



Hist. 215.001 (3 credits)

Nursing Ed. 40, MWF 1:50-2:50

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Objectives: Charity and Memory in England and Early America, 1066-1700

The main objectives of this course are: 1) to begin to answer the question “How do people understand and engage in community life?” 2) to study how people understood poverty and charity in England from 1066 to 1700, and in British North America and the U.S.A. from 1600 to 1700, 3) to engage in work for the community of Oshkosh and 4) to reflect on how this engagement with the community is similar to and different from the historical community engagement we are studying in this course.

What is this Course About?

This course will approach the question of community life by examining how communities cared for their poorest members (and non-members) from the Middle Ages to the seventeenth century in England and then in the U.S.A. Often ignored in traditional history courses, the relationship between a community and its poorest members can nevertheless answer a number of important questions. What is a community? Who belongs to the community and who does not? What do members of the community owe to one another? How do they respond to outsiders? How do we compare to different communities in history? Students, you will begin to answer these questions by focusing on how religious communities and the state cared for the poor in medieval and early modern England. You will also explore the ways in which charity depended on the memory of benefactors and the dead in that period. You will continue to explore these questions by following the story of communities and their poor to the New World, **first in English colonies in North America, and then in the United States**. You will examine how poverty and charity are remembered in the U.S.A. today, and reflect on how our communities' responses to poverty have changed or stayed the same since the earliest days of national history. All of this study, combined with your own engagement with how our communities

help the needy, will open up numerous opportunities to reflect on what, exactly, our communities are and what they do in the present.

What is the University Studies Program? (USP)

If you had been an American college student around 1800, you would have been a young man, probably wealthy, and you would have had very little choice in what courses you took. You would have had to recite literature in Latin and Greek, just like every single one of your classmates, and you probably would have been in the same classes with the same people throughout your four years.

Obviously, things have changed and most of these changes suit us much better. For one, we have a great deal more choice in our classes, and what we specialize in. However, years of research has shown that there are two ways in which we ought to emulate colleges circa 1800. First, it is good to take some of the same classes with the same people in them. This builds small learning communities, in which you can forge connections with other students. Second, it is good to learn some of the same things as all your fellow college students. This helps build big learning communities, in which you will learn some things in common with all UWO students, laying a basic foundation on which you can build your college education, whichever subject you want to specialize in.

The University Studies Program (USP) is how we, at UWO, will build these small and large learning communities. By taking courses such as this one, focused on a signature question, you will build an educational foundation based on the same questions as every other entering UWO student. As UWO alumni, you can continue these learning communities beyond your careers here at the university. Nearly all American universities require some general education. The USP is UWO's version of general education.

This class can also fulfill a requirement for the B.A. and B.S. degrees within the College of Letters and Science.

So just how do people “understand and engage in community life?”

Well, a big part of this course is for us to each figure out an answer to how communities in the past have understood community life, how you think we should understand it, and how you want to get involved in it. To get us started we can consider what some of our UWO faculty have said in answer to this question:

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

So how is this Quest III course different from my Quest I and II courses?

The main way that this Quest III course is different is that it adds something new and important to your university experience: community-based learning. This will allow you to experience the issues you are studying in the curriculum and try to analyze and solve problems within the community. Because this is a history course, you will learn about how communities have dealt with issues of poverty and charity in the past and you will reflect upon their solutions. After working on similar issues here in Oshkosh, you might consider how our community might best deal with these issues now.

Working in the community will help you more concretely think about your responsibilities as educated people, and lay the foundation for the skills and knowledge that will enable you to succeed not only as a university student, but also as a free person--an engaged local and global citizen. We see these goals as an important part of a liberal education. Indeed, the word “liberal” in liberal education does not mean on the political left, but rather an education necessary for a free citizen. This meaning of liberal is closely connected to the Latin word for free: *liber*.

Student Learning Outcomes

By the end of the term

- You will be familiar with how communities from medieval England to Depression-Era U.S.A. responded to their poorest members. (ELO Knowledge Outcome)
- You will have hands-on experience addressing neediness in our own community which will help you build a “willingness to move from the comfort zone to the contact zone by transgressing boundaries that divide” as well as experience “planning, carrying out, and reflecting upon public action.”¹ (ELO Civic Learning Outcome)
- You will have real-world experience dealing with the Oshkosh population that will enhance the skills you bring to the job market after graduation.
- You will have examined numerous examples of communities' charitable giving in the past, and will be able to compare examples of communities' response to neediness in the past to each other and to our response in the present.
- You will reflect on an “Understanding that the self is always embedded in relationships, a social location, and a specific historic moment.” (Civic Learning Outcome)



¹All quotations in “Learning Outcomes” come from Caryn McTighe Musil, “Educating Students for Personal and Social Responsibility: the Civic Learning Spiral,” in Barbara Jacoby and Associates, *Civic Engagement in Higher Education* (San Francisco: Jossey-Bass, 2009), 61- 63.

