

# History 351

## The History of Europe from the Paleolithic to 1650 CE

### Contact Information

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**Virtual Office Hours:** 9-11 Tuesdays and 1-3 Thursdays. Drop me a line via e-mail to make first contact. We can communicate via e-mail, phone or Zoom. But you can also email me anytime. I will do my best to respond within 24 hours except on weekends.

### Course Description

This course explores the broad contours of European history from the first peopling of the continent to the seventeenth century. It will provide you with a clear understanding of the big-picture long-term developments that shaped the history of Europe, including climate and geography and political, social and economic structures. You will also have an opportunity to survey key periods in the development of the West, including the emergence of Classical Greece and Rome, the Middle Ages, the Renaissance, the Reformation, and the age of Absolutism. The course will pay particular attention to political, religious, and social developments, but will also stop to look at daily life in Europe.

### Course Contingency Statement:

I have designed this online course to minimize any potential disruption caused by Covid-19. If the MSU campus is forced to close, our class will continue as scheduled.

### Required Text

There is just one text that you are required to purchase for this course:

John McKay, Bennet Hill, John Buckler, Clare Haru Crowston, Merry Wiesner Hanks, Joe Perry. *A History of Western Society*, 13<sup>th</sup> edition. Vol. 1. VALUE + LaunchPad = **ISBN 9781319340049**. Or if you don't want a print book, you can purchase just online access.

**Note** that a **used book** is **ONLY** useful **if it has an unused LaunchPad access code**. Our course is based on Launchpad, the print text is just supplementary.

## Course Schedule

<b>18-28 January</b>	<b>From the Beginning through the Greeks</b> McKay, Chapters 3-4
<b>31 January-11 February</b>	<b>The Romans</b> McKay, Chapters 5-6
<b>14-20 February</b>	<b>Exam One</b>
<b>22 February-4 March</b>	<b>The Early Middle Ages</b> McKay, Chapters 7-8
<b>7-25 March</b>	<b>The High Middle Ages</b> McKay, Chapters 9-10
<b>28 March-3 April</b>	<b>Exam Two</b>
<b>4-22 April</b>	<b>The Renaissance</b> McKay, Chapters 11-12
<b>25 April-12 May</b>	<b>The Early Modern Period</b> McKay, Chapters 13-15
<b>16-18 May</b>	<b>Exam 3</b>

## Assignment Due Dates

Date Due	Assignment	Points
20 January	Chapter 3 LearningCurve Quiz	100
25 January	Chapter 4 LearningCurve Quiz	100
21, 25, 26 and 28 January	Working/Evidence: Battle of Marathon	200
28 January	Extra Credit Respondus Quiz	50
3 February	Chapter 5 LearningCurve Quiz	100
8 February	Chapter 6 LearningCurve Quiz	100
9 and 11 February	Exam Preparation Review Exercise	100
20 February	Exam One	800
24 February	Chapter 7 LearningCurve Quiz	100
1 March	Chapter 8 LearningCurve Quiz	100
25 February, 1, 3 and 4 March	Working With Evidence: Domesday Book	200
10 March	Chapter 9 LearningCurve Quiz	100
22 March	Chapter 10 LearningCurve Quiz	100
23 and 25 March	Exam Preparation Review Exercise	100
3 April	Exam Two	800
7 April	Chapter 11 LearningCurve Quiz	100
19 April	Chapter 12 LearningCurve Quiz	100
19, 20 and 22 April	Working with the Evidence: Crusades	200
28 April	Chapter 13 LearningCurve Quiz	100
3 May	Chapter 14 LearningCurve Quiz	100
10 May	Chapter 15 LearningCurve Quiz	100
10 and 12 May	Exam Preparation Review Exercise	100
12 May	Two Faces of Holy War Paper	300
18 May	Exam Three	800

