

## HIST 383 Ancient and Medieval Civilization



**History 383**  
Distance Learning  
3 credit hours  
Fall Term 2011  
Elizabeth City State University

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**Blackboard Course Site/Blog:** <http://ecsu.blackboard.com/>

**Office Hours:** M 12:00-1:00, 4:20-5:00, T 11:00-2:00, W 12:00-1:00, F 12:00-1:00

### Course Description

This course examines the history of European societies from the age of classical Greece to the European Renaissance. According to the university catalog, History 383 examines “the historical development of the Western world from 800 BCE to 1350. Topics include the political culture of the Greek city-state, the Roman republic and empire, feudalism, the rise of Christianity, the Norman Conquest, and the Black Death.” Particular attention will be paid to transcultural encounters/exchanges and cultural production.

**PREREQUISITES:** GE 140 and 141

### Course Readings

**There are two required texts for the course. They are available through university textbook rental (Lester Hall) and for purchase online. Both texts are also available as e-books.**

Charles Freeman, *Egypt, Greece, and Rome: Civilizations of the Ancient Mediterranean*, 2<sup>nd</sup> ed. (New York: Oxford University Press, 2004). ISBN 978-0199263646.

George Holmes, ed. *The Oxford History of Medieval Europe* (New York: Oxford University Press, 2002). ISBN 978-0192801333.

**Other materials will be posted on electronic reserve on our Blackboard course site.**

### Program Outcomes (History)

The program in History at ECSU is designed to provide students with a broad liberal arts education, create an environment for students to develop academic skills in understanding their culture, history and those of other societies and nations. The History program is committed to preparing thoughtful citizens and productive members of a global society through the utilization of diverse pluralistic curricula. The program is organized to prepare students for advanced study in history and law, as well as prepare students for careers in education, public history, government, research and other related occupations throughout the world.

1. Majors / students will be able to employ historical methods in their coursework;

- a. By employing historical methods in the selection and use of a variety of quality resources (primary, secondary, historical and interdisciplinary),
  - b. By employing historical methods in the development of historical analyses.
2. Majors / students will be able to demonstrate college level writing in their course work:
    - a. By demonstrating college level writing through the development of well organized, clear, and concise writing samples,
    - b. By demonstrating college-level writing that is grammatically correct and well edited.
  3. Majors / students will be able to critically analyze information within the structure of their research projects:
    - a. By critically analyzing and providing in depth identification of motives, reasons and/or causes of specific historical occurrences,
    - b. By critically analyzing a variety of primary and secondary resources, to draw conclusions about historical occurrences.
  4. Majors / students will be able to produce an original piece of historical research as a result of the academic training provided during their studies:
    - a. By producing an original piece of historical research, using a variety of primary and secondary, historical and interdisciplinary resources,
    - b. By producing an original piece of historical research that answers a specific historical question.
  5. Majors / students will be able to critically assess issues and ideas:
    - a. By critically assessing issues and ideas, demonstrating acquired skills in reflection, self-questioning, and self-analysis,
    - b. Critically assessing issues and ideas, while showing an ability to engage in differing interpretations regarding those issues and ideas.

<b>Student Learning Outcomes</b>
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- Students will understand the history and legacy of Western societies between 800 BCE to 1350 CE as well as the role of transcultural encounter/exchange in the “making” of ancient and medieval Europe.
- Students will grasp more fully the changing and dynamic nature of European societies in the past and the variety of ways in which people have responded and adapted to historical circumstances and change.
- Students will develop and improve their critical reading and analytical writing skills.
- Students will practice evaluating and interpreting historical sources and arguments.

<b>Course Evaluation</b>
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Your final grade will be computed according to your performance in the following activities:

ASSIGNMENT	VALUE	DUE DATE*
<b>Course Journal</b>	40%	Weekly
<b>Mid-Term Examination</b>	20%	October 14
<b>Book Review</b>	20%	November 11
<b>Final Examination</b>	20%	November 28

**\* Write these dates on your calendar!**

**Grading Scale**

**A** 100-90 **B** 89-80 **C** 79-70 **D** 69-60 **F** 59 and below

**What an “A” means:** Designates work of exceptionally high quality. The “A” grade represents the highest level of academic attainment; it is given only for work of the highest quality.

