

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT History, Philosophy, Political Science DATE Sept 16, 2015

Title of Course or Degree: History 5200: Roots of the Modern World

Change(s) Initiated: (Please check)

- Closing of Degree
- Closing of Certificate
- New Certificate Proposal
- New Degree Proposal
- New Course
- New 82 Course
- Deletion of Course
- Other (please describe): Pathways Submission.
- Change in Degree or Certificate Requirements
- Change in Degree Requirements (adding concentration)
- Change in Pre/Co-Requisite
- Change in Course Designation
- Change in Course Description
- Change in Course Titles, Numbers, Credits &/or Hours
- Change in Academic Policy

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/24/15 Signature, Committee Chairperson: MCB

Signature, Department Chairperson: [Signature]

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved
- B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved
- B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
- B. Tabled (Department notified)
- C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	HIS 5200	
Course Title	Roots of the Modern World	
Department(s)	History, Philosophy, and Political Science	
Discipline	History	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	n/a	
Co-requisites (if none, enter N/A)	n/a	
Catalogue Description	The main themes of Western civilization from the Middle Ages to the 18th century. The nature of medieval society, birth of modern capitalism, expansion of Europe, the Renaissance, religious revolution of the 16th century, emergence of modern science, and the Age of Reason.	
Special Features (e.g., linked courses)	n/a	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed		
CUNY COMMON CORE Location		
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)		
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input checked="" type="checkbox"/> World Cultures and Global issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none">• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none">• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

<p>Students read secondary sources that lay out historiographical debates. For example, the secondary source "Did Rome Fall?" summarizes two sides of an ongoing historical debate: did Rome end with the barbarian invasions or what it simply transformed as the empire ceded to European states? Students are expected to understand and take a position on the debate in informal writing assignments and class discussion.</p> <p>Students also read a wide variety of primary sources, such as literary works, law codes, and letters. In class we dedicate significant time to analyzing material objects. Each of these sources are selected to demonstrate different points of view. For example, Tacitus and Ammianus Marcellinus both describe Germanic tribes, one favorably and one very critically. Students are asked to analyze why these accounts differ so greatly in tone. We discuss this difference during class discussion and students have the opportunity to describe what these descriptions of the Other tell us about Roman society in a paper assignment.</p>	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
<p>Four paper assignments are given, each guiding students through the process of identifying explicit and implicit arguments in primary and secondary sources. For example, in paper assignment #4 (see attachment), students have the opportunity to identify the author's purpose for writing a particular text. They are asked to examine the words, phrases, and other rhetorical devices authors use to advance their arguments. They must then support their own argument regarding why the author has chosen to express him- or herself in this manner and what the historical significance of the author's argument is.</p>	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
<p>The four paper assignments given in this class are scaffolded to introduce individual paper-writing skills to students piece by piece. In the first assignment, students practice gathering and analyzing evidence; in the second, they add the skill of crafting an argumentative thesis; in the third they add writing an elegant and forceful conclusion. The fourth paper is a capstone paper in which</p>	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