- You will develop an “appreciation of the rich resources and accumulated wisdom of diverse communities and cultures.” (Civic Learning Outcome)
- You will reflect on “how communities can also exclude, judge, and restrict.” (Civic Learning Outcome)
- You will hone your writing skills. (ELO Writing Outcome)
- You will engage in the twin practices of “serious exploration of and reflection about core animating personal values” and “examination of personal values in the context of promoting the public good.”

Grading Formula:

*Community Learning Project	+20%
assessed twice during the semester	
2 Examinations	+40%
Blog	+15%
Participation/Group Work/Attendance**	+15%
Notes and discussion questions	+10%

*Note: Failure to complete the Community Learning Project will result in failure of the class.

By Week 6 you must have completed at least 3 hours of your Community Partner Work to pass the first part of the Community Learning Project Grade.

**Attendance is required in this class. If you miss more than 5 days of class, your participation grade will be lowered substantially.

The Grading Scale for this course is

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B+	63-66	D+
80-82	B-	60-62	D-
77-79	C+	1-59	F

Requirements of the Course:

- **Examinations** There will be two examinations in the semester, covering the readings, lectures, and discussions
- **Class Participation and Attendance** Much of the course will consist of our discussing the readings in order to try to work out for ourselves what happened and why we should care. Class participation, most often, consists of participating in discussions during class. ****Attendance policy:** Attendance is required in this class. **If you miss more than 5 days of class, your participation grade will be lowered substantially.**
- **Community Experience** Completion of 14 hours of community experience at one of our two sites will earn you full credit for community experience. Your community experience is not graded in any other way than whether you complete it or not; **however**, there will be a 6-week check-in point, by which you must have completed 3 hours. This will be graded pass/fail within the Gradebook in D2L.
- **Community Experience Blog** Each student will keep a blog, into which she or he will make at least six entries. Each entry must be either a post of at least 300 words or a photo essay of at least four photos.
- **Notes and Discussion questions** You will be asked to take notes, write down observations or answer discussion questions fairly frequently. Instructions are posted on D2L.

Required Texts: (These books are for sale in the bookstore)

Fideler, Paul A. *Social Welfare in Pre-Industrial England: The Old Poor Law Tradition*. Social History in Perspective. Basingstoke, Hampshire; New York: Palgrave Macmillan, 2006. [Fideler on syllabus]

Rubin, Miri. *The Middle Ages: A Very Short Introduction*. Very Short Introductions. First edition. ed. New York: Oxford University Press, 2014. [Rubin on syllabus]

Readings posted on or linked to D2L, including articles and some primary source readings

Early Alert -- Early Alert is a program that provides you with an Early Grade Report from faculty. Early Grade Reports will indicate if you have academic performance or attendance issues and specific steps you can take and resources available to help you improve. It is common for students to be unaware of or over-estimate their academic performance in classes, so this will help you be aware early on of your progress and provide strategies for success in the classroom. You will receive an email during the 5th week of classes. Please read the e-mail carefully and see the instructor if your grade is lower than a C and/or you have not attended class regularly. This early alert grade does not stay on your transcript.

Community Experience (CE)

Each student will engage in at least 14 hours of service to one of the following four organizations during the semester: Beaming Therapeutic Horse-Riding, Day by Day Warming Shelter, St. Vincent de Paul Community Center, or the Oshkosh Area Community Pantry. This service will be done

individually or in groups, depending on the institution. Different students will complete service at different times in the semester.

The St. Vincent De Paul Community Center in Oshkosh is most famous for its thrift store, where it sells a huge array of furniture, appliances, clothes, toys, and many other things that are donated to it. Volunteers help to clean, organize, and sell these items. It is located at 2551 Jackson Street, in Oshkosh, and on the Internet at <http://www.svdposhkosh.org/>. The # 4 Oshkosh City Bus stops right in front.

