing assignments please see the Writing Hints handout on Blackboard. All writing assignments will be submitted through Turnitin.

Support:

ME! Your TA! We want to help you succeed in this class. Come see us.

We are happy to talk with you about ways to approach the class, or at any stage of the paper-writing process, including brainstorming.

Once you have a draft (even a rough draft), we are also happy to offer suggestions on how to make the paper stronger. We do ask for 48 hours turn-around time to get it back to you.

The Center for Excellence in Writing! The Center for Excellence in Writing is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website is: <http://writingcenter.fiu.edu/>

The History Tutors! There are several history graduate students working in the history department main office (DM 390), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. You can walk in or email historator@fiu.edu to make an appointment.

Class Policies:

Attendance and Participation: Historians, at any level, cannot work in isolation; we depend on the insights, experience and knowledge of colleagues to help us. During the course of the semester, we will be bringing a variety of different points of view to the table and our dialogue will be richer for it. We will also bring in, as appropriate, current events that contribute to our discussion. In order to achieve this dialogue, your job is come to class and do so prepared (for more, see “participation” under Assignments).

Your TAs will take attendance each discussion section. Excused absences may be granted in the event of serious medical issues (with a doctor’s note), religious holiday, death of an immediate family member, military duty, a court date, and participation in some college events. It is your responsibility to contact your TA in a timely manner and request that the absence be excused. We reserve the right to require documentation to excuse an absence.

If you are absent for any reason, it is your responsibility to get notes from a classmate.

Classroom Behavior: Arrive on time; stay until class ends. Failure to do so will affect your attendance. If you must arrive late or leave early, do so with as little disturbance as possible. No e-cigarettes or phones in class.

You are encouraged to agree, disagree, question, and respond to your classmates, instructors, and others. You may play devil’s advocate and change your mind. You must, however, take part in discussion in a way that is respectful of other individuals and their opinions, and in a way that is based on fact and evidence, rather than opinions. Failure to be respectful will have consequences ranging from a warning to immediate removal from the class.

In accordance with the Student Handbook (p. 11 and following) and FIU policies on discrimination (http://hr.fiu.edu/index.php?name=sexual_harassment), you have the right to agree, disagree, challenge, and question the opinions and comments of others, including the instructor. You do not have the right to be disrespectful to anyone else in the classroom or to act in a way that makes others uncomfortable. **Such behavior will not be tolerated.**

Late Policy: Assignments are due at the beginning of class on the assigned day. The grade on any late written assignments is automatically reduced by one-third of a letter for each day the

paper is late (B+ becomes a B; the number of points varies by assignment), including Saturday and Sunday, unless an extension is granted by me. No quizzes will be accepted after the one-week open period, closing Monday at 2pm. No regular-semester work will be accepted beyond 5pm on the last day of this class, Friday April 24. Exceptions will be granted for the same reasons as excused absences.

Scholastic Dishonesty: According to the FIU student handbook (p. 11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” Academic dishonesty will not be tolerated in this class. Academic dishonesty includes, but is not limited to, plagiarizing (representing someone else’s work as your own), cheating on assignments or examinations, or engaging in unauthorized collaboration on academic work. It will result in a penalty ranging from a zero on the assignment to failure in the course and reporting to the University. **If you have any questions about what constitutes academic dishonesty or plagiarism, see me.**

Note to Students with Disabilities: If you have or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center (drc.fiu.edu). I am very happy to work with you and with them to accommodate you in the best way possible. Even if you do not need accommodation, I highly advise you to let your TA know if you have a registered disability that might affect your performance in this class.

Accommodations: If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of assignments—please see your TA or me as soon as possible. **It is easier for everyone to address an issue before it becomes a problem.**

Finally, I reserve the right to change the syllabus to facilitate better learning.

Minipaper

Instructions: Write a mini paper (250-400 words) with a **thesis statement** and based on **evidence** in the texts you have just finished reading, Gregory the Great's Letter to Mellitus and the English Elf Charms (the Field Remedy, Miscellaneous Lacnunga Charms, and the second of the three Lacnunga Elf Charms). Your paper will be a response to one of the questions provided, with your answer serving as your thesis statement. Rely on as many of the sources as possible for evidence to back up your thesis. Think of this paper as a low-stakes way to practice—and to learn what I am looking for—before the short papers, which count for more of your grade.

Assume that your reader has read the documents, has sat through the same EUH 2021 lectures as you have, and has a basic understanding of the time period. Your job is not to explain the documents or the time period but to make an original argument.

While it is not prohibited, I discourage you from using sources beyond those listed above. Instead, concentrate on writing a good argument. Because your references should be confined to class readings, you may use parenthetical citation, rather than the Chicago style citation historians prefer. That is, cite as follows: (author or text when there is no author, page number when available) Ex: (Field Remedy)

For more on what is expected on papers, see the "Writing Hints" handout at blackboard.

Support:

Keep in mind that there are several resources available to you as you write your paper. Your TAs and I are happy to talk with you about ideas for the paper or about organization. Once you have a draft (even a rough draft), we are also happy to look that over and offer suggestions on how to make the paper stronger. We do ask for 48 hours turn-around time to get it back to you.