they practice each of these skills in a longer paper of 5-7 pages.	
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
<p>Students apply historical methods in the following ways: They engage in historiographical debates in class, in informal writing assignments, and in papers guided by secondary source reading. For example, students debate the degree to which the Reformation changed the religious landscape of Europe. They familiarize themselves with ideas of key scholars such as Maryanne Kowaleski and Paul Freedman through lectures on medieval cities and spices, respectively. Students practice skills crucial to the discipline of history by analyzing author purpose and rhetorical techniques in discussion and papers based on primary and secondary reading. They continuously consider the historical significance of material objects and historical writings in class discussion. They are consistently asked to describe events and cultures from multiple points of view to emphasize the point that history is an interpretive art not a recitation of names and dates as is sometimes assumed.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
<p>Students examine how cultures change during such key historical processes as the introduction and centralization of Christianity and the rise of early capitalism in the development of cities. For the introduction of Christianity, students examine material objects to ascertain the level of pagan survival in an ostensibly Christian society. For the development of cities, students read court documents and other legal texts from which they ascertain how life changed with the introduction of capitalism, who benefited and who did not. They are asked to consider, therefore, the benefits of capitalism from more than one point of view. Similar exercises are done when we examine other key processes such as the rise of the state and the introduction of Protestantism.</p>	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
<p>This course looks in depth at the development of states in Europe after the fall of Rome, the spread and institutionalization of Islam in North Africa and Europe, and political transformations on the eastern Mediterranean through examinations of Byzantium and the Crusades.</p>	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
<p>The rise of Christianity and Islam are discussed at length in this course. Christianity in particular is revisited throughout the course as a major socio-political force. Students read and analyze primary sources that describe how early medieval kings' adoption of Christianity shaped their foreign policy. Christianity is revisited in the central middle ages as a force that shaped political and legal policy in the nascent European states. And of course, students read and analyze primary sources about the Reformation, considering how people's changed relationship with religion affected their daily life and their live as citizens of states with increasingly independent royal power.</p>	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
<p>Gender, religion, and class are all themes that are revisited throughout the semester. For example, class is discussed in relation to the spice trade which was driven by European elites but which eventually shaped the standard of living and worldview for all Europeans. Class and religious practice are discussed as students read first hand accounts of pilgrimages and discuss the complicated relationship of poverty and luxury to religious practice.</p>	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
<p>No, unless the student is acquainted with Latin or European Languages</p>	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Hist 5200: Section 1

Roots of the Modern World:

Required Reading:

All required reading will be provided on Blackboard. Students must read required readings before the class period in which they are due and must bring readings to the class in which they are due.

Optional Reading:

There is one optional text for this course, available at the bookstore for purchase or in the library on reserve. Students may wish to purchase this textbook to review or delve deeper into the concepts covered in class.

Optional Text:

Barbara H. Rosenwein, *A Short History of the Middle Ages*, Toronto: University of Toronto Press, 2009. ISBN: 9781442601048.

Assignments and Grading

I. Participation (10%)

Coming to class having done the reading, participating in class discussion and completing writing assignments given in class about primary and secondary sources as well as lecture.

II. Paper I (10%)

450 word paper in which students examine one primary source to identify and expound upon three pieces of evidence from that source. Provide a close reading and analysis evidence in response to one of the research questions given in class. Topics will include: the social utility of law; Roman views of the Other; and cultural contact.

III. Paper II (20%)

650 word paper meant to give you practice crafting a thesis statement and arguing that your thesis statement is true using evidence gathered from your primary sources. Examine at least two primary sources to address the research questions provided in class. Topics will include: maintenance of social classes; material objects as evidence; achieving political stability; the social role of religion.

IV. Paper III (25%)

900 word paper meant to give you practice crafting a conclusion that proceeds naturally from the argument you stated in your thesis and supported throughout your paper with evidence gathered from primary sources. Examine at least two primary sources address the research questions provided in class. Topics will include: strategies for ruling; rhetorical analysis; medieval perceptions of pilgrimage; and life in town and country.

V. Paper IV (35%)

1,200 word paper meant to give you practicing honing your skills collecting and analyzing evidence; crafting a focused, argumentative thesis; and writing a compelling conclusion. Examine at least two primary sources to address one of the research questions given in class. Topics will include: using architecture as evidence, the history of disease, proscriptive and descriptive sources, and rhetorical analysis.

Course Schedule

Week #1

Tues. Sept. 8: Introduction

Wed. Sept 9: Rome's Later Days

READING DUE TODAY: "The Twelve Tables" (On Blackboard)

Week #2

Mon. Sept. 14: No classes

Tues. Sept 15: No classes

Wed. Sept. 16: Institutionalization of Christianity

READING DUE TODAY: "Galerius and Constantine: Edicts of Toleration" (available on Blackboard and at the following link: <http://www.fordham.edu/halsall/source/edict-milan.asp>)

Week #3

Mon. Sept. 21: Barbarian Cultures

READING DUE TODAY: "Germania" by Tacitus and "The History" by Ammianus Marcellinus (available on Blackboard)

Tues. Sept. 22: No classes

Wed. Sept. 23: No classes

Week #4

Mon. Sept 28: The Fall of Rome

READING DUE TODAY: "Priscus describes the court of Attila, King of the Huns" (available on Blackboard and at the following link: <http://www.fordham.edu/Halsall/source/attila1.asp>)

Tues. Sept 29: The Successor Kingdoms

READING DUE TODAY: "Letters from Theodoric," "Excerpts from Salic Law" (available on Blackboard)

Wed. Sept 30: The Rise of Christianity

READING DUE TODAY: "The Arrival in Kent of the Missionaries Sent by Gregory the Great," "Gregory the Great: Instructions to the Missionaries," "The Conversion of Northumbria," (all available on Blackboard and at this link: <http://www.fordham.edu/Halsall/source/bede1.asp>) (You do not need to read "The Synod of Whitby")

Week #5

Mon Oct. 5: Class Discussion: Did Rome Fall?

