

**HISTORY 100-002**  
**Spring 2017**  
MWF 10:30-11:20 a.m.  
Planetary Hall 120

Instructor: Mack P. Holt  
Office: Robinson Hall B-226  
Office hours: MW 11:30 a.m.-12:15 p.m., TR 12:00-2:00 p.m., and by appointment  
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**Required course materials:**

- (1) Natalie Zemon Davis, *The Return of Martin Guerre*
- (2) On-line documents accessible from any computer with an Internet connection
- (3) A few documents (not available on-line) available on Blackboard
- (4) One required film: "The Return of Martin Guerre"

The one required book is available for purchase from the university bookstore in the Johnson Center, or it can be ordered from any of the major on-line vendors. The required film should be viewed outside of class hours. The film, with a dubbed English soundtrack, is available for private viewing in the Johnson Center audio-visual library any time the library is open. It is also available on YouTube with English subtitles and the original French soundtrack (either version is fine):

<https://www.youtube.com/watch?v=uFFQdmsmnF8> (click CC for English subtitles)

**Goals of the course:**

- (1) To give students a factual as well as analytical understanding of the history of the Western world in order to better understand the present.
- (2) To help students understand that all history has to be constructed or created by the historian from evidence surviving from the past. Thus, history is not just everything that happened in the past, but a historian's *explanation and analysis* of what happened in the past, in other words, an *interpretation* of the past.
- (3) But not all interpretations of the past are equally valid; if historical truth cannot ever be absolute, neither is it arbitrary or relative.
- (4) So, history has to be more than just facts, and it is actually a *narrative* that requires the historian to *select* and to *link together* facts in a selective way in order to explain why the past happened the way it did.

- (5) Thus, history is more *analytical* than descriptive. Neither the facts nor the surviving evidence can simply speak for themselves. It is the historian who gives them a voice.

### **Learning Outcomes of the Mason Core for HIST 100:**

(1) Students will demonstrate familiarity with the major chronology of Western Civilization or World history.

(2) Students will demonstrate the ability to narrate and explain long-term changes and continuities in Western Civilization or World history.

(3) Students will identify, evaluate and appropriately cite online and print resources.

(4) Students will develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.

(5) Students will communicate effectively—orally, in writing, and/or using digital media—their understanding of patterns, processes, and themes in the history of western civilization or the world.

### **Course requirements:**

There will be a mid-term exam on Friday, March 10 and a final exam on Wednesday, May 10. Both exams will be essay-type exams (much more will be said about the format of these exams in class). Students will also write one short essay (5-8 pp. typed and double-spaced) that will be due in class on Monday, April 3. Late papers will be penalized, usually one half letter grade for each day late. Exceptions will be granted only in the case of illness or other emergency, and you *must* bring me a doctor's note or other documentation to get an extension, and you *must* contact me about this no later than the day the essay is due. Finally, there will be a short quiz based on the reading and class notes each Friday at the beginning of class (there will be no quiz on March 10, the date of the mid-term exam). You will be able to use any reading notes and class notes for the quizzes. Only the ten highest grades from these weekly quizzes will be counted, and the quizzes cannot be made up if you are absent or arrive too late to take the quiz. Make-up exams will only be given for the mid-term and final exams with documented evidence of illness or other emergency.

### **Grading:**

Weekly quizzes	20%
Short essay	20%
Mid-term exam	20%
Final exam	20%
Class participation	20%

## Schedule of assignments:

*[Please note that there is no textbook for this course, so all continuity for the course as well as tying everything together will be provided by the instructor in class. Thus, regular class attendance is absolutely essential in order to do well in this course.]*

### Week 1: Jan. 23, 25, 27: Origins of the West: Greece

Documents: Aristotle's *Politics*, Aristotle on Greek wives, Plato's "Allegory of the Cave," funeral oration of Pericles, Alexander the Great speech

- (1) <http://www.fordham.edu/halsall/ancient/Aristotle-politics-polis.html>
- (2) <http://sourcebooks.fordham.edu/Halsall/ancient/greek-wives.asp>
- (3) <http://webspace.ship.edu/cgboer/platoscave.html>
- (4) <http://sourcebooks.fordham.edu/Halsall/ancient/pericles-funeralspeech.asp>
- (5) <http://sourcebooks.fordham.edu/Halsall/ancient/arrian-alexander1.asp>

### Week 2: Jan. 30, Feb. 1, 3: Rome

Documents: "Checks and balances," Josephus on the Roman army, Plautus on "Slavery in the Roman Republic," Cicero's letters (read #15, 30, and 36), Juvenal on women