## Course Assessment Breakdown

LearningCurve Quizzes	12 at 100 points each=	1200 Points	25%
Working with Evidence Assignments	3 at 200 points each=	600 Points	12.5%
Exam Preparation Review Exercises	3 at 100 points each=	300 Points	6.25%
Two Faces of Holy War Paper	1 at 300 points=	300 Points	6.25%
Exams	3 at 800 points each=	<u>2400 Points</u>	<u>50%</u>
<b>Total:</b>		<b>4800 Points</b>	<b>100%</b>
<i>Extra Credit Opportunities</i>		<i>150 Points</i>	

Grading Scale		Points Required
100-93%	A	4464-4800
92.99-90%	A-	4320-4463
89.99-87%	B+	4176-4319

86.99-83%	B	3984-4175
82.99-80%	B-	3840-3983
79.99-77%	C+	3696-3839
76.99-73%	C	3504-3695
72.99-70%	C-	3360-3503
69.99-67	D+	3216-3359
66.99-60	D	2880-3215
59.99-0	F	0-2879

## Assignment Instructions

### SELF-TESTS

These short multiple-choice quizzes are clearly labelled as self-tests so that you will know that they will not affect your grade and I have included a subtitle that explicitly notes that it is not graded. Use these quizzes to test your knowledge and to assess whether you are ready to answer higher stake questions on these features in LearningCurve Quizzes and on the Exams. They provide you with real-time feedback on your understanding as you work through the material.

### LEARNING CURVE QUIZZES

You will complete a LearningCurve Quiz for each chapter. I have placed the link to these quizzes as the final item in each chapter on Launchpad. Simply click on the link and it will launch the exercise for you. LearningCurve is a computer program designed to identify what you know well and where gaps in your knowledge exist. Where gaps are identified it works with you providing feedback and advice until you have learned the material. A LearningCurve Quiz is completed when you have mastered all the topics in the chapter. Missing some questions does not count against you as long as you ultimately are able to answer questions on the topic correctly. LearningCurve works by asking you a series of multiple choice questions. You accumulate points for answering questions correctly and partial credit if you are able to answer questions with prompting from the program. If you do well on a topic you will rapidly accumulate points and move on to the next section. More complex questions are worth more points; and if you are doing well the computer will automatically move to these more difficult questions. If you have trouble it will provide you with the correct answer, direct you to pages in the text where the topic is covered, and continue to ask you questions on the topic. Because it adapts to your performance the LearningCurve Quiz has no time limits. You are welcome to take as long as you need. You are also welcome to leave the quiz and return to it later. LearningCurve will remember your previous sessions. Because it is dependent on your performance, there is no set number of questions on the quiz. You will receive the full 100 points available when you complete the quiz. It is OK if you missed some questions along the way, as long as you eventually master the material. Indeed, you will receive full points no matter how long it took

to complete or how many questions you missed. It is designed to prepare you for the exams in this course. Indeed most of the questions on the multiple choice portion of the exam are drawn directly from the pools of LearningCurve questions, with a bias towards the more conceptual and comparative questions. If you take these quizzes seriously, you will not only receive the points for the weekly assignment but also prepare yourself for the exam.

### **WORKING WITH EVIDENCE ASSIGNMENTS**

Three times over the course of the semester, we will work in groups to explore a historical puzzle and in the process come to terms with strengths and limitations of the primary sources that historians use to make their judgments. Each assignment is different, and so I have provided detailed instructions and a set of due dates for each phase of the assignment which will guide you through the exercise. Each exercise will start with your own assessment of the evidence. You will then explore the evidence further with a group of classmates, before coming to a conclusion both as a group and individually.

### **TWO FACES OF HOLY WAR PAPER**

The Two Faces of Holy War assignment requires you will write a 5-8 page paper (1 inch margins, double spaced, Times New Roman font) on perceptions of “other” between Christians and Muslims during the Crusades. Drawing on the same reading as the final Working with Evidence assignment, it requires you to use the sources from that discussion to answer the following: **To what extent do the creators of these sources exhibit any genuine understanding of the “other”—by which I mean the followers of the other faith whether Christian or Muslim? Did they show nuance in their portrayal of the “other” or do they simply repeat stereotypes? How can you account for differences between sources?** Be sure to examine both Christian and Muslim sources in your paper.

