

HIS 222-01, 02

EUROPE 1350-1789: FROM RENAISSANCE TO REVOLUTION

Fall Semester 2015

Lectures: MW 11:00-11:50 Bryan 105

Discussion Section 01: F 11:00-11:50 MHRA 1207

02: F 12:00-12:50 MHRA 1206

Contact Information:

Instructor: Jodi Bilinkoff

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Required Reading for Course:

This course is heavily based upon a set of primary source documents. These documents are available via links to the internet, as we will explain. You will need to print out these documents and bring the hard copies to class with you.

For purposes of reference we will use the textbook by Jonathan W. Zophy, *A Short History of Renaissance and Reformation Europe: Dances over Fire and Water*, 4th edition. Upper Saddle River, NJ: Pearson Prentice Hall, 2009. ISBN: 978-0-13-605628-7. This book is available at the UNCG Bookstore, but buying books via the internet usually results in considerable savings.

COURSE SYLLABUS

M	8/17	Welcome; W. Europe in 1350: An Ordered Society? Zephy 9-12
W	8/19	W. Europe in 1350: An Ordered Society? Zephy 12-17, 23-25
F	8/21	Discussion; Introduction to Course
M	8/24	Christianity Comes to Europe: A Brief History
W	8/26	Christianity Comes to Europe
F	8/28	Discussion; Students' Introductions
M	8/31	W. Europe in 1350: A Christian Society? Zephy 26-27
W	9/2	Petrarch and Humanism Zephy 71-73; "The Ascent of Mont Ventoux" [Primary Source] http://www.democraticunderground.com/1166134
F	9/4	Discussion; Quiz 1
M	9/7	LABOR DAY
W	9/9	Humanism and Politics Zephy 17-18, 48-55, 78-80
F	9/11	Discussion; Quiz 2
M	9/14	Machiavelli Zephy 55-57, 80-81; <i>The Prince</i> : Dedication, chs. 14, 15, 17, 18, 23, 25, 26 [Primary Source] http://www.bartleby.com/36/1/
W	9/16	Machiavelli <i>The Prince</i> : Dedication, chs. 14, 15, 17, 18, 23, 25, 26 [Primary Source] http://www.bartleby.com/36/1/
F	9/18	Discussion; Quiz 3

M	9/21	1492 and Beyond Zophy 129-137 1-Page Response Paper Assigned
W	9/23	Discovery and Self-Discovery Zophy 157-158, 278-279
F	9/25	The Columbian Exchange NOTE: BOTH SECTIONS MEET IN BRYAN 105 AT 11:00
M	9/28	Erasmus and Christian Humanism Zophy 158-161 PLEASE LOOK FOR PDF IN YOUR E-MAIL 1-Page Response Paper Due
W	9/30	Luther Zophy 164-171; "Preface to the First Volume of Latin Writings" [Primary Source] http://thirdmill.org/newfiles/mar_luther/CH.Luther.conversion.html Take-Home Midterm Exam Assigned
F	10/2	Discussion; Quiz 4
M	10/5	Luther and the Reformation Zophy 126-127, 171-179, 183-189, 195-197
W	10/7	Calvin and Reform Culture Zophy 214-226 Take-Home Midterm Exam Due
F	10/9	Discussion Last Day to Drop Classes
M	10/12	FALL BREAK
W	10/14	Ignatius Loyola and the Catholic Reformation Zophy 254-266, 299-300 <i>Autobiography</i> , chap. 1 [Primary Source] PLEASE LOOK FOR PDF IN YOUR E-MAIL
F	10/16	Science, Reason, Authority Zophy 301-305 Quiz 5 NOTE: BOTH SECTIONS MEET IN BRYAN 105 AT 11:00
M	10/19	Galileo's Battle for the Heavens

W	10/21	Galileo on Science and the Bible "Letter to Castelli" [Primary Source] http://inters.org/Galilei-Benedetto-Castelli
F	10/23	Discussion
M	10/26	Absolutism, Reason, and the State Zephy 274-280, 313-315
W	10/28	Louis XIV and Versailles
F	10/30	Discussion; Quiz 6
M	11/2	The Age of Enlightenment Zephy 286-291, 309-312
W	11/4	Religion Questioned, Religion Affirmed Voltaire, "Fanaticism" from his <i>Philosophical Dictionary</i> [Primary Source] http://historycourses.weebly.com/uploads/8/1/0/1/8101624/voltaire_fanaticism.pdf
F	11/6	Discussion; Quiz 7
M	11/9	Consent and Slavery
W	11/11	Jefferson "Declaration of Independence" [Primary Source] http://www.earlyamerica.com/declaration-independence/ [soon to be a hyperlink!] 1-Page Response Paper Assigned
F	11/13	Discussion; Quiz 8
	11/16	Mary Wollstonecraft <i>A Vindication of the Rights of Woman</i> : Introduction, Chapter 13: Concluding Section 13.6 [Primary Source] http://www.bartleby.com/144/13.html (Link to Table of Contents- Scroll down to find Introduction and Chapter 13, then click links)
W	11/18	Reason, Education, and "The Woman Question" <i>A Vindication of the Rights of Woman</i> : Introduction, Chapter 13: Concluding Section 13.6 [Primary Source] http://www.bartleby.com/144/13.html Take-Home Final Exam Assigned
F	11/20	Discussion; 1-Page Response Paper Due

M 11/23 The Promise of Progress on the Eve of Revolution

W 11/25, F 11/27 **THANKSGIVING**

M 11/30 Writing History, Telling Stories
Festive Conclusion to Semester

W 12/2 **Take-Home Final Exam due MHRA 2323-A**
Students may hand in their exams earlier if they 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. Be sure to use the bathroom facilities before the class begins. A student may miss **no more than 4 classes**, for any reason. After that he/she will be dropped from the course. In the case of an emergency, contact the Dean of Students office and they will contact all of your instructors: deanofstudents@uncg.edu; (336) 334-5514
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. Please do not pack up your belongings until the class period has ended; this can be very distracting.
3. Laptop computers are not permitted in the classroom, except in documented cases of need. In those cases students will be required to seat themselves so as not to distract others. Cellphones and other electronic equipment must be silenced during the class period and used **only** to access primary source documents. We **strongly advise**, however, that you bring hard copies when we are examining documents so that you can highlight significant words and passages and take notes. Students have found this method extremely helpful in assuring their success in this and other classes.

Texting during class is extremely rude and demonstrates disrespect for one's classmates and instructors.

4. 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 us for another.
5. Grades will be based upon two response papers and eight quizzes administered during discussion periods, as well as take-home midterm and final essay exams. The instructor 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. We require hard copies of assignments; e-mail attachments will only be accepted with prior permission and in exceptional cases. We expect correctness and clarity of exposition as well as an understanding of the course content. To us, history and the way in which it is expressed are not two different things, but are rather, intimately connected. We will factor in class participation when assigning grades, including questions, comments, and responses to texts, videos, and other media. We 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 30%, Participation 10%.

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 Dr. Bilinkoff or Ms Walker. If one of us is not contacted directly or by message before the due date we 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 this semester is Friday October 9. **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?

"You cannot teach a person anything, you can only help him [her] to find it him [her]self."

Galileo Galilei