- (1) <http://www.fordham.edu/halsall/ancient/rome-balance.html>
- (2) <http://www.fordham.edu/halsall/ancient/josephus-warb.html>
- (3) <http://legacy.fordham.edu/Halsall/ancient/slavery-romrep1.asp>
- (4) <http://sourcebooks.fordham.edu/Halsall/ancient/cicero-letters.asp>
- (5) <http://www.stoa.org/diotima/anthology/wlgr/wlgr-mensopinions69.shtml>

### Week 3: Feb. 6, 8, 10: Christianity and Late Antiquity

Documents: Matthew 22:1-45 and 25: 31-46; St. Augustine, *City of God*, selections from Books 14 and 15; the conversion of Clovis

- (1) <http://biblehub.com/nasb/matthew/22.htm>
- (2) <https://www.biblegateway.com/passage/?search=MATT+25%3A31-46&version=NIV>
- (3) St. Augustine, *City of God*, Book 14 (on Blackboard)
- (4) <http://www.fordham.edu/halsall/source/aug-city2.html>
- (5) <http://www.fordham.edu/halsall/source/496clovis.html>

### Week 4: Feb. 13, 15, 17: Early Middle Ages

Documents: Battle of Tours 732, Einhard's *Life of Charlemagne*, Fulbert of Chartres on mutual feudal obligations, agreement between William of Aquitaine and Hugh of Luisignan, the capitulary De Villis, and an inventory of one of Charlemagne's estates

- (1) <http://sourcebooks.fordham.edu/Halsall/source/732tours.asp>
- (2) <http://www.fordham.edu/halsall/source/einhard1.html>
- (3) <http://legacy.fordham.edu/Halsall/source/fulbert1.asp>
- (4) <http://legacy.fordham.edu/Halsall/source/agreement.asp>
- (5) <http://legacy.fordham.edu/Halsall/source/carol-devillis.asp>
- (6) <http://legacy.fordham.edu/Halsall/source/800Asnapium.asp>

### **Week 5: Feb. 20, 22, 24: Later Medieval Europe**

Documents: Fulk of Chratres, "The Capture of Jerusalem;" Thomas Aquinas, *Summa Theologiae*; Fourth Lateran Council on heresy, Bernard Gui interrogation techniques, trial of Na Prous Bonnet, Boccaccio on the Black Death

- (1) <http://legacy.fordham.edu/Halsall/source/fulk2.asp>
- (2) <http://www.fordham.edu/halsall/source/aquinas1.html>
- (3) <http://legacy.fordham.edu/Halsall/source/lat4-c3.asp>
- (4) <http://legacy.fordham.edu/Halsall/source/heresy2.asp>
- (5) <http://legacy.fordham.edu/Halsall/source/naprous.asp>
- (6) <http://legacy.fordham.edu/halsall/source/boccaccio2.asp>

### **Week 6: Feb. 27, Mar. 1, 3: The Renaissance**

Documents: Letters of Petrarch; Machiavelli, *The Prince*, chaps. 16-19 only; *The Discourses on Livy* (selections); Vasari's "Life of Filippo Brunelleschi;" and journal of Columbus

- (1) <http://www.fordham.edu/halsall/source/petrarch1.html>
- (2) <https://www.gutenberg.org/files/1232/1232-h/1232-h.htm>
- (3) <http://www.fordham.edu/halsall/source/machiavelli-disc2-2.html>
- (4) <http://www.fordham.edu/halsall/basis/vasari/vasari5.htm>
- (5) <http://www.fordham.edu/halsall/source/columbus1.html>

### **Week 7: Mar. 6, 8, 10: The Age of Reformations**

Documents: Martin Luther, "Open Letter to the Christian Nobility of the German Nation;" The Schleithem Confession (1527), regulation of Geneva churches 1547, and Council of Trent on prohibited books; **MID-TERM EXAM on Friday, March 10**

- (1) <http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/nblty-03.html>
- (2) <http://www.anabaptists.org/history/schleith.html>
- (3) <http://history.hanover.edu/texts/calord.html>
- (4) <http://sourcebooks.fordham.edu/Halsall/mod/trent-booksrules.asp>

### **SPRING BREAK: March 13-17, 2017**

### **Week 8: Mar. 20, 22, 24: Absolutism and Constitutionalism**

Davis, *The Return of Martin Guerre*, pp. 1-61 Documents: Jean Domat on absolute monarchy, Petition of Right, Agreement of the People 1647

- (1) <http://sourcebooks.fordham.edu/Halsall/mod/1687domat.asp>
- (2) <http://www.let.rug.nl/usa/documents/1600-1650/petition-of-right-1628.php>
- (3) <http://www.streccorsoc.org/docs/agreement.html>

### **Week 9: Mar. 27, 29, 31: New Science and the Enlightenment**

Davis, *The Return of Martin Guerre*, pp. 62-125; Documents: Galileo letter to Queen Christina of Tuscany, and John Locke, "Essay on Human Understanding"