READING DUE TODAY: "Did Rome Fall" (available on Blackboard)

DUE TODAY: Paper #1

Tues. Oct. 6: Muslims

READING DUE TODAY: "Abu Bakr on the Rules of War" (available on Blackboard)

Wed. Oct. 7: Muslims

READING DUE TODAY: The Status of Muslims, The Pact of Umar (available on Blackboard)

Week #6

Mon. Oct. 12: No classes

Tues. Oct. 13: Merovingians

READING DUE TODAY: Merovingian Documents (available on Blackboard)

Wed. Oct. 14: Carolingians

(classes on Monday schedule)

READING DUE TODAY: "Charlemagne's War against the Saxons" by Einhard (available on Blackboard)

Week #7

Mon. Oct. 19: The Technology of Writing

READING DUE TODAY: "Charlemagne's General Capitulary for the Missi; *The Admonitio Generalis*" (available on Blackboard and at this link

<http://www.fordham.edu/Halsall/source/carol-missil.asp>)

Tues. Oct. 20: Vikings

(Classes on Monday schedule)

READING DUE TODAY: "Annals of Xanten," "The Seige of Paris" (available on Blackboard)

Wed. Oct. 21: Agriculture and Economic Revolution

READING DUE TODAY: "The Quickening of the European Economy," by Barbara Rosenwein (available on Blackboard)

Week #8

Mon. Oct. 26: Peasant Life / Urban Life

READING DUE TODAY: Memorials for London Life (available on Blackboard)

Selections from the Bedfordshire Coroner's Rolls (available on Blackboard)

Tues. Oct. 27: Knights

READING DUE TODAY: "The Homage Ceremony," "Terms of History: Feudalism" (available on Blackboard)

Wed. Oct. 28: The Norman Conquest

READING DUE TODAY: "The Domesday Book 1086 - Instructions and Extract" (available on Blackboard and at this link: <http://legacy.fordham.edu/Halsall/source/domesday1.asp>)

DUE TODAY: **Paper #2**

Week #9

Mon. Nov. 2: Pilgrimage

READING DUE TODAY: Pilgrimage Documents: "The Pilgrim Udalrich," "The Pilgrim Saewulf," "The Pilgrim's Guide to Santiago de Compostela" (available on Blackboard)

Tues. Nov. 3: The Crusades (The Rise of the Church)

READING DUE TODAY: Crusades Chronicles (available on Blackboard)

Wed. Nov. 4: In Search of Spices

READING DUE TODAY: TBD

Week #10

Mon. Nov. 9: The Rise of Inquisitorial Procedure and Torture

(No reading due today)

Tues. Nov. 10: The Rise of the English State

READING DUE TODAY: "Magna Carta" (available on Blackboard)

Wed. Nov. 11: The Rise of the French State

READING DUE TODAY: "Power and the Monarchy: Deeds of Louis the Fat" by Abbot Suger (available on Blackboard)

Week #11

Mon. Nov. 16: Art and Architecture

READING DUE TODAY: "On What Was Done in His Administration," by Abbot Suger

Tues. Nov. 17: Documentary on Cathedrals

(No reading due today)

Wed. Nov. 18: The Plague

READING DUE TODAY: Selection from *The Black Death and the Transformation of the West*

by David Herlihy (1997) (available on Blackboard)

DUE TODAY: Paper #3

Week #12

Mon. Nov. 23: The Plague

READING DUE TODAY: "Causes of the Black Death: Contemporary Views" (on Blackboard)

