

HIS 222-01

EUROPE 1350-1789: FROM RENAISSANCE TO REVOLUTION

Fall Semester 2015
MWF 1:00-1:50 PM
Graham 308

Contact Information:

Instructor: Jodi Bilinkoff
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Office Hours: MW 2:15-3:30 PM and by appointment
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Required Reading for Course:

This course is heavily based upon a set of primary source documents which are available on e-reserves via Blackboard. They 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.

For purposes of reference we will use this textbook: 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, although buying books via the internet usually results in considerable savings.

COURSE SYLLABUS

M	1/12	Introduction to Course
W	1/14	W. Europe in 1350: An Ordered Society? Zephy 9-12
F	1/16	W. Europe in 1350: An Ordered Society? Zephy 12-17, 23-25
M	1/19	Martin Luther King Holiday
W	1/21	Christianity Comes to Europe: A Brief History
F	1/23	Christianity Comes to Europe
M	1/26	W. Europe in 1350: A Christian Society? Zephy 26-27
W	1/28	W. Europe in 1350: Assessing the Three Orders
F	1/30	Discussion; Quiz 1
M	2/2	Petrarch and Humanism Zephy 71-73; "The Ascent of Mont Ventoux" (e-reserves)
W	2/4	Humanism and Politics Zephy 17-18, 48-55, 78-80
F	2/6	Discussion; Quiz 2
M	2/9	Machiavelli Zephy 55-57, 80-81; <i>The Prince</i> , excerpts: Epistle Dedicatory (Dedicatory Letter), chs. 14, 15, 17, 18, 23, 25, 26 (e-reserves)
W	2/11	Machiavelli <i>The Prince</i> , excerpts Epistle Dedicatory (Dedicatory Letter), chs. 14, 15, 17, 18, 23, 25, 26
F	2/13	Discussion; Quiz 3
M	2/16	1492 and Beyond Zephy 129-137 1-Page Response Paper Assigned

W	2/18	Discovery and Self-Discovery Zophy 157-158, 278-279
F	2/20	The Columbian Exchange; Discussion
M	2/23	Erasmus and Christian Humanism Zophy 158-161; "The Shipwreck" (e-reserves) 1-Page Response Paper Due
W	2/25	Luther Zophy 164-171; "Preface to the First Volume of Latin Writings" (e-reserves) Take-Home Midterm Exam Assigned
F	2/27	Discussion; Quiz 4
M	3/2	Luther and the Reformation Zophy 126-127, 171-179, 183-189, 195-197
W	3/4	Calvin and Reform Culture Zophy 214-226 Take-Home Midterm Exam Due
F	3/6	The Reformation and the Arts Last Day to Drop Classes Mon 3/9-Fri 3/13 Spring Break
M	3/16	Ignatius Loyola <i>Autobiography</i> , excerpt (e-reserves)
W	3/18	Loyola and Catholic Reform Zophy 254-266, 299-300
F	3/20	Discussion; Quiz 5
M	3/23	Science, Reason, Authority Zophy 301-305
W	3/25	Galileo "Letter to Castelli" (e-reserves)
F	3/27	Discussion; Quiz 6
M	3/30	Absolutism, Reason, and the State Zophy 274-280, 313-315
W	4/1	Louis XIV and Versailles

F	4/3	Spring Holiday
M	4/6	The Age of Enlightenment Zophy 286-291, 309-312
W	4/8	Religion Questioned, Religion Affirmed Voltaire, "Fanaticism" from his <i>Philosophical Dictionary</i> (e-reserves)
F	4/10	Discussion; Quiz 7
M	4/13	Consent and Slavery
W	4/15	Jefferson "Declaration of Independence" (e-reserves) 1-Page Response Paper Assigned
F	4/17	Discussion; Quiz 8
M	4/20	Mary Wollstonecraft <i>A Vindication of the Rights of Woman</i> , excerpts (e-reserves) Take-Home Final Exam Assigned
W	4/22	Reason, Education, and "The Woman Question" <i>A Vindication of the Rights of Woman</i> , excerpts (e-reserves)
F	4/24	Discussion; 1-Page Response Paper Due
M	4/27	The Promise of Progress on the Eve of Revolution Festive Conclusion to Semester
T	4/28	Dr. Bilinkoff available for consultation
F	5/1	Take-Home Final Exam due in mailbox next to Dr. Bilinkoff's office, MHRA 2127, NO LATER THAN 2:00 PM. 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. Please 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. 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. **Texting during class is extremely rude and demonstrates disrespect for one's classmates and instructors.** Please do not 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. 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 your instructor. If we are 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 March 6. **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