- (1) <http://sourcebooks.fordham.edu/Halsall/mod/galileo-tuscany.asp>
- (2) <http://www.earlymoderntexts.com/assets/pdfs/locke1690book1.pdf>

**Week 10: Apr. 3, 5, 7: The French Revolution**

Documents: Jean de Coras, "Arrest Memorable" (on Blackboard) and Guillaume le Sueur, "Admirable History of the Pseudo-Martin" (on Blackboard); Abbé Sièyes, "What is the Third Estate?;" Declaration of Rights of Man and Citizen;" and Olympe de Gouge, "Declaration of the Rights of Women". **SHORT ESSAY DUE IN CLASS on Monday, April 3**

- (1) <http://sourcebooks.fordham.edu/Halsall/mod/sieyes.asp>
- (2) [http://avalon.law.yale.edu/18th\\_century/rightsof.asp](http://avalon.law.yale.edu/18th_century/rightsof.asp)
- (3) <http://sourcebooks.fordham.edu/Halsall/mod/1791degouge1.asp>

**Week 11: Apr. 10, 12, 14: The First Industrial Revolution**

Documents: Leeds textile workers and merchants on machines; document on female coal miners; Thomas Carlisle, "The Mechanical Age;" and Freidrich Engels on Industrial Manchester

- (1) <http://www.fordham.edu/halsall/mod/1786machines.html>
- (2) <http://www.fordham.edu/halsall/mod/1791machines.html>
- (3) <http://www.fordham.edu/halsall/mod/1842womenminers.html>
- (4) <http://www.fordham.edu/halsall/mod/carlyle-times.html>
- (5) <http://sourcebooks.fordham.edu/Halsall/mod/1844engels.asp>

**Week 12: Apr. 17, 19, 21: Liberalism, Nationalism, and Imperialism**

Documents: John Sturat Mill, "On Utilitarianism;" Adam Smith, "The Wealth of Nations;" Mary Wollstonecraft, "Vindication of the Rights of Women," introduction and chapter 1; Joseph De Maistre, "Divine Origins of Constitutions;" and John Stuart Mill, "On Colonies and Colonization"

- (1) <http://www.gutenberg.org/files/11224/11224-h/11224-h.htm>
- (2) <http://sourcebooks.fordham.edu/Halsall/mod/adamsmith-summary.asp>
- (3) <http://sourcebooks.fordham.edu/Halsall/mod/MW-VIND.asp>
- (4) <http://sourcebooks.fordham.edu/Halsall/mod/1810demaistre.asp>
- (5) <http://sourcebooks.fordham.edu/Halsall/mod/1849jsmill-colonies.asp>

**Week 13: Apr. 24, 26, 28: Totalitarianism and World War**

Documents: Mussolini, "What is Fascism?;" Nazi Party's 25 Points; the Wansee conference; Himmler speech to SS officers; and testimony of Rudolf Hess at Nurnberg trials

- (1) <http://www.fordham.edu/halsall/mod/1919versailles.html>
- (2) <http://avalon.law.yale.edu/imt/1708-ps.asp>
- (3) <http://www.historyplace.com/worldwar2/holocaust/h-wannsee.htm>
- (4) <http://www.historyplace.com/worldwar2/holocaust/h-posen.htm>
- (5) <http://www.fordham.edu/halsall/mod/1946hoess.html>

**Week 14: May 1, 3, 5 : Cold War, Globalization, and Terrorism**

Textbook, chapters 10, pp. 448-475 and chapter 11, pp. 479-483

Documents: The Truman Doctrine; Speech of Nikita Khrushchev in Cuba (1960); John Kerry on Vietnam veterans; Interview with Osama bin Laden (May 1998); essay "From Diversity to Pluralism"

- (1) <http://legacy.fordham.edu/Halsall/mod/1947TRUMAN.asp>
- (2) <http://legacy.fordham.edu/Halsall/mod/1960khrushchev-cuba1.asp>
- (3) <http://legacy.fordham.edu/Halsall/mod/1972VVAW.asp>
- (4) <http://www.pbs.org/wgbh/pages/frontline/shows/binladen/who/interview.html>
- (5) <http://pluralism.org/encounter/todays-challenges/from-diversity-to-pluralism/>

