

HIS 222

EUROPE 1350-1789: FROM RENAISSANCE TO REVOLUTION

Fall Semester 2012
MWF 11:00-11:50 AM
MHRA 1215

CONTACT INFORMATION:

Professor: Jodi Bilinkoff
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Office Hours: MW 2:00-3:00 PM and by appointment
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REQUIRED READING FOR COURSE:

Thomas Greer and Gavin Lewis, *A Brief History of the Western World*, Vol.I (Ninth Edition).
[referred to on syllabus as Greer] This book is available for purchase at the UNCG Bookstore.

Primary Sources are available on e-reserves via Blackboard, and are marked accordingly on the syllabus. You will need to download and print out these documents so you can bring hard copies to class with you.

COURSE SYLLABUS

M	8/20	Introduction to Course
W	8/22	W. Europe in 1350: An Ordered Society? Greer 234-243
F	8/24	W. Europe in 1350: An Ordered Society? Greer 299-307
M	8/27	Christianity Comes to Europe: A Short History Greer 151-155, 157-166

- W 8/29 Christianity Comes to Europe
Greer 166-179
- F 8/31 W. Europe in 1350: A Christian Society?
Greer 246-253, 266-271
- M 9/3 LABOR DAY, NO CLASS MEETING
- W 9/5 Discussion Quiz 1
- F 9/7 Petrarch and Humanism
Greer 335-340
"The Ascent of Mont Ventoux" (e-reserves)
- M 9/10 Humanism and Politics
Greer 307-311
- W 9/12 Machiavelli I
The Prince, excerpts (e-reserves)
Epistle Dedicatory [Dedicatory Letter], chs.14,15,17,18,23,25,26
Greer 311-313
- F 9/14 Machiavelli II
The Prince, excerpts (see above)
- M 9/17 Discussion Quiz 2
- W 9/19 1492 and All That
Greer 318-333
- F 9/21 The Columbian Exchange
- M 9/24 Discovery and Self-Discovery
Greer 358-360
- W 9/26 Discussion
Hand in 1-page (250-word) written response to lectures and film
- F 9/28 Erasmus and Christian Humanism
Greer 342-344
"The Shipwreck" (e-reserves)
- M 10/1 Luther I
Greer 364-373
"Preface to First Volume of Latin Writings" (e-reserves)

- W 10/3 Luther II
Greer 373-375
TAKE-HOME MIDTERM EXAM ASSIGNED
- F 10/5 Discussion Quiz 3
- M 10/8 Calvin and Reformed Culture
Greer 375-380
[Optional: "Reply to Sadoleto," excerpt (e-reserves)]
- W 10/10 Loyola
Autobiography, excerpt (e-reserves)
- F 10/12 Loyola and Catholic Reform
Greer 384-387
TAKE-HOME MIDTERM EXAM DUE
LAST DAY TO DROP CLASSES
- M 10/15 FALL BREAK, NO CLASS MEETING
- W 10/17 Discussion Quiz 4
- F 10/19 Science, Reason, Authority
Greer 402 (illustration), 418-422
- M 10/22 Galileo
"Letter to Castelli" (e-reserves)
- W 10/24 Discussion Quiz 5
- F 10/26 NO CLASS MEETING
- M 10/29 Absolutism, Reason, and the State
Greer 408-410
- W 10/31 Louis XIV and Versailles
Greer 394 (illustration), 410-411
- F 11/2 Discussion
Hand in 1-page (250-word) response to lectures and film
- M 11/5 The Age of Enlightenment
Greer 422-431, 434
- W 11/7 Religion Questioned, Religion Affirmed
Voltaire, "Fanaticism" from his *Philosophical Dictionary* (e-reserves)
- F 11/9 Consent and Slavery