You will not be working with the writing fellows on this assignment, but The History Tutors and The Center for Excellence in Writing are freely available to you. Either can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website is: <http://writingcenter.fiu.edu/>

Finally, I encourage you to help each other! Peer editing can be a very useful process. Not only is it helpful to bounce ideas off one another in the early stages of writing, but by the end of the writing process your peers can be your best copy editors.

Due Date:

This paper is due on Monday January 26 at 1:00pm. Turn the paper in to Turnitin, via the class's blackboard site.

NOTE: You are responsible for making sure that the paper is submitted correctly. Please make sure you get the confirmation email from Turnitin to your FIU account.

Prompts:

1. In 601, Pope Gregory instructs Augustine to help the English reach Christianity and "ascend to the highest place [...] by degrees or steps and not by leaps." Based on the Elf Charms, written three to four hundred years later, did the Christian missionaries achieve their goal? To answer this question well, you will need to clearly explain their goal and use evidence from the charms to show whether or not they reached it.
2. What did the Anglo-Saxon people value? Focus on ONE thing. Why would that item be valuable to the Anglo-Saxons? Draw from both the elf charms and Gregory's letter in your answer. HINT: What the charms are trying to protect? There is more than one right answer to this question.

Paper One

Instructions: Write a short paper (1300-1500 words, approx. 4-5 pages) with a **thesis statement** and **argument** based on *Sir Gawain and the Green Knight*. Your paper will be a response to one of the following questions, with your answer serving as your thesis statement. Both of the questions are broad enough that you will need to focus in on an aspect of the question that particularly interests you.

Assume that your reader has read the document, has sat through the same EUH 2021 lectures as you have, and has a basic understanding of the time period. Your job is not to explain the documents or the time period but to make an original argument.

While it is not prohibited, I discourage you from using sources beyond *Sir Gawain*. Because your references should be confined to the assigned text, you may use parenthetical citation rather than the Chicago style citation historians prefer. That is, cite as follows: (*Sir Gawain*; line 20).

For more on what is expected on papers, see the "Writing Hints" handout.

Support:

For this paper, you will be working with your writing fellow. The writing fellow will help you improve the paper, but they are not your only source of support. Keep in mind that all of us (your TAs and Dr. B) are happy to talk with you about ideas for the paper or about organization. Once you have a draft (even a rough draft), we are also happy to look that over and offer suggestions on how to make the paper stronger.

Due Date:

A full draft is due to your writing fellow on Monday 2/9 at 1pm.

Upload your draft to Turnitin via the blackboard site for the class.

Your writing fellow will read the draft, provide you with written feedback, and schedule an individual appointment with you to discuss a plan for revisions. You will then have time to make these revisions. This process is a required part of the class. Failure to take part will result in a deduction of up to a full letter grade (ex: B to C) from your paper grade.

The final draft is due to your TA on Monday 2/23 at 1pm

Upload the paper to Turnitin via blackboard. There is a separate dropbox for the revised version.

Your TA will grade the final copy of the paper (the writing fellow plays no role in grading). Your TA will also track your progress through the draft process and revisions.

Making substantial revisions to your draft and taking the writing fellow's suggestions into account when revising will help your grade; failing to turn in drafts on time, to turn in a full draft, to meet with the tutor, or to make revisions based on the tutors suggestions will result in a grade deduction of up to one full letter grade (ex: B to C).

NOTE: You are responsible for making sure that the paper has been submitted and that it has gone through correctly. Please make sure you get the confirmation email from Turnitin to your FIU account.

Prompts:

- Sir Gawain leaves the warmth and fun of King Arthur's court in order to keep his promise to the Green Knight, spending most of the Christmas season alone in the cold. Why?
Hint: The obvious answer is that he has a promise to keep, and that is a fine answer, but you will want to address WHY it was so important to keep the promise.
- The High Middle Ages was a period when kings were struggling to gain permanent power, rather than just relying on the loyalty and continued support of powerful nobles. Was King Arthur a powerful king? Why or why not?
Hint: Focus your answer by saying in what way he was powerful or not powerful.

Paper Two

Instructions: Write a short paper (1300-1500 words, approx. 4-5 pages) with a **thesis statement** and **argument** in response to one of the following questions, with your answer serving as your thesis statement and your evidence derived from the primary sources in the PDFs provided (see “materials” below). Both of the questions are broad enough that you will need to focus in on an aspect of the question that interests you.

Assume that your reader has read the documents, has sat through the same EUH 2021 lectures as you have, and has a basic understanding of the time period. Your job is not to explain the documents or the time period but to make an original argument.

While it is not prohibited, I discourage you from using sources beyond those listed above. Because your references should be confined to the assigned text, you may use parenthetical citation rather than the Chicago style citation historians prefer. That is, cite as follows: (“Golden Speech”).

For more on what is expected on papers, see the “Writing Hints” handout.

