

Georgetown University

HIST 007: Europe I

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Department of History

Summer 2023 Syllabus, Pre-session

History is not simply the study of the past, but a specific way of thinking about and studying the past: history, like all disciplines within a liberal arts curriculum, pursues particular ways of formulating questions, identifying relevant evidence and contexts, analyzing and interpreting evidence, drawing conclusions, and constructing answers. The purpose of History 007 is to introduce students to various elements of historical work and thinking and to expose them to the sweep and breadth of history through a broad survey of European history in the pre-modern period (i.e., roughly through the late eighteenth century, before the French and Industrial Revolutions). **Please note that, if you have received or expect to receive AP or IB credit or placement for History, you can NOT take HIST 007 for credit.**

After a brief overview of earlier developments, the course will survey the history of Europe from the fourteenth to the eighteenth century. We will consider social, cultural, political, economic, religious, intellectual, and artistic themes and developments. We will use our study of the broad trends and developments of European history also to approach and understand at an introductory level various elements of historical work and analysis: what are primary sources, and how we can examine them and employ them in our analysis; what other types of evidence we can use (visual sources, artifacts of all kinds, etc.) and how; how we construct an argument based on our evidence; how we can formulate questions to guide our research and analysis; how to present and employ historical evidence in our writing; and so on. Throughout, we will seek to be always mindful of a fundamental question for all effective evidence-based analysis: how do we know what we know.

Thus, the course primarily aims to help students think historically and understand the process of historical reasoning and analysis. The emphasis will thus be not on memorizing events and facts, but on raising and discussing questions and on examining evidence. The lectures will primarily help offer a survey of events and developments, but several of them will also include exercises and analysis of sources and questions. Our readings are texts of varied nature, and we will try to understand how each type of text can help us analyze various historical problems.

The course fulfills one semester of the Core History requirement for College and SFS students.

Course Goals: Engaged students who come to class regularly, participate actively in discussions, and complete all readings and written assignments, will improve their ability to:

1. appreciate places, peoples, and cultures of various eras and world regions as different from themselves, and to understand perspectives different from their own.
2. think critically about history, not as a collection of self-evident facts, but as the question-driven interpretation, based on evidence, of human experiences, interactions, and relationships as they change over time.

3. identify and evaluate primary sources, and use them critically as the basis to formulate analytical questions and as evidence to build historical interpretations.
4. articulate ideas verbally and support them with evidence.
5. write critically and thoughtfully: this includes understanding the purpose and practice of proper citation, and the ability to build an argument that integrates evidence and analysis.

Course Format: Five meetings per week: MTuWThF, 8:30-10:30 in **XX XX**. Class time will consist of both lectures and discussions. You should contact me with any question or problem concerning any aspect of the course. You should especially let me know if for any reason you are missing classes. Be sure also to notify your Deans' offices in case of any prolonged absence.

Final Exam: Our final exam will take place on the last day of our class, Friday, June 16. There is no midterm examination for this course.

Readings:

All our readings will be available on Canvas (under “Files”); you are welcome to read them in any other edition (or language), but keep in mind that in most cases we are only reading selections, so you should make sure to read the correct selections.

Please consult the “Guide to Readings” on Canvas for introductions, possible questions, and details.

Textbook: There is no required textbook for this course. A solid knowledge of the material covered in the lectures will be sufficient for the final exam, and I will also distribute some study aids (maps and chronologies). Those of you who wish to use a textbook can read any text that offers a survey of European history between the fourteenth and the eighteenth century.

Requirements and grading: There will be a final examination. You will also have some writing assignments: a 7-to-8-page term paper based on the readings, due on Tuesday, June 13; and a set of three short papers. Attendance and participation will also be an important component of your course grade. Please see the document titled “Assignments” on Canvas for details on all these. The final grade will be established as follows:

short papers (all together):	20%
term paper:	30%
final exam:	20%
class participation:	30%

Canvas: All students in the class are automatically registered for this course on Canvas. When you log on to Canvas and access the site for this course, you will find all course documents and readings. Please familiarize yourselves with the Canvas course site, and let me know if you encounter any problems accessing it or any of the materials. The link for Zoom class is also on Canvas, should we need it.

Accommodations: Students in circumstances that require accommodations of any sort are encouraged to contact me within the first two weeks of the term, so that we can make all arrangements together; you should also contact the Academic Resource Center as soon as possible: (202) 687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu).

Sexual Misconduct Policy: Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, harassment, or assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role it is to coordinate the University's response to sexual misconduct. More information about reporting options and resources is on the Sexual Misconduct Website:

<https://sexualassault.georgetown.edu/resourcecenter>

Other Resources: [Counseling and Psychiatric Services](#), (202) 687-6985, is available for consultations and assistance. Please also always refer to your school deans as well to seek further assistance and information on available resources.

The Writing Center offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. Appointments can be booked online through their website.

Instructional Continuity: If the University cancels on-site classes for any of our class meetings, please wait to receive directions by email from us about how we will handle class.

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Syllabus: The present syllabus of topics and readings may be revised during the term. Make sure to read all assigned readings by class time on the day when they are assigned. A "Guide to Readings" is available on Canvas, as are other course materials; make sure you read it, as it will also inform you when we are only reading selections from any given text.

The first few lectures will deal very quickly with the period until the fourteenth century, which will not be covered in the exam. In general after those first few, the lectures will not be strictly chronological, but rather thematic; that is, I will cover one set of issues for a certain time period, then go back and cover other issues for the same time period.