- M 11/12 Discussion Quiz 6
- W 11/14 Jefferson I
"Declaration of Independence" (e-reserves)
- F 11/16 Jefferson II
"Declaration of Independence" (e-reserves)
- M 11/19 Discussion Quiz 7
- W 11/21 THANKSGIVING, NO CLASS MEETINGS
F 11/23
- M 11/26 Mary Wollstonecraft
A Vindication of the Rights of Woman, excerpts (e-reserves)
- W 11/28 Reason, Education, and "The Woman Question"
A Vindication of the Rights of Woman, excerpts (e-reserves)
TAKE-HOME FINAL EXAM ASSIGNED
- F 11/30 Discussion Quiz 8
- M 12/30 The Promise of Progress on the Eve of Revolution
Greer 428-431
- FRIDAY 12/7 TAKE-HOME FINAL EXAM DUE BY 2:00 PM IN ONE OF DR. BILINKOFF'S
MAILBOXES, IN HISTORY DEPARTMENT OFFICE, 2118A, OR NEXT TO THE
DOOR OF HER OFFICE, 2127 MHRA. YOU MAY HAND IN YOUR EXAM EARLIER
IF YOU WISH.

GUIDELINES AND RESPONSIBILITIES

1. **ATTENDANCE POLICY:** I require regular attendance for this course. We cover a great deal of material and one absence could mean missing one hundred years or more of European history! If you are not prepared to attend consistently, come on time, and stay until the end of the class period, please drop the course. If you miss more than 3 classes you may be dropped from the course at the sole discretion of the instructor. If you miss 3 classes in a row you will definitely be dropped. Students who do not attend the first two classes of the semester or notify me will be dropped so that others may add in. Please notify me or Ms Tucker if you know in advance that you will need to miss a class.
2. **ATTENTIVENESS POLICY:** If you are not prepared to pay attention and take careful notes during class periods, please drop this course. I do not make seating assignments, but if I find that students are talking together during class and behaving in such a way that distracts me or other students I will require them to change their seats. Laptop computers are not permitted in the classroom, except in documented cases of need. In those cases students are required to seat themselves so as not to distract others. Cellphones and other electronic equipment must be turned off and placed out of sight during the class period. Please do not start to pack up your belongings until the class period has ended; this can be very distracting to other students.
3. Please read the material specified for a given class period or periods before coming to class. It is **ESSENTIAL** that you keep up with the syllabus. If you lose your copy, just ask me for another or download a copy from the History Department website: www.uncg.edu/his
4. Please bring to class your hard copy of the primary source readings for that day, not a laptop computer. We will be examining texts together in class. You will need to download and print all the texts on e-reserves at the beginning of the semester.
5. Grades will be based upon two response papers and a series of quizzes administered during discussion periods, as well as take-home midterm and final essay exams. I will describe these assignments in more detail during the course of the semester. The response papers and take-home essay exams must be word-processed, double-spaced, spell-checked, with standard 1" margins and 12-point font. I require hard copies of assignments; e-mail attachments will only be accepted with prior permission and in exceptional cases. I expect correctness and clarity of exposition as well as an understanding of the course content. To me, history and the way in which it is expressed are not two different things, but are rather, intimately connected. I will factor in class participation when assigning grades, including questions, comments, and responses to texts, videos, and other media. I also take notice of students' general mental alertness and intellectual engagement with and curiosity about the material. These are all important factors in university learning. Grades will be computed according to this rough breakdown: Midterm 30%, Final 30%, Quizzes and Response Papers 25%, Participation 15%.

6. All assignments are due on the days specified on the syllabus.

RESPONSIBILITY CLAUSE: If for ANY reason you are unable to take a quiz or hand in an assignment on time it is YOUR responsibility to contact me. If I am not contacted directly or by message before the due date I will not accept late assignments. See the front page of the syllabus for contact information.

7. If you do not think you will be able to abide by these guidelines, please drop the course so that someone else can take it. The last day to drop a course without academic penalty is Friday October 12. BUT: if these guidelines seem reasonable to you and you would like to learn about a fascinating period of history and improve your reading, writing, and analytical skills, please stay in the course!

LEARNING GOALS FOR HISTORY MAJORS: THINKING IN TIME

The History faculty hopes that by the time a History major graduates he/she will be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Conduct original research by investigating and interpreting primary and secondary sources [Historical Analysis]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

If you are not a History major, consider the learning goals for your own field. How do they differ and how are they the same? And for all students: what are your own personal learning goals?