Tues. Nov. 24: The 100 Year's War

READING DUE TODAY: Selections from Charny's Book of Chivalry (on Blackboard);
Accounts of the Battle of Crécy, Poitiers and English Ravages in the 1370s (available on
Blackboard and at the following website:
<http://www.fordham.edu/Halsall/source/froissart1.asp>)

Wed. Nov. 25: The 100 Years' War

READING DUE TODAY: Selections from the Trial of Joan of Arc (available on Blackboard)

Week #13

Mon. Nov. 30: The Renaissance

READING DUE TODAY: "The Renaissance: a Controversial Idea" (on Blackboard) and
"Letters" by Francesco Petrarch (available on Blackboard and at the following website:
<http://www.fordham.edu/Halsall/source/petrarch1.asp>)

Tues. Dec. 1: The Reformation

READING DUE TODAY: Pope Gregory XI : The Condemnation of Wycliffe 1382 and
Wycliffe's Reply, 1384 (Available on Blackboard and at the following link:
<http://legacy.fordham.edu/Halsall/source/1382wycliffe.asp>)

Wed. Dec. 2: The Reformation

READING DUE TODAY: Reformation Readings: Sermon preached by Martin Luther in Erfurt,
Broadsheet by Matthias Gerung, Pamphlet by Lucas Cranach, Pamphlet by Unknown Artist,
Pamphlet by Lucas Cranach (on Blackboard)

Week #14

Mon. Dec. 7: The Age of Exploration

READING DUE TODAY: "Letter to King Ferdinand and Queen Isabella" by Christopher
Columbus (on Blackboard)

Tues. Dec. 8: The Tudors

READING DUE TODAY: "Excerpt from the Act of Supremacy" (on Blackboard)

Wed. Dec. 9: The Tudors

READING DUE TODAY: Elizabeth I's "Golden Speech" to Parliament (on Blackboard)

History 5200
Spring 2015

Paper 4

What: Analysis of Evidence

Length: 1,200 words, Times New Roman, 12 pt. font, 1" margins, double spaced, stapled

Primary Source Analysis

The purpose of this assignment is to give you practicing honing your skills collecting and analyzing evidence; crafting a focused, argumentative thesis; and writing a compelling conclusion. In this paper, you must examine **at least two** primary sources assigned after May 4th. You must use evidence from the primary sources to address the subject expressed in **one** of the following research questions:

1. **Topic: Architectural Evidence**
Examine how monumental architecture such as cathedrals and castles were constructed in the high and late middle ages and what these buildings tell us about medieval society. How you approach this topic more specifically is up to you. For example, you might decide to highlight how certain aspects of medieval religion or politics (power or stability or complexity, etc.) are reflected in medieval architecture. You could examine how buildings are modes of communication and pose an argument about what they are meant to tell the people who saw and used them. For this topic you can use sources read before May 4th.
2. **Topic: Disease in History**
This paper must integrate every section from the primary sources we examined on May 13th (Boccaccio's *Decameron*, "On Earthquakes...", and Herman Gigas on Well Poisoning). Think about how each author approaches the Plague. Consider what these sources tell us about medicine in medieval society. How you approach this topic more specifically is up to you. For example, you might think about how medicine reflected medieval beliefs, concerns, or cultural assumptions. You might also explore exactly what defined the discipline of medicine in the middle ages.
3. **Topic: Proscriptive and Descriptive Sources**
For the 100 Years' War, we read both proscriptive and descriptive sources. Compare the sources assigned on May 14th and May 18th to describe warfare in late medieval Europe. Think about what Charny thinks of as essential traits of a knight. Compare these with the behavior of the knights in battle as described by Froissart. To formulate a thesis, focus on a particular martial value and describe how it is treated in both the readings assigned for the 100 Years' War.
4. **Topic: Author Project**

A text is always written for a reason, most often to convince someone of a particular point of view or to call them to some sort of action. Select two primary sources and compare and contrast the authors' projects. Consider whether they have similar or different goals. Examine the words, phrases, and other rhetorical devices they use to attempt to achieve their projects. Make sure the paper is tied together with a thesis statement that makes a specific argument about how your chosen authors express themselves and why they do so in the way they have selected.

5. You are free to explore any other topic not on this list though it must be approved by me first.

If you have any questions or would simply like to bounce your ideas off someone, not only is it my job, but it is my pleasure to assist you during office hours or by appointment.