The Oshkosh Area Community Pantry is in some ways like a grocery store, except that it gives food away to those in need. It collects food from many donors, and needs volunteers to help organize the food, shelve it, and to help customers use the food pantry. It is located in the same building as St. Vincent De Paul's, at 2551 Jackson Street, in Oshkosh (and likewise on the # 4 bus route) and on the Internet at <http://www.oacptoday.org>.

CE transportation: students will get to their Community Partner site by walking, bus route, private cars.

Students are expected to abide by the UW Oshkosh Student Academic and Non-Academic Disciplinary Procedures during their Quest III Community Experience. All students will be asked to acknowledge in writing that they have been made aware of these policies. Other policies that may be relevant to the Community Experience in this course are described in the online Quest III Handbook available on the course D2L site and may include criminal background checks, travel arrangements, and/or expectations for research with human subjects.



Resources:

Writing Center: The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and

improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (<http://www.uwosh.edu/wcenter>), call 920-424-1152 or email <mailto:wcenter@uwosh.edu>.

Polk Library/Information Literacy: Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies

Program classes. Phone: 920-424-7329; email: <mailto:mulveyt@uwosh.edu>. You may also set up a research advisory session with a librarian at: rap@uwosh.edu.

Resources for all Classes:

Academic Advising (UARC): Student Success Center, Suite 202; (920) 424-1268

Reading Study Center: Nursing/Education room 201; (920) 424-1031

Registrar's Office: Dempsey Hall Room 130; (920) 424-3454

Student Support Services: Campus Center for Equity and Diversity; (920) 424-1310

Testing Services: Polk Library, lower level room 4; (920) 424-1432

University Books and More: Reeve Union; (920) 424-0277

Writing Center: Student Success Center, Suite 102; (920) 424-1152

Web Resources: you are required to use one web site in this course.

Desire2Learn: This course has a web site, maintained as part of the UW System's adoption of Desire2Learn. You will need to be able to access our course site in order reach much of course material, including the syllabus and study guides. Look under "Course Content" to find this material. You will also find relevant web sites under "External Links." Announcements about the dates of quizzes, exams, and other matters will be available on the main page when you log in. Please check the site at least once a Day for announcements that you may have missed in class.

Web site: <https://uwosh.courses.wisconsin.edu/>

Lecture Capture: In order to make it easy for students who miss class because they are ill or for other approved reasons, I will record this course on lecture days (the feature is not particularly useful for capturing discussions). You can find the recorded lectures on the homepage for this course in D2L. You should allow 24 to 48 hours for a class to appear. Please let me know if you encounter any problems accessing the material.



Academic Honesty Of course, students are expected to be honest in all of their academic work, and instances of academic misconduct will be reported to the Dean of Students and will result in a 0 for the assignment or, at our discretion, an F for the course.

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors." (UWS 14:01, Wisconsin Administrative Code) For a fuller description of the university's policies, see the Dean of Students' website: www.uwosh.edu/dean/conduct.htm.

Cell phone/Computer/Email Policy

You may use computers, tablets and other electronic devices in class for class-related purposes, such as accessing e-texts, taking notes, and the like. Please do not, however, take calls in class (this is obvious, right); if you really need to take an emergency call, please leave class as quietly and unobtrusively as possible. **Please do not text, watch videos, play solitaire, and the like, a) because it is a waste of your time and money, and b) it is distracting to me and the other students in class. Students who violate this policy will see their participation grade reduced.**

This is a good time to learn proper email etiquette, as you will be emailing people in both the academic and business world for the foreseeable future. When you email me, please make sure that you identify yourself and the class that you are taking with me. Please include a greeting as well and use complete sentences. Most students do not realize that when they use the email editor in D2L, there is no identifying feature for the student or class other than your email address. My memory is good, but it is not that good! I check my email quite frequently, but I do not tend to read it between about 8pm and 8am.

Reading and Writing Assignments/ Due Dates

We may have to alter the schedule due to unforeseen circumstances. Please check your email regularly (at least every 2 days) to keep up with any such changes. Unless specifically mentioned, Community Experience notes listed below refer to activities outside of class.

****Notes for class discussions should be handed in during class. I prefer them typed but will accept hand-written versions so long as there are legible (to me) and are not completed during in class. See instructions on D2L under Assignments. I will also prepare a Dropbox folder for these assignments, but I greatly prefer to receive them as a hardcopy in class. Late assignments will only be accepted after consultation with the instructor.**

You should expect to spend 3-5 hours outside of class per week in class preparation and work with our Community Partners. Preparing involves reading assigned pages, taking notes, writing up answers to the discussion questions, reviewing materials for Examinations, and writing blogs.