**What a “B” means:** Designates work which is above average and of good quality. The “B” grade represents a high level of academic attainment; it is given for work which is above average but lacks the high quality of “A” work.

**What a “C” means:** Designates work which is satisfactory and of average quality. The “C” grade represents an adequate level of academic attainment; it is given for work which is acceptable but lacks the superior quality of “B” work.

**What a “D” means:** Designates work of less than satisfactory quality. The “D” grade represents a minimal level of academic attainment; it is given for work which is less than average in quality but is at least of sufficient quality to meet minimum standards in most courses and thus carries credit.

**What an “F” means:** Designates work of such unsatisfactory quality that no credit is awarded.

**Course Expectations**

- **Read the syllabus, and know what is expected of you.** This is an upper-level college-level course, and you are an adult. You are expected to complete the readings and assignments as described in the syllabus. **Keep the course schedule (below) handy!**
- The instructor will enforce a **twenty-four-hour waiting period on all returned assignments.** After a paper, exam, or other assignment has been returned, please wait a minimum of 24 hours before discussing it with the instructor. Please take time to read over your work and the instructor’s comments.
- **Please keep your correspondence with the instructor cordial and professional.**
  - Unacceptable: “Yo mr. reed what r we doing in class 2day?”
  - Acceptable: “Prof. Reed, What are we doing in class today? Thanks, Joe.”

**Reaction Journals (40%)**

You will maintain a journal on our Blackboard course site through the semester. Your entries are expected to be thoughtful and informed. You should carefully write and revise them. The instructor will require students to rewrite inadequate work (first warning) or will assign it a grade of “F.”

Each week, you should write 250-300 words on your journal that summarize and respond to one or more of the week’s textual/audio/video/visual sources. Some weeks, I will provide you with a question or questions in advance. In your journal entry, you should explain what the source is, its author, and its historical context. Why was it written or made? Who is its author or creator? What does it tell us about the past? Why do you think that it is historically significant (or not)?

### Mid-Term Examination (20%)

The mid-term examination will be a “take-home” exam due by **Friday, October 14 at midnight**. It will consist of short answer questions, identifications, and one essay question.

### Book Review (20%)

Students will write a 2-3 page (500-750 words) book review that evaluates the interpretive framework of a relevant historical monograph and assesses its contribution to the historical literature. Students will be provided with a list of acceptable books and a handout outlining the content and structure of a critical book review. The assignment is due by midnight on **Friday, November 11. It must be submitted using SafeAssign on our Blackboard course site.**

### Final Examination (20%)

The final examination will be a “take-home” exam due by **Monday, November 28 at midnight**. It will consist of short answer questions, identifications, and two essay questions (one covering more recent material and one cumulative). It must be submitted using SafeAssign on our Blackboard course site.

### Course Policies and Expectations

**By signing the course contract, you agree that you have read and understand course policies and expectations. If you have questions about the policies, please see the instructor immediately.**

### Late Policy

Assignments should be submitted in a timely manner. Students will be penalized one-half letter grade (5%) per school day for any assignment submitted late.

### Extra Credit

There are **no extra credit assignments. Please do not ask.**

### Submitting and Retaining Work

All work must be submitted through the Blackboard course site as explained in the assignment instructions. **E-mailed assignments will not be accepted under any circumstances.**

**Retain electronic and hard copies of all work until the instructor has posted your final grade and you have reviewed it.**

If you believe that a grade has been erroneously or unfairly assigned, you must discuss the matter with the instructor first. Only if you fail to reach a satisfactory resolution with the instructor should you contact the department chair about your problem. It is the chair’s responsibility to review any grade disputes and refer them, if necessary, to the dean.

