Syllabus

*History 2220: War & Society, 1000-1600*

<table>
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<tr>
<th>Instructor</th>
<th>Teaching Assistant</th>
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<tr>
<td>David Paradis</td>
<td>Micaela Cruce</td>
</tr>
<tr>
<td>Office: Hellems 373</td>
<td>Office: Hellems 363</td>
</tr>
<tr>
<td>Office Hours: Mon &amp; Wed 3:00 to 3:45 &amp; by appt.</td>
<td>Office Hours: Mon &amp; Wed 10:30 to 11:30 and by appt.</td>
</tr>
<tr>
<td>Phone: 303.998.1058 (landline)</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:paradis@colorado.edu">paradis@colorado.edu</a></td>
<td>email: <a href="mailto:micaela.cruce@colorado.edu">micaela.cruce@colorado.edu</a></td>
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I have been teaching various versions of this course since 2005. Prior to earning my PhD at Emory University in Atlanta in 1998, I worked as an engineer and manager in the software industry. My areas of specialization include fourteenth-century England, popular rebellions, and the transmission of news and rumors in late-medieval and early-modern European society.

Communication

Email is probably the best way to reach me. I usually check email a couple times a day and will be happy to respond to items in a timely manner. If you have not heard a response within 24-hours, I encourage you to send another email or to call me at the number listed above. Please do not text that number. It is a land-line with voicemail. When communicating with me, please specify which course and section you are in. I sometimes have several hundred students in a semester in multiple courses and sections.

Course website

The course website contains course and module overview videos, grades, syllabus, course topics, objectives, and assignments, study guides, paper assignments, quizzes, discussions, lecture outlines, presentations, and the dropbox for submitting papers and for reviewing comments on those papers.

Course Description

Knights on horseback dominated European warfare in the High Middle Ages and even inspired a code of conduct and social paradigm: chivalry. With the adoption of gunpowder weapons and with the inclusion of the middle and lower classes in warfare, the chivalric ethos adapted, coexisted, sometimes even disintegrated as warfare became increasingly lethal, complex, and destructive by the early 1600s. This course examines a broad range of topics related to the adoption of gunpowder weapons and their impact on society before, during, and immediately after the Renaissance. It finishes by examining how patterns of warfare influenced the rise of the modern nation-state.
Prerequisites & Tutoring

Because this course is an introductory course, it has no prerequisites. However, students who wish to do well will have the abilities to read and to comprehend college-level texts and to write polished, formal essays, free of grammatical errors. Therefore, I highly recommend that you can comprehend a sustained argument and explanation in English that extends for several pages and that you can write at a college level. You may want to complete an English composition class from a fairly demanding instructor before taking this class, which will help you develop your ability to write in clear, concise prose. You may also want to take advantage of available tutoring services to improve your reading comprehension. And virtually every student should take advantage of the writing center either at one of the walk-in centers on campus or online at composition.colorado.edu. Even professional writers use editors, and these services provides capable writing instruction for free.

Course Objectives: The objectives of this course are directly connected to each of the assignments listed in the Topics and Assignments. They reflect the History Department's Student Learning Objectives.

1. Students will be able to comprehend, interpret, and explain complex evidence contained in primary sources.
2. Students will be able to identify and analyze the historical context, perspectives, and biases that shaped primary source documents.
3. Students will be able to develop a historical argument in concise and well-structured prose based on the synthesis of information provided in lecturers and readings.
4. Students will be able to express and share ideas in class discussions, papers, and other types of assignments.
5. Students will be able to explain long-term influences that have shaped patterns of warfare and social development between 1000 and 1650.
6. Students will gain an appreciation and understanding of culturally diverse societies of the past.

In order to help students achieve these objectives, the course employs a concept known as scaffolding. This approach gives students the opportunity to increase their command of the material through a series of lower stakes grading events: video quizzes, clicker questions, and discussions. These events will precede slightly higher stakes events: quizzes on each module. Ultimately, students will have the opportunity to demonstrate higher level skills of synthesizing and explaining the materials in the paper assignments and the final exam. The course uses this scaffolding technique in each of the six course modules and students will achieve the most learning if they undertake each of the lower stakes assignments in the prescribed sequence before engaging in the high-level assignments.

To summarize, the objectives of the course include the development of a series of widely applicable skills related to reading, comprehension, analysis, and expression. The evidence that we will be working on in this course resides in the assigned readings: both the recommended textbook and the more difficult primary source readings. However, you can apply the
methodology of analyzing and comprehending texts to a wide variety of professions. For example, I have personally applied them in the software industry for over thirty years.

Finally, by helping you develop comprehension, analysis, and expression, the course also aims to increase your critical thinking skills by raising your awareness of complicated topics related to authorial intent, conditions that influenced various sources, and the appearance of sometimes subtle biases or perspectives in various works. Ultimately these skills will help you not only in your professional life but also in your private life and personal relationships by making you more aware of nuances and the perspectives of various sources of information.