### **EXAM REVIEW EXERCISE**

The Exam Preparation Review Exercise is designed to prepare you for the essay portion of our exams. In this course, the essay portion of the exam offers no surprises. At the start of each four-chapter unit, I provide you with a list of the possible essay questions that could appear on the exam. I encourage you to answer these questions as you are working through the material. It will be worth your while, because two of the essays will appear on the exam and you will be required to answer one of them. The Exam Preparation Review Exercise works like a study group, giving you the opportunity to prepare with your classmates for the essay portion of our exams. Each member of the group creates an outline of a model answer for one of the possible essay questions. The instructions provide detailed guidelines for what the outline should include. You will then as a group review and comment on these model answers. At the end of the assignment, the group will have created a detailed study guide for the essay portion of the exam. Indeed, there will actually be two study guides to work from, because the class will be split into two groups. I’ve given you access to both your group’s discussion board and that of the other group. If you’re not satisfied with your group’s model answer, I’d encourage you to check out what the other group came up with. I’d also encourage you to return to the discussion during exam week. Helping a classmate and getting advice from others are both great ways to learn.

## EXAMS

There will be three exams over the course of the semester. Each will consist of two parts and will cover four chapters in our textbook. They are not cumulative instead focusing on those four chapters, although some essay questions might ask you to draw on your knowledge of periods already studied. I set aside a week in our course for each exam, to give you time to prepare for it. Using Respondus, which I will explain a little later, I can give you maximum flexibility as to where and when you take these exams.

Part One requires you to complete a closed-book multiple choice test. This portion of the exam consists of 50 questions and you will have 50 minutes to complete it. You are allowed to take the exam two times. I will record only the higher of your two scores.

The weekly LearningCurve quizzes are designed to prepare you for this portion of the exam. Most of the questions in the exam pools are drawn directly from the LearningCurve question pools, so you will be familiar with many of them. I select only the more comparative and conceptual questions from these pools, leaving most of the strictly recall questions out. I have added to this pool of LearningCurve questions, another set of questions about my podcasts. These questions focus only on the big idea of each podcast, not details. To help jog your memory, podcast questions are preceded by the title of the podcast from which the question is drawn.

I have taught using this system for several semesters now and I can tell you from previous experience that the best way of preparing for this portion of the exam is not to try to memorize all of the questions in the LearningCurve system. There are too many and in any case you can never be certain that you have seen all the questions. Instead, I would recommend that you study for the exam as you would normally and then use LearningCurve to assess your readiness to take the exam. Even after you have completed the assignments, LearningCurve allows you to return to the quizzes for review. I would also recommend returning to my podcasts and asking yourself what the main point of the podcast was and what type of questions might be asked about that particular podcast.

Ideally you should complete your first attempt several days before it is due so that if you are not satisfied with your score, you can review further before taking the exam for the second and final time. This portion of your exam is worth 400 points.

Part two of the exam is the essay portion. The essay portion of this exam offers no surprises. At the start of each four chapter unit, I provide you with a list of the possible essay questions that could appear on the exam. I encourage you to answer these questions as you are working through the material. It will be worth your while, because two of the essay questions will appear on the exam. You will be required to answer one. You will have 50 minutes to compose your answer.

Before every exam you will participate in an Exam Preparation Review Exercise which will provide you with model answers to work from. I would suggest using these outlines as the basis

for drawing up your own model answers for each question with your main points and the evidence that you will use to substantiate each point. But I would not write out your answer to each question. When you take the exam you cannot draw on your notes so an outline is more useful to have in your head than a fully written out essay.

The essay portion of the exam can only be taken once and is worth 400 points.

To give you maximum flexibility, I have published these exams using Respondus exam monitoring technology. This means that you can complete these assignments from any computer with high-speed internet access and a camera. I like this system because we have no need for proctoring labs or other more restrictive test taking systems. You can take either portion of the exam at any time and use your own computer.