M May 22 Introduction; reading exercise; The Ancient Mediterranean

Tu May 23 The Roman World and the Rise of Christianity; writing workshop  
Read: writing examples for workshop

W May 24 The Early Middle Ages

- Read: Abelard and Heloise selections
- Th May 25 Europe around 1300 and the Black Death  
Read: Boccaccio, *Decameron*, selections
- F May 26 The Late Middle Ages  
Read: document on witchcraft  
Bernardino da Siena, excerpts from sermons
- M May 29 Memorial Day; no class
- Tu May 30 Government and Society  
Read: Pizan, *Book of the City of Ladies*, selections  
Document on the Jews in Florence
- W May 31 Humanism and the Renaissance  
Read: Machiavelli, *The Prince*, selections
- Th June 1 The Age of Exploration; Patronage in the Renaissance  
Read: document on Venetian inventories
- F June 2 The Protestant Reformation  
Read: Las Casas, *Short Account*, selections
- M June 5 The Catholic Counter-Reformation  
Read: documents on gender and family, and a few images  
[short excerpts from Alberti, *Family*; Castiglione, *Courtier*]
- Tu June 6 Politics and Religion  
Read: Marguerite de Navarre, *Heptameron*, selections  
Document on the Dutch Republic
- W June 7 Economy and Society; The English Revolution  
Read: Behn, *Oroonoko*  
Excerpts from the Bill of Rights (1689)
- Th June 8 The Thirty Years' War and the Rise of France  
Read: Saint-Simon excerpts about Louis XIV
- F June 9 Literature, Art, and Music in the Seventeenth Century  
Read: Molière, *Tartuffe*
- M June 12 The Scientific Revolution; writing workshop  
Read: writing examples for workshop
- Tu June 13 The Enlightenment

Read: Beccaria excerpt  
Glückel of Hameln, *Memoirs*, selections

**Term paper due by 4 p.m.**

- W June 14      Politics and Economy in the Eighteenth Century  
Read: Graffigny, *Letters of a Peruvian Woman*, preface and letters 1-4 and 6-7
- Th June 15      Culture and Art in Transition  
Read: Rousseau, preface to *New Heloise*  
Gluck, preface to *Alceste*  
Winckelmann, excerpt on the *Laocoon*  
Graffigny, *Letters of a Peruvian Woman*, remaining selections
- F June 16      Review; evaluations  
Final exam in class

Addendum to Syllabus

Academic honesty is not only a standard to which all of you have pledged yourselves, but is also the foundation of any intellectual exchange, and thus of any intellectual community such as a University. Academic honesty does not consist simply in the avoidance of outright cheating on exams, but more generally represents a set of standards all of us must follow in our scholarly work in order to protect the integrity and effectiveness of that work, and to preserve the ideals and essence of teaching, learning, and research. This implies, for instance, never submitting as our own work which we have not personally produced in its entirety, not collaborating with others on assignments and projects not specifically designed as collaborative efforts, and learning how to acknowledge properly all sources we use in our work. The latter includes not only proper documentation style for direct citations, but also references when we paraphrase sources and acknowledgements when we employ or develop ideas we have found in the work of others. These practices apply to sources of any type, from books to newspapers, from materials available on the Internet to text produced by AI tools, and so on. If you violate these basic rules, you will be reported to the Honor Council, and if you are found in violation of the Honor Code your work may be graded as an F. If you are ever in doubt as to what is permitted, please make sure to ask me. It is much wiser to turn in a weak paper you wrote in a rush than to submit a plagiarized paper; doing the latter may ruin your entire work for our course and, at the very least, your entire semester.

This emphasis on proper citation is not simply a hurdle for you to overcome. Whatever method we use to gather our information, we all need to learn how to be critical of all sources, and proper citation is a way to make sure that we reflect about what makes the sources we are using reasonably reliable and authoritative. Books, articles, or web sites do not all have the same value as sources, and learning to identify better-quality information is a vital skill.

I wish to add here a few comments on the use of AI tools, the fast development of which is creating new questions about these standards. These tools can be useful to generate information and even outlines for written work. Since I do not object to your using Google or Bing as search engines (and my objections would be pointless, anyway), I cannot object to your using AI tools in the same way. I would caution you, however, that AI tools, for now at least, are

not especially effective at identifying and retrieving accurate or up to date information, and that – whatever search engine you use in preparing your work – you still need to exercise your own critical judgment before you use any information you retrieved, as you remain responsible for the quality and accuracy of all materials you use in your work.

I caution you much more strongly against using AI tools to produce what is supposed to be your own writing. Perhaps an AI tool could help you in outlining an essay, or suggest to you some basic points to develop. If you use it as such, you should explicitly say so in a note in your essay, just as you should do if, say, a friend helped you in such ways. But AI-generated texts are not a replacement for your own critical thinking and original ideas (and, honestly, they are generally excruciatingly bland). The ultimate goal of our course and its assignments is to enhance your own learning, understanding, independent thinking, and writing. Having an AI tool write any part of an assignment constitutes plagiarism, and I will pursue it as such. Even more importantly, it prevents you from learning how to think critically and how to write effectively. Your writing an essay (in this class or any other) is not primarily a way for instructors to test your knowledge of specific materials. It is a process that aims to give you experience in examining evidence critically, in formulating your own ideas, and in articulating your own thoughts in a persuasive manner. Even in a world in which AI tools will likely play an ever larger role, these will be essential skills for you to practice and develop. Missing out on an opportunity to build such skills (at the risk of serious ethical and conduct consequences), will ultimately hurt both yourselves and the whole purpose of your college education.