### Incomplete Grade Policy

A course grade of Incomplete (I) will be given only if there is a compelling reason (family tragedy, serious illness) and if most of the coursework (75% or more) has been completed. A grade of Incomplete (I) is offered at the instructor's discretion.

### Course Statements on Technology

- All students should activate and use their ECSU e-mail account and their Blackboard account. **You should check your ECSU e-mail and our Blackboard course site daily.**
- **You are responsible for saving an electronic copy of your work until a final grade has been submitted to the Registrar by the instructor, and you have reviewed your grades for any discrepancies.** Back up your files on a USB drive or external hard drive. Save your files in your e-mail account. **You instructor is not responsible for lost files.**
- **E-mailed assignments will not be accepted under any circumstances.**
- For information about **minimum technology requirements**, please refer to **URL:** [http://www.ecsu.edu/academics/offices/distancededucation/techspec\\_fs.cfm](http://www.ecsu.edu/academics/offices/distancededucation/techspec_fs.cfm).

### Academic Dishonesty

#### University Policy:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

- **PLAGIARISM.** Plagiarism is presenting another person's work as one's own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student's work as one's own.
- **CHEATING.** This involves giving or receiving unauthorized assistance before, during or after an examination.
- **UNAUTHORIZED COLLABORATION.** Submission for academic credit for a work, product or a part thereof, represented as being one's own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.
- **FALSIFICATION.** It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.
- **MULTIPLE SUBMISSIONS.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

#### Department Policy:

**DEFINITION:** Plagiarism, or academic dishonesty, is the act of taking credit for work done by another. It includes the following actions:

- “cutting and pasting” material found on the internet, that is, taking chunks of content off of a web page without citation;
- using material prepared by others, such as papers and assignments, and handing them in as if they were the student’s own;
- taking direct quotations from any source—not just printed—without putting the words cited between quotation marks (“ ”); and
- rephrasing material from another source and then failing to mention the source in a footnote/endnote and/or a “works cited” page.

Sources can include books, any content on a website, articles from magazines or journals, television or radio programming, oral interviews, lectures, written projects, or any material illustrated on poster board. **In other words, if you use any content created by another, you must acknowledge it.**

Academic dishonesty also includes cheating on examinations, quizzes, or any in-class assignment. Cheating is defined by the instructor.

**PENALTY:** **For the first offense, the student will receive a “0” on the assignment.** In addition, a letter will be written to the student informing them of this, and a copy of the letter will be sent to the student’s advisor. **If the student violates the policy a second time, the student will fail the course, and another letter will be written to the student and copied to the student’s advisor, department chair, and dean.** The two offenses can be in different classes (one offense in one course and one in another course equal two offenses).

**For the third offense, the student will be referred to the Academic Standards and Credits Committee** (see 2008-2010 catalog, pgs. 60-61).

### **Support Services and Accommodations**

The **Center for Special Needs Students, Ridley Student Center 121**, provides an academic support program designed to assist students with learning disabilities and physical disabilities. The goal is to make the University accessible to all students with disabilities.

ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.**

Any student in the class who has a disability that may prevent full demonstration of ability should **contact the instructor personally before the end of the first week of classes (August 26)** so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.

**Course Schedule**

- **Freeman** refers to Charles Freeman, *Egypt, Greece, and Rome: Civilizations of the Ancient Mediterranean*.
- **Holmes** refers to George Holmes, ed., *The Oxford History of Medieval Europe*.
- **Electronic Reserve [ER]** course readings can be found on the Blackboard course site under “E-Reserve.”
- **Media Reserve [MR]** materials can be found on the Blackboard course site under “Media.”
- Journal entries must be submitted by Friday at midnight. A journal entry must be submitted each week, except during weeks when an exam is due.