The Respondus LockDown Browser can be downloaded for free onto your computer and is also installed on all Computer Service Open-Access Lab computers on campus. Respondus works like other web-browsers including Chrome, Safari and Firefox; but it uses the camera on your computer and a series of other security measures to observe the test taking session and confirm that no cheating took place.

You will need access to a computer with a camera to take advantage of this system. But you only need a computer with a camera for the three exams. All other course activities can be completed without a camera. Instructions with live links to where you can download the program can be found with this podcast in the Exam Instructions Document in the Getting Started folder's Assignments sub-folder.

I have created a practice fifty-point extra-credit quiz for the first module of the course. It offers you the opportunity to ensure that Respondus has been successfully installed on your computer. It also gives you a low stakes opportunity to experience how the multiple choice portion of the exams will look and function. Be sure to read my tips for using Respondus in the instructions for this quiz before launching it the first time.

I have also created an essay question practice space in the Exam One Module. It offers you an opportunity to get used to the Respondus keyboard functionality before you take the essay portion of the exam. To stop the importation of outside materials, Respondus freezes the function keys on the keyboard. Be sure to practice with the configuration so that you can get used to the editing tools before you take the exam.

Respondus exams are available from the first day of class. You are allowed to take the exams any time up to their due date. Simply open the Respondus browser on your computer after making sure that all other browsers are closed. Then log into our Blackboard site and click on the Bi-Weekly Modules button. Find the Exam folder that you are after. Inside you will find a subfolders labelled Part One and Part Two. In these sub-folders are links to each portion of the exam. Open it, read the instructions and get started. Remember, you are allowed to take the multiple choice portion of each exam twice. I will record your higher score.

## Course Goals and Learning Outcomes

### Historical Reasoning Skills

Working with Evidence assignments will allow you to explore historical puzzles with classmates and in the process come to terms with the strengths and limitations of the primary sources that historians use to make their judgments. Exam Review Exercises and the essay portions of exams will challenge you, both as an individual and with a group of classmates, to synthesize historical information.

### Content:

By the end of the course, you will be able to answer the following questions:

### Unit One: Beginnings through the Greeks

#### Essential Question

*How did Greek Civilization emerge and evolve from 3000 to 30 BCE?*

#### Sub-Questions

*How was Europe first settled by homo-sapiens and when and how did the agricultural revolution take root in Europe?*

*How did the geography of Greece shape its earliest kingdoms, and what factors contributed to the decline of those kingdoms?*

*What was the role of the Polis in Greek society?*

*What were the major wars of the classical period, and how did they shape Greek history?*

*What were the lasting cultural and intellectual achievements of the classical period?*

*How and why did Alexander the Great create an empire, and what was its political legacy?*

*How did Greek ideas and traditions spread across the Mediterranean and Near East?*

*What new economic connections were created in the Hellenistic period?*

*How did religion and philosophy shape everyday life in the Hellenistic world?*

*How did science and medicine serve the needs of Hellenistic society?*

*What can the surviving sources for the Battle of Marathon tell us about the event?*

### Unit Two: The Romans

#### Essential Question

*How did Rome emerge as a state and how did it evolve between 1000 BCE and 284 CE?*

#### Sub-Questions

*How did the Romans become the dominant power in Italy?*

*What were the key institutions of the Roman Republic?*

*How did the Romans take control of the Mediterranean world?*

*How did expansion affect Roman society and culture?*

*What led to the fall of the Roman Republic?*

*How did Augustus create a foundation for the Roman Empire?*

*How did the Roman state develop after Augustus?*

*What was life like in the city of Rome, and what was it like in the provinces?*

*How did Christianity grow into a major religious movement?*

*What explains the chaos of the third century C.E.?*

### **Unit Three: The Early Middle Ages**

#### **Essential Question**

*How did European society change following the collapse of the western part of the Roman Empire, c. 284-1000 CE?*

#### **Sub-Questions**

*How can one account for the different historical trajectories of western and eastern Europe during this period?*