Materials:

You will find two PDF files in this folder, Elizabeth I and Louis XIV. You will also find these as the assigned readings for 3/20 and 3/27, respectively. Use the materials in one or both PDFs, depending on which questions you choose.

Support:

For this paper, you will be working with your writing fellow. The writing fellow will help you improve the paper, but they are not your only source of support. Keep in mind that all of us (your TAs and Dr. B) are happy to talk with you about ideas for the paper or about organization. Once you have a draft (even a rough draft), we are also happy to look that over and offer suggestions on how to make the paper stronger.

Due Date:

A full draft is due to blackboard on Monday, March 30 at 1pm

Upload your draft to Turnitin via the blackboard site for the class.

Your writing fellow will read the draft, provide you with written feedback, and schedule an individual appointment with you to discuss a plan for revisions. You will then have time to make these revisions.

This process is a required part of the class. Failure to take part will result in a deduction of up to a full letter grade (ex: B to C) from your paper grade.

The final draft is due to blackboard on Monday, April 13 at 1pm

Upload the paper to Turnitin via blackboard. There is a separate dropbox for the revised version.

Your TA will grade the final copy of the paper (the writing fellow plays no role in grading). Your TA will also track your progress through the draft process and revisions.

Making substantial revisions to your draft and taking the writing fellow’s suggestions into account when revising will help your grade; failing to turn in drafts on time, to turn in a full draft, to meet with the tutor, or to make revisions based on the tutors suggestions will result in a grade deduction of up to one full letter grade (ex: B to C).

NOTE: You are responsible for making sure that the paper is submitted correctly. Please make sure you get the confirmation email from Turnitin to your FIU account.

Prompts:

1. Use at least TWO documents from EACH of the PDFs (FOUR total, textual or visual; you may use more). What role did that monarch see the nation (the citizens) playing in the state (in shaping the

government)? There are lots of possible answers. You will need to focus your answer on ONE similarity OR difference and draw on appropriate documents from those provided. Your answer must be about BOTH Elizabeth AND Louis.

HINT: Remember that both rulers were politicians. Do not assume that the ruler says what he or she believes all of the time. Instead, think about WHY he or she says something and what that says about their concept of rule.

2. Use at least FOUR documents from ONE of the PDFs (four total, textual or visual; you may use more). Both Elizabeth and Louis XIV used their body as a tool in their strategy for rule. Focus on either Elizabeth OR Louis. How did that monarch use his or her body and how does this correspond to how that person sees him/herself as rulers?

HINT: Think about how the ruler used his/her body as a symbol and encouraged subjects to see or interact with his/her body.

Do not copy

When I grade a paper, I look first at “higher order” issues. These are the most important in determining your grade. After that, I proceed to “lower order” issues, which affect your grade but not as much.

That is, I first ask myself about the following higher-order items:

- Is there a thesis statement? Is it a clear and strong thesis statement? Is it where it should be, at the end of the first paragraph?
- Does the body offer evidence supporting the thesis?
- Does each paragraph advance a mini-argument?
- Does each paragraph support the thesis?
- Does the conclusion summarize the argument?
- Do the paragraphs follow in a logical order and lead to the conclusion?
- Are facts, dates, quotes correct? Are they used in appropriate places? Are they cited?
- Are quotes properly explained?
- Does the paper answer the question posed (if you were asked to respond to a question)?

Then I consider lower-order issues:

- Does the writing allow the reader to see the argument and evidence, rather than obscuring the argument?
- Does the writing convey the ideas as clearly as possible?
- Is citation done correctly?*
- Is the writing appropriate for a formal paper? Is it free of contractions? Is terminology correct? Is the grammar correct?

*NB: Incorrect citation—leaving out publishing information or citing a journal as a web article—is a lower-order issue. A LACK of citation is PLAGIARISM and a VERY BIG ISSUE.

Please note that these are minimum criteria for a paper. That is, a paper in which I can answer “yes” to most or all of these questions does not necessarily merit an A grade, but rather a grade in the low B range. In addition to meeting all the above criteria without qualification or hesitation, an A paper will demonstrate a substantial amount of creativity and independent thinking both in formulating and approaching the question and in reading the sources. It will not include elements that detract from the argument or are off topic. It will be eloquent and smoothly written. In other words, an A is earned through OUTSTANDING and EXCEPTIONAL work. For more on what grades mean, please see the “Grading Standards” handout on blackboard.

These are the grading standards that are in this class. Please be aware that these are not necessarily the standards used by other professors. When in doubt, ask!

Letter Grade	Total Points	Meaning of Grade
A	930 or above	Achievement outstanding relative to the course requirements.
A-	900-929	
B+	870-899	
B	830-869	Achievement significantly above the course requirements.
B-	800-829	
C+	770-799	
C	730-769	Achievement meeting the basic course requirements in every way.
C-	700-729	
D+	670-699	
D	630-669	Achievement worthy of credit even though it does not meet the basic course requirements in all ways
D-	600-629	
F	Below 600	Performance failing to meet the basic course requirements . A numeric grade will be assigned based on the quality of work and the date submitted.

Do not copy