Day	Date	Reading/Assignments
Week 1	6 Sept.	First Day of Class. Class discussion about cash; Introductory Material, [Please bring Rubin and Fideler to class with you as well as a printed copy of this syllabus]
	8 Sept.	Signature Question: Civic Learning. Questions about syllabus and unfinished business from last time. **Start setting up your blog. Instructions are on D2L under Class Blogs and under Assignments
	(Sept. 8-11)	Special opportunity to get started on community experience at St. Vincent de Paul from Sept. 8-11.
	Section I	The Medieval Background
Week 2	11 Sept.	What were the Middle Ages? What about Rome? Rubin, pp. 1-8, 8-22. Bring Rubin and notes to class with you to turn in – see Note-Taking Assignment for Books and Articles under Assignments on D2L
	13 Sept.	Class visit to OACP/ St Vincent de Paul. Car pool or take bus (Route #2) to 2551 Jackson St.
	15 Sept.	Visit from Mike Lueder, Quest III director; Medieval society, Rubin, pp. 23-43. Bring Rubin to class.
	End of Week	Blog Assignment 1 due between 4pm on Friday and 1:40 on Monday, as you like. <i>Your first blog should be about volunteer or community experiences that you have engaged in before starting this class. What did you do? What did you learn?</i>
Week 3	18 Sept.	Mapping exercise ; Roman and early medieval charitable activities, Rubin, pp. 43-48. Bring laptops to class today.
	Section II	Charity and Memory
	20 Sept.	Charity, gift-giving, and reciprocity. Fideler, pp. 1-7. Bring Fideler and notes to class with you to turn in – see Note-Taking Assignment for Books and Articles under Assignments on D2L
	22 Sept.	Gift-giving in medieval culture; attitudes toward the poor. Fidler, pp. 8-17. Bring Fideler and notes to class with you to turn in.

Day	Date	Reading/Assignments
Week 4	25 Sept.	Monastic Communities. Rubin, Chap. 3, pp. 59-71. Bring Rubin to class.
	27 Sept.	Monastic Hospitality. <i>Rule of St. Benedict</i> , On D2L. [Bring reading and primary source notes to class with you to turn in. See Note-Taking Assignment for Primary Sources under Assignments on D2L.]
	29 Sept.	<i>Memoria</i> and giving to the Church. Rubin, pp. 71-87. Bring Rubin to class with you.
	End of Week	Blog Assignment 2 due between 4pm on Friday and 1:40 on Monday, as you like. <i>Reflect on what you have learned about how gift-giving, memory and commemoration affect the motives of many people to contribute their time and money to a charitable cause.</i>
Week 5	2 Oct.	<i>Memoria</i> in practice. Group work. Please bring phones with a camera or digital cameras to class plus at least one laptop per group.
	Section III	Changing Patterns of Charity
	4 Oct.	Economic changes. Rubin, pp. 23, 49-58. Bring Rubin to class with you.
	6 Oct.	Use class time for Community Experience Work
Week 6	9 Oct.	Hospitals/ Lepers. Fidler, pp. 18-22.
	11 Oct.	Lepers and Hospitals: the medieval evidence. Reading: Faith Wallis, <i>Medieval Medicine: A Reader</i> (Toronto: University of Toronto Press, 2010), 96, 98. On D2L. (Two readings from Wallis); "Separating Lepers," also on D2L. [Bring reading and primary source notes to class with you to turn in. See Note-Taking Assignment for Primary Sources under Assignments on D2L.]
	13 Oct.	Use class time for Community Experience Work
		By Week 6 you must have completed at least 3 hours of your Community Partner Work. This requirement will be graded pass/fail in D2L.