*How did Diocletian and Constantine try to reform the Roman Empire?*

*How did the Christian Church become a major force in Europe?*

*What were the key characteristics of barbarian society?*

*What were some of the causes and consequences of the barbarian migrations?*

*How did the church convert barbarian peoples to Christianity?*

*How did the Byzantine Empire preserve the legacy of Rome?*

*What were the origins of Islam, and what impact did it have on Europe as it spread?*

*How did the Franks build and govern a European empire?*

*What were the significant intellectual and cultural changes in Charlemagne's era?*

*What were the consequences of the ninth-century invasions and migrations?*

*How did internal conflict and outside threats shape European political and economic development?*

*How do historians use statistics to study the Middle Ages? What are the strengths and weaknesses of this approach to medieval sources?*

### **Unit Four: The High Middle Ages**

#### **Essential Question**

*How did European society evolve during the High Middle Ages? What aspects of the Early Middle Ages persisted during the High Middle Ages?*

#### **Sub-Questions**

*How did monarchs try to centralize political power?*

*How did the administration of law evolve in this period?*

*What were the roles of nobles, and how did they train for these?*

*How did the papacy reform the church and what were the reactions to these efforts?*

*What roles did monks, nuns, and friars play in medieval society?*

*What were the causes, course, and consequences of both the Crusades and the broader expansion of Christianity?*

*What was village life like in medieval Europe?*

*How did religion shape everyday life in the High Middle Ages?*

*What led to Europe's economic growth and re-urbanization?*

*What was life like in medieval cities?*

*How did universities serve the needs of medieval society?*

*How did literature and architecture express medieval values?*

*How do historians use statistics to better understand life during the Middle Ages?*

### **Unit Five: The Renaissance**

#### **Essential Question**

*What distinguishes the Late Medieval and Renaissance periods from the High Middle Ages?*

### **Sub-Questions**

*How did climate change shape the Middle Ages?*

*How did the plague reshape European society?*

*What were the causes, course, and consequences of the Hundred Years' War?*

*Why did the church come under increasing criticism in the Late Middle Ages?*

*What explains the social unrest of the Late Middle Ages?*

*How did politics and economics shape the Renaissance?*

*What new ideas were associated with the Renaissance?*

*How did art reflect the new Renaissance ideals?*

*What were the key social hierarchies in Renaissance Europe?*

*How did nation-states develop during this period?*

## **Unit Six: The Early Modern Europe**

### **Essential Question**

*What distinguishes the Early Modern from the Late Medieval and Renaissance periods?*

### **Sub-Questions**

*What were the central ideas of the reformers, and why were they appealing to different social groups?*

*How did the political situation in Germany shape the course of the Reformation?*

*How did Protestant ideas and institutions spread beyond German-speaking lands?*

*What reforms did the Catholic Church make, and how did it respond to Protestant Reform movements?*

*What were the causes and consequences of religious violence, including riots, wars, and witch hunts?*

*What was the Afro-Eurasian trading world before Columbus?*

*How and why did Europeans undertake ambitious voyages of expansion?*

*What was the impact of European conquest on the peoples and ecologies of the New World?*

*How was the era of global contact shaped by new commodities, commercial empires, and forced migrations?*

*How did new ideas about race and the works of Montaigne and Shakespeare reflect the encounter with new peoples and places?*

*What were the common crises and achievements of seventeenth-century European states?*

*What factors led to the rise of the French absolutist state under Louis XIV, and why did absolutist Spain experience decline in the same period?*

*What were the social conditions of Eastern Europe, and how did the rulers of Austria and Prussia transform their nations into powerful absolutist monarchies?*

*What were the distinctive features of Russian and Ottoman absolutism?*

*How and why did the constitutional state triumph in the Dutch Republic and England?*

*What was the baroque style in art and music, and where was it popular?*

## **Class Policies**

This class conforms to all University Policies as posted on the University Web Site. I have created a button on our Blackboard site that provides a direct link to these policy statements. Don't hesitate to contact me if you have any questions concerning these policies.