Dates	Topics and Assignments	Readings / Media
16-19 August	Introductions Definitions (West, Europe) and Periodization (Ancient, Medieval)	<ul style="list-style-type: none"> <li>• Syllabus</li> </ul>
22-26 August	Europe and the Mediterranean before Classical Greece	<ul style="list-style-type: none"> <li>• Freeman, 110-161</li> </ul>
29 August-2 September	Early Greece and the Polis	<ul style="list-style-type: none"> <li>• Freeman, 162-246</li> <li>• Reports of the Origins of Athens [ER]</li> <li>• TBA</li> </ul>
6-9 September	Classical Greece	<ul style="list-style-type: none"> <li>• Freeman, 247-313</li> <li>• Plato, <i>The Republic</i> [ER]</li> <li>• Aristotle, on Spartan women [ER]</li> </ul>
12-16 September	Alexander the Great and a Hellenistic World	<ul style="list-style-type: none"> <li>• Freeman, 314-354</li> <li>• Plutarch, <i>Life of Alexander</i> [ER]</li> <li>• <b>Podcast:</b> Coin with head of Alexander [MR]</li> </ul>
19-23 September	Rome, I: Republic	<ul style="list-style-type: none"> <li>• Freeman, 361-444</li> <li>• Livy, <i>The Rape of Lucretia</i> [ER]</li> <li>• Twelve Tables [ER]</li> </ul>
26-30 September	Rome II: Empire	<ul style="list-style-type: none"> <li>• Freeman, 450-540</li> <li>• Tacitus, <i>The End of the Republic</i> [ER]</li> <li>• Augustus, <i>Deeds of the Divine Augustus</i> [ER]</li> <li>• <b>Podcast:</b> Boudica [MR]</li> </ul>

3-7 October	Christians and Barbarians	<ul style="list-style-type: none"> <li>• Freeman, 541-649; Holmes, 1-58</li> <li>• Julius Caesar, <i>The Germans</i> [ER]</li> <li>• Martyrdom of Saints Perpetua and Felicitas [ER]</li> <li>• <b>Film:</b> The Germans [MR]</li> </ul>
10-14 October	<b>Mid-Term Examination (due Friday by midnight)</b>	
19-21 October	Europe's "Dark Ages"	<ul style="list-style-type: none"> <li>• Holmes, 59-108</li> <li>• Gildas, <i>Concerning the Ruin of Britain</i> [ER]</li> <li>•</li> </ul>
24-28 October	The Revival of Europe and Feudal Monarchies	<ul style="list-style-type: none"> <li>• Holmes, 109-164</li> <li>• Einhard, <i>Life of Charlemagne</i> [ER]</li> <li>• William of Malmesbury, on The Battle of Hastings, 1066 [ER]</li> <li>• Domesday Book [ER]</li> </ul>
31 October-4 November	High Middle Ages, I: Society and Religion	<ul style="list-style-type: none"> <li>• Holmes, 165-229, 276-294</li> <li>• Magna Carta [ER]</li> <li>• Geoffrey Chaucer, <i>Canterbury Tales</i> [ER]</li> <li>• <b>Film:</b> Terry Jones film [MR]</li> </ul>
7-11 November	High Middle Ages II: Art and Culture	<ul style="list-style-type: none"> <li>• Holmes, 315-323</li> <li>• <b>Gallery:</b> Gothic architecture [MR]</li> </ul>
14-18 November	Calamity, Death, and Renewal in the Fourteenth Century	<ul style="list-style-type: none"> <li>• Holmes, 247-258, 294-314</li> <li>• Jean Froissart, on The Hundred Years War [ER]</li> <li>• Jean Froissart: on the Jacquerie, 1358 [ER]</li> <li>• Boccaccio, <i>The Decameron</i> [ER]</li> </ul>
21-22 November	The Dawn of Modernity? Commerce, Culture, and Politics in the Age of Renaissance	<ul style="list-style-type: none"> <li>• Holmes, 229-247, 258-275</li> <li>• Niccolò Machiavelli, <i>The Prince</i> [ER]</li> <li>• <b>Gallery:</b> Renaissance art [MR]</li> </ul>
28 November	<b>Final Examination</b>	