**Assigned Texts**

All of these assignments require familiarity with the assigned readings, which I have chosen to advance the course objectives. These readings fall into two categories: Perusall readings of primary sources and the published works listed below. The grading events will focus primarily on the required readings and the course lectures.

Make sure to **obtain the specified edition** of the assigned texts; these books offer the best insights into the material. If you use the ISBN number listed to search for the book online, you can get a sense of how much each book costs. I encourage you to order the books as soon as possible so that you are ready for the quizzes, discussions, and papers, which will ask you to demonstrate knowledge of these readings.

Bert S. Hall, Weapons and Warfare in Renaissance Europe, ISBN9780801869945

Paul E.J. Hammer, Elizabeth's Wars : War, Government and Society..., ISBN 9780333919439

**Technical Skills & Resources**

Students should be proficient in their ability to use a web browser on a reliable computer with a reliable internet connection. Because you are choosing to take a course that has a substantial amount of work online (Quizzes, overview videos, online readings, paper submissions), you are responsible for having a reliable computer for taking the course. Computer malfunctions are not an acceptable excuse for repeated failures to complete assignments. In addition, students should download and install the most recent version of the Firefox web browser, which is most compatible with Canvas. The Office of Information Technology publishes a list of supported browsersLinks to an external site.. Please make sure that you do not try to use an unsupported browser to complete the assignments in this class. Finally, all students should be proficient with word processing software so that they can edit papers thoroughly. Please read the paper assignments carefully in order to submit the papers in a format supported by Canvas. Failure to do so could lead to a substantial deduction from your paper grade.

See the **Technical Requirements & Support** page for additional information.
How to approach the Assignments

Clickers

I will routinely use clickers to take attendance and to check on student learning in lectures throughout the semester. Student participation in the clicker questions will count for approximately 70% of clicker scores. The other 30% of the score will come from correct ability to demonstrate knowledge of the material from the lectures and the readings.

I advise students to avoid cell phone or other distractions, which may interfere with their ability to follow material in the lectures. To receive full credit on clickers I encourage students to read the assigned materials and to come to class ready to engage in active learning.

I will update the clicker scores every three weeks throughout the semester beginning with week five. Clicker data generated in the first two weeks of the semester allows students to ensure that their clickers are working and functional. Subsequently, I will upload clicker data for weeks 3-5, 6-8, 9-11, and 12-14. I will structure the clicker scores so that every student can miss 4 classes during the course of the semester and still receive 100% of the total clicker score for the semester.

Perusall Assignments

Throughout the semester students will be responsible for reading and commenting on approximately twenty primary source documents related to material covered in the course. We will use a tool called "Perusall" to accomplish close reading and analysis of texts that range from fairly simple to fairly complex and from approximately 2 pages in length to approximately twenty-five pages in length. See the Perusall grading rubric for more information.

Please take a moment to login to Perusall by choosing the menu option in Canvas to your left. You will need to accept the Perusall terms and conditions before you can access any of the Perusall assignments.

I have structured the Perusall scoring so that you can earn extra credit. Each of the 20 Perusall assignments is worth 30 points; therefore, 600 Perusall points are possible. If you earn more than 500 points on your Perusall scores, you will receive the additional points as extra credit toward the final course grade. For more information about the weighting of assignments, see the overall weighting of points for the assignments below.

Quizzes

The course has five quizzes (one for each module), and your three highest quiz grades count toward the final grade. In other words, Canvas will automatically drop your two lowest quiz scores. Therefore, we do not provide make-up quizzes except in highly unusual circumstance, which will require a written note from a doctor or from a university authority. If you miss a
quiz, you receive zero points. Each of your three highest quiz scores will count for up to 100 points (1/30th of the overall grade). The quizzes will consist of 20 multiple-choice questions pulled randomly from a bank of questions. On the day that the quiz starts, students will have a 24-hour window to complete the quiz. Please note that once you begin the quiz, you will only have 20 minutes to answer twenty questions. Canvas automatically submits the quizzes after twenty minutes or at the end of the quiz period. All quizzes will begin at 6PM on a Thursday and will be available until Friday at 6PM. You should plan on starting the quiz no later than 5:40 PM on Friday in order to receive the full twenty minutes to complete the quiz.

Important: Please note that Canvas will not allow you to work on the quiz after its deadline, which is always at 6PM on a Friday. Please take care to start the quiz before 5:40 PM in order to have the full 20 minutes to complete the quiz.

Papers

Students must submit two papers electronically in the course dropbox within 48 hours of the opening of the dropbox for the paper assignment. There is no need to hand in a paper copy. The papers must be no more than 750 words (approximately 2.5 pages double-spaced). Papers submitted after that 48-hour period will receive a letter grade deduction. After 72 hours the dropbox will close. No papers will be accepted after that point, and students will receive a zero on the assignment. Though short, the papers are an important and influential portion of this course because they indicate your ability to analyze and to synthesize course content and to express your thoughts in a coherent and professional manner. You should pay special attention to them.