Day	Date	Reading/Assignments
		Blog Assignment 3 due between 4pm on Friday and 1:40 on Monday, as you like. <i>Reflect on some aspect of your Community Experience Project, such as something significant that happened that day; an insight about charitable giving that you had while working, a reflection about charitable practices, etc. If you have not yet started your project, comment on what you have learned about one or more of our Community Partners.</i>
Week 7	16 Oct.	Women's charitable work. Jennifer Ward, "Laywomen and charity," in <i>Women in Medieval Europe, 1200-1500</i> , 2nd ed. (London and New York: Routledge, 2016), 234-245. On D2L. Bring Ward and notes to class with you to turn in see Note-Taking Assignment for Books and Articles under Assignments on D2L
	18 Oct.	Peasant life. Rubin, Review pp. 43-49; Chap. 5. Bring Rubin to class with you.
	20 Oct.	Use class time for Community Experience Work
Week 8	23 Oct.	Charity in the countryside. The medieval evidence: Wills. Reading: Merry Wiesner, "Chapter 9: The Family in Medieval English Villages," in <i>Discovering the Western Past</i> (Boston and New York: Houghton Mifflin, 2003), 195-204, 213-216. On D2L. [Bring reading and primary source notes to class with you to turn in. See Note-Taking Assignment for Primary Sources under Assignments on D2L].
	25 Oct.	Crisis of the 14th Century. Rubin, pp. 25-28; Fideler, pp. 23-29.
	27 Oct.	***Exam I*** This is a Friday class.
	Section IV	The Development of the Poor Law
Week 9	30 Oct.	New Attitudes toward the poor in 14th and 15th Centuries. Fideler, pp. 29-36. Bring Fideler and notes to class with you to turn in.
	(31 Oct.)	Extra Credit Opportunity: Commemoration of Martin Luther's 95 Theses. Talks in Reeve Theater, 9:40-2:50.
	1 Nov.	Social and Economic change in the 16th Century. Fideler, Chap. 2, pp. 36-46. Bring Fideler and notes to class with you to turn in.
	(2 Nov.)	Extra Credit Opportunity: Commemoration of Martin Luther's 95 Theses. Talks in Reeve Theater, 9:40-2:50.

Day	Date	Reading/Assignments
	3 Nov.	Use class time for Community Experience Work Blog Assignment 4 due between 4pm on Friday and 1:40 on Monday, as you like. <i>Reflect on some of the examples of medieval communities responding to neediness: which seem worth emulating now and which do not?</i>
Week 10	6 Nov.	The Reformation. Fideler, Chap. 2, pp. 47-54.
	8 Nov.	The Reformation and Poor Laws. Fideler, Chap. 2, pp. 54-67. Bring Fideler and notes to class with you to turn in.
	10 Nov.	Use class time for Community Experience Work
Week 11	13 Nov.	The Parish and the Poor Laws. Fideler, Chap. 3, pp. 68-90. Bring Fideler and notes to class with you to turn in.
	15 Nov.	The Parish and the Poor Laws. Fideler, Chap. 3, pp. 91-102. Bring Fideler and notes to class with you to turn in.
	17 Nov.	Use class time for Community Experience Work Blog Assignment 5 due between 4pm on Friday and 1:40 on Monday, as you like. <i>Reflect on charity and poor relief in the United States of America in the past and present. What role ought charity and poor relief to play?</i>
Week 12	20 Nov.	The Reformation and the Poor Laws. Reading, "Tudor Documents," pp. 479-494, from J. R. Tanner, <i>Tudor Constitutional Documents, A.D. 1485-1603</i> (Bath: Cedric Chivers, 1971). On D2L. [Bring reading and primary source notes to class with you to turn in. See Note-Taking Assignment for Primary Sources under Assignments on D2L.]
	22 Nov.	****Thanksgiving Break****
	25 Nov.	****Thanksgiving Break****
	Section V	The Poor Law Comes to America
Week 13	27 Nov.	Coming to America: How English Government crossed the ocean. Guest Lecturer: Dr. Gabriel Loiacono, Director of the USP.

Day	Date	Reading/Assignments
	29 Nov.	The Mighty Municipality: the Roles of Towns, Counties & Parishes Read on D2L: Levy, Town Born, chapter 1. Bring reading and notes on Books and Articles to class. Guest Lecturer: Dr. Gabriel Loiacono, Director of the USP.
	1 Dec.	Use class time for Community Experience Work
Week 14	4 Dec.	Poverty and Welfare through the American Revolution Read: Seth Rockman, Welfare Reform in the Early Republic, pp. 1-12. On D2L. Bring reading and notes on Books and Articles to class.
	6 Dec.	In class discussion. Blog Assignment 6 due between 4pm on Friday and 1:40 on Monday, as you like. <i>Reflect on how you would like to engage your communities in the future? Would you like to continue with experiences like those you've had this semester, or engage your community in some other way?</i>
	8 Dec.	Use class time for Community Experience Work
Week 15	11 Dec.	Student Evals; Wrapping up
	13 Dec.	Exam II.
	15 Dec.	No Class.