

**HIS 222-01A, B**

**EUROPE 1400-1789: FROM RENAISSANCE TO REVOLUTION**

**FALL SEMESTER 2020**

MWF 11:00-11:50 AM

Mondays: Students in 01A in MHRA 1214; 01B off campus

Wednesdays: Students in 01B in MHRA 1214; 01A off campus

Fridays: All students off campus

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**Required Reading for Course:**

This course is based upon the close reading of primary sources. We will be reading and discussing texts that were written by people who actually lived in western Europe and its colonies between roughly 1400 and 1800! You will need to purchase the packet containing these documents at the UNCG Bookstore or order it: [uncg.bncollege.com](http://uncg.bncollege.com). The bookstore will send it to you or you can arrange a curbside pick-up. The pages in the packet have 3 holes and are ready to be placed into a 3-hole binder.

**I highly recommend** bringing your binder with you or having it at the ready when you are off campus, as we will be going over the primary sources together during class periods.

“You cannot teach a person anything, you can only help him to find it in himself.”

Galileo Galilei (1564-1642)

## COURSE SYLLABUS

W	8/19	Welcome to the Course
F	8/21	Western Europe in 1350: An Ordered Society?
M	8/24	W. Europe in 1350: An Ordered Society? <b>Last Day to Add Classes</b>
W	8/26	Christianity Comes to Europe: A Brief History
F	8/28	Christianity Comes to Europe; Students' Introductions
M	8/31	The Formation of a Christian Society
W	9/2	Petrarch and Humanism "The Ascent of Mont Ventoux" [Primary Source]
F	9/4	Discussion: Petrarch and "The Ascent of Mont Ventoux"
M	9/7	Humanism and Power: The Case of Florence
W	9/9	Niccolo Machiavelli <i>The Prince</i> : Dedication, chs. 14, 15, 17, 18, 23, 25, 26 [Primary Source]
F	9/11	Machiavelli <i>The Prince</i> , chs. 14, 15, 17, 18, 23, 25, 26 [Primary Source]
M	9/14	<i>The Prince</i> : <b>Students' Discussion Questions 1</b>
W	9/16	Erasmus and Christian Humanism "The Shipwreck" [primary source]
F	9/18	Discussion: "The Shipwreck"
M	9/21	1492 and Beyond <b>RESPONSE PAPER ASSIGNED</b>
W	9/23	The Columbian Exchange
F	9/25	Discussion: 1492 and The Columbian Exchange
M	9/28	Discovery and Self-Discovery <b>RESPONSE PAPER DUE; ALL STUDENTS TO SEND EMAIL ATTACHMENTS TO DR. BILINKOFF NO LATER THAN 11:59 PM</b>

W	9/30	Martin Luther
F	10/2	Martin Luther "Preface to the First Volume of Latin Writings" [Primary Source]
M	10/5	The Reformation Spreads <b>TAKE-HOME MIDTERM EXAM ASSIGNED</b>
W	10/7	John Calvin and Reformed Culture
F	10/9	Discussion: The Protestant Reformation <b>Last Day to Drop Classes</b>
M	10/12	Ignatius Loyola <i>Autobiography</i> , chap. 1 [Primary Source] <b>TAKE-HOME MIDTERM EXAM DUE; ALL STUDENTS TO SEND EMAIL ATTACHMENTS TO DR. BILINKOFF NO LATER THAN 11:59 PM</b>
W	10/14	Loyola and the Counter-Reformation
F	10/16	Science and Authority
M	10/19	Galileo on Science and the Bible "Letter to Castelli" [Primary Source]
W	10/21	"Letter to Castelli:" <b>Students' Discussion Questions 2</b>
F	10/23	Absolutism, Reason, and the State
M	10/26	Louis XIV and Versailles
W	10/28	The Age of Enlightenment
F	10/30	Religion Questioned, Religion Affirmed Voltaire, "Fanaticism" from his <i>Philosophical Dictionary</i> [Primary Source]
M	11/2	Voltaire and the Enlightenment: <b>Students' Discussion Questions 3</b>
W	11/4	Consent and Slavery
F	11/6	Thomas Jefferson: An Enlightenment Life
M	11/9	Thomas Jefferson Declaration of Independence [Primary Source]
W	11/11	The Declaration of Independence: <b>Students' Discussion Questions 4</b>

F	11/13	TBA
M	11/16	Mary Wollstonecraft: An Extraordinary Life
W	11/18	Mary Wollstonecraft <i>A Vindication of the Rights of Woman</i> , excerpts [Primary Source]
F	11/20	Discussion: <i>A Vindication of the Rights of Woman</i> <b>TAKE-HOME FINAL EXAM ASSIGNED</b>
M	11/23	The Promise of Progress on the Eve of Revolution
T	12/1	<b>TAKE-HOME FINAL EXAM DUE; ALL STUDENTS TO SEND EMAIL ATTACHMENTS TO DR. BILINKOFF NO LATER THAN 11:59 PM</b>  <b>STUDENTS MAY HAND IN THEIR EXAMS EARLIER IF THEY WISH.</b>

## GUIDELINES AND RESPONSIBILITIES

1. In order to ensure the health and safety of everyone in our community, you must follow University guidelines by wearing a mask and keeping an appropriate distance from others while in the classroom. Please view the brief video and informative UNCG COVID-19 Website on the Canvas Dashboard for this and all classes.
2. ATTENDANCE POLICY: **I highly recommend** 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, start on time, and stay until the end of the class period, please drop the course. Make every effort to use the restroom facilities before the class begins. If you miss more than 3 classes, I will reach out to you and we will discuss whether it is better for you to stay enrolled in the course or to drop it. If you experience a personal or family emergency, contact the Dean of Students office and they will inform all your instructors: deanofstudents@uncg.edu; (336) 334-5514
3. ATTENTIVENESS POLICY: Be prepared to pay attention and take careful notes during class periods. After the drop/add period is over I will be making seating charts and asking students to sit in their assigned seats each time; this is a mandatory policy for the purpose of tracing in case someone should test positive for COVID-19. On the days you are in the classroom, please do not pack up your belongings until the class period has ended; this can be very distracting.
4. I do not permit the use of laptops in the classroom except for accessing primary sources or in cases of documented need. Cellphones must be silenced during the class period and placed on top of students' desks and used only to access primary sources or at the instructor's request. **Texting during class is extremely rude and demonstrates disrespect for one's classmates and instructors.**
5. 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 for another or download a copy from Canvas. I strongly recommend that students place handouts and the primary source documents in a three-ring binder and bring the binder to class or have it at the ready. That way when we are examining the documents 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.
6. Grades will be based upon a series of take-home assignments, which I will describe in more detail during the semester. Writing assignments must be word-processed, double-spaced, spell-checked, with standard 1" margins and 12-point font. I look at 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. In other words: writing counts! I also take regular attendance and class participation into account when formulating grades. Participation may be manifested in various ways: 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 25%, Final 30%, Response Paper 15%, Students' Discussion Questions 20%, Participation 10%.

7. All assignments are due on the days specified on the syllabus. **RESPONSIBILITY CLAUSE:** If for **ANY REASON** you are unable to hand in an assignment on time it is **YOUR** responsibility to contact me beforehand so we can make alternative arrangements. 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 ways of contacting me.
  
8. 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!

**General Education Historical Perspectives (GHP) Student Learning Outcomes (SLOs):**

1. Use a historical approach to analyze and contextualize primary [and in some cases, secondary sources] representing divergent perspectives.
  
2. Use evidence to interpret the past coherently, orally and/or in writing.

**All course assessments are designed to gauge students' engagement with these SLOs.**