Precise writing is a vital skill for your professional success, and I take it very seriously. There is no shame in having someone correct your writing to help you improve your clarity. Professional writers often take advantage of editors, and you should too. The composition center is a free resource that is available to help you with the process of clarifying your thoughts. Take advantage of it even if you think that you write well. Chances are that you can write even more clearly and professionally. We all can improve. That is the essence of learning.

Your presentation of your thoughts in a professional and clear format is absolutely essential to obtaining better than average (C) grades on these papers. In addition, all papers should demonstrate a solid command of the assigned readings related to the topic. In addition, the discussion topics often address concepts that are related to the papers. By actively engaging in the discussions, you are more likely to demonstrate a solid command of the material in the papers. Failure to know the assigned readings will necessarily detract from your grade in the papers and could even cause you to fail a paper assignment.

The most effective ways to demonstrate knowledge of the assigned readings are to cite them and quote them. You should keep your quotes short. Look for the most relevant phrases in the assigned readings and incorporate those phrases into your own prose as you analyze the material. Typically, these quotes should be about 3-7 words in length although longer quotes can sometimes be necessary. You can also paraphrase and cite the assigned readings. Typically, each of the body paragraphs in your essay should have one or two citations to the relevant
assigned pages. In any case, it is vital that you cite any and all sources that you use. Failure to do so constitutes an Honor Code violation and will result in an Honor Code accusation and failure in the course. Please avoid that scenario. Stick to the assigned readings, and cite your sources.

Please follow the detailed instructions for each paper assignment as those instructions appear on the course website. Pay special attention to the Paper Grading Rubric that I use to assign grades for all papers. I open the dropbox for each paper 2 days (48 hours) before the due date, which is listed on the paper assignment. To ensure that you receive full credit for your paper, please submit it within that 48-hour window. I will accept papers submitted after the deadline for up to 24 hours with a letter grade (or 10% of the total points available for the paper) deduction. After that 24-hour grace period, the dropbox will close and you will not receive credit for the paper. While this policy may seem harsh, keep in mind that the paper assignments are available for you to review and start work on from the very first day of class.

If you attend to items in the Paper Grading Rubric and feedback from the first paper assignment, you will improve your grades on papers in this course. Please submit your papers either as a text file, a word document, or as a PDF file. Other formats, such as Pages, RTF, etc… are not fully supported in Canvas, and I will not accept papers in those formats. Your grade will suffer as a result of failing to follow this advice.

Finally, I encourage you to refer to the History Department website for guidance on how to write a formal paper, on how to cite your sources in academic papers, and on how to write in an analytical versus a descriptive style of writing. We are writing analytical essays in this course. These guidelines, along with a solid command of the assigned readings, can help you obtain a better-than-average (B) and perhaps even an excellent (A) grade on your paper.

**Final Exam**

The Final Exam will include an essay and several short-answer and identification questions. The terms on the exam will be a subset of terms contained in the study guides for the individual quizzes. Therefore, the more time that you devote to preparing for the quizzes, the less stressful the final exam will be. The final is cumulative but emphasizes the second half of the course. To prepare students for the final exam, I will provide a study guide approximately two weeks before the exam.

**Grading**

Grades will be assigned according to the number of points you accumulate during the semester.

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Clicker Participation</td>
<td>400 points</td>
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<tr>
<td>Perusall Readings</td>
<td>500 points</td>
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<tr>
<td>Quizzes (highest 3 scores of 5 total)</td>
<td>300 points</td>
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<tr>
<td>Paper 1</td>
<td>400 points</td>
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We will assign grades for each assignment out of the total number of points for that assignment. Canvas will then calculate your course grade to date based on the completed assignment grades.

**University Policies**

**Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](https://www.colorado.edu/disabilityservices/medicalcondition) under the Students tab on the Disability Services website.

**Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](https://www.colorado.edu/disabilityservices/classroombehavior) and the [Student Code of Conduct](https://www.colorado.edu/disabilityservices/studentcodeofconduct).

**Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions.
from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](http://www.colorado.edu).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting ([Links to an external site.](http://www.colorado.edu)), and the campus resources can be found on the [OIEC website](http://www.colorado.edu).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**Religious observances**

It is the responsibility of every instructor to explain clearly her or his procedures about absences due to religious observances in the course syllabus so that all students are fully informed, in writing, near the beginning of each semester’s classes. [Campus policy regarding religious observances](http://www.colorado.edu) states that faculty must make reasonable accommodations for students and in so doing, be careful not to inhibit or penalize those students who are exercising their rights to religious observance. Faculty should be aware that a given religious holiday may be observed with very different levels of attentiveness by different members of the same religious group and thus may require careful consideration to the particulars of each individual case.

For more information on the religious holidays most commonly observed by CU Boulder students consult the [online interfaith calendar](http://www.colorado.edu).