**FINAL EXAM: Wednesday, May 10, 10:30 a.m.-1:15 p.m.**

**Rules of the classroom:**

- (1) Arrive on time, as the roll will be called promptly at 10:30 a.m.
- (2) University regulations require that no food or drinks be brought into the classroom. I will make an exception for bottled water if it has a cap on it, but absolutely no soda, coffee, or other drinks, or food of any kind should be brought into the classroom. Please eat either before or after class.
- (3) All cell phones and pagers should be switched off and put away before entering the classroom and may not be used during classtime. You are allowed to use a laptop or tablet *only to take notes or to access the documents from the required reading*. If you are discovered using your device for any other purpose, you will forfeit your right to use your device for the remainder of the semester.
- (4) With a class that covers over 25 centuries of history and all of the western world, espeically one without a textbook, *you cannot afford to miss a single class*. So, please arrange your schedule so that you can attend every class. Illness or a genuine emergency will be the only legitimate reasons to miss class.
- (5) You should feel free to disagree with the instructor, with the reading, or with any member of the class. But always keep in mind that you should be cordial and respectful of others' opinions; treat them with the same civility that you would wish for yourself and your opinions.

**Other Useful Information:**

Every member of the university community is expected to be familiar with the GMU Honor Code as well as to abide by it. All faculty, staff, and students, are *required* to report any violation of the Honor Code to the university Honor Committee. If you are not familiar with the Honor Code, please read the university catalog:

<http://catalog.gmu.edu/content.php?catoid=17&navoid=1310#Honor>

**The Office for Disability Services:** <http://ods.gmu.edu/students/>

**Writing Center:** <http://writingcenter.gmu.edu>

**Ask a Librarian:** <http://library.gmu.edu/mudge/IM/IMRef.html>

**Counseling and Psychological Services:** <http://caps.gmu.edu>

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**HIST 100-002: Short Essay Assignment, *The Return of Martin Guerre***  
**Professor Holt, Spring 2017**  
***Due in class on Monday, April 3***

This assignment is based on the story of a sixteenth-century French peasant who abandoned his wife and family and then returned nearly a decade later. Its purpose is two fold: to teach you something about how identity was crafted before photographs, Facebook, and Twitter; but more importantly, to teach you how history is a narrative constructed from primary sources. The assignment will require you to analyze four different narratives of the Martin Guerre story, and you should approach them in the following order:

- (1) “The Return of Martin Guerre,” film directed by Daniel Vigne in 1982 (the film will be shown outside of class—date and time to be announced—and is available in the Johnson Center Library for private viewing)
- (2) Natalie Zemon Davis’s book, *The Return of Martin Guerre*, published by Harvard University Press in 1983. Davis was the historical advisor for the film above, and she wrote the book, she says, because the film did not entirely tell the story the way a historian would have told it.
- (3) A first-hand account of the trial written by the presiding judge, Jean de Coras, “Arrest Memorable” (available on Blackboard under Course Content)
- (4) Another first-hand account written by a law clerk at the trial, Guillaume Le Sueur, “The Admirable History of the Pseudo-Martin” (also available on Blackboard)

Only after you have analyzed all four narratives of the Martin Guerre story will you be in a position to write your short essay. Your essay should be 5-8 pp. typed and double-spaced using no larger than 12 pt. fonts and one inch margins. The essay should answer both the following questions:

- (1) How are the narratives of Martin Guerre written by Jean de Coras and Guillaume Le Sueur different? That is, do not just indicate what is included and what is left out of each one, but what are the significant differences to the stories they tell?
- (2) And how are the narratives of Martin Guerre as told in the film and as told by Natalie Davis different? That is, again do not just indicate what is included and what is

left out of each one, but what are the significant differences to the stories they tell? And do the film and the historian Natalie Davis use the primary sources of Jean de Coras and Guillaume Le Sueur in different ways, and why?

**You should use no sources for this essay other than the film and the required reading listed above.** And you should document your ideas with **numerous** references to the sources. Formal footnotes (or endnotes) are not necessary, though you may use them if you like. At the very least, you should include **numerous** page numbers in parentheses to make it clear to which specific passage and in which source you are referring. Examples: Davis, p. 23; Coras, p. 1; Le Sueur, p. 3, etc. Finally, you should avoid directly quoting the sources as much as possible. Short phrases are fine if the point of the quotation is to discuss language. Otherwise, simply summarize the sources in your own words and put in a reference to the page number to which you are referring. Thus, your essay should be made up of your words, not large numbers of quotations from the sources.

Also, you should keep the following guidelines in mind as you write the essay: **(1) The essay should be your work and your work alone. (2) The essay should be written in correct and elegant English. There is no distinction between style and content; any such distinction is false and artificial. (3) A paper copy of your essay will be due at the beginning of class on Monday, April 3. All late papers will be penalized, usually one-half letter grade (5 points on a 100 point scale) for each calendar day late. And you must turn in this essay in order to get credit for the course. Late essays will be accepted until the end of our last regularly scheduled class. In other words, late essays will no longer be accepted after 11:20 a.m. on Friday, May 5.**