

Europe, 1400 to 1789

HIS 222-01, Online (Spring 2019), University of North Carolina at Greensboro

Instructor: Dr. Sarah E. McCartney

Email: sarahmccartney@uncg.edu may appear as semccar2@uncg.edu

Office Hours: online (by email and appointment if needed)

Course Description: This course is a survey of major socio-economic, political, and cultural trends in Europe from the Renaissance to the French Revolution.

Required Course Materials:

Merry Wiesner-Hanks, *Early Modern Europe, 1450-1789*, 1st Edition (ISBN number: 9780521005210)

- I encourage you to purchase this text online. It is available for minimal cost (approx \$10) at multiple online retailers.
- Copies are also available through the UNCG Bookstore.



Map of Europe by Abraham Ortelius (1595)

All other readings and course materials are available on Canvas or through links to other internet sites.

Computer Requirements: To complete this course, you will need a computer and reliable internet access. You will need to access Canvas, the Canvas Message Center, and your UNCG email regularly. All course components use Canvas, and it is your responsibility to understand how to navigate Canvas to ensure your success in this course.

UNCG GENERAL EDUCATION REQUIREMENTS

This course satisfies UNCG's General Education Core (GEC) requirements for Historical Perspectives (GHP), Global Premodern (GPM), and Global (GL):

- **Historical Perspectives (GHP):** Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.
- **Global Premodern (GPM):** Students demonstrate an understanding of diverse historical events, forces, and/or contexts in the ancient world.
- **Global (GL):** Students focus on the interconnections among regions, cultures, polities, and/or intellectual traditions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

General Education Global Perspectives Student Learning Outcomes:

1. Interpret or evaluate information on diverse cultures, politics, and/or intellectual traditions.
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

UNCG HISTORY DEPARTMENT STUDENT LEARNING OBJECTIVES

The UNCG History Department has four official Student Learning Outcomes (SLOs) for its undergraduate program. These SLOs describe the skills you will develop and exercise in history courses at UNCG.

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

COURSE LEARNING OBJECTIVES

Upon completing HIS 222, you will be able to:

- Analyze continuity and change and explain large-scale and long-term historical developments of regional, interregional, and global scope in Europe from roughly 1400 to 1789 C.E.. [Historical Comprehension]
- Analyze ways in which human groups have come into contact and interacted with one another through the roles of individuals, politics, society and culture, technology, economics, religion, and ideologies.
- Assess the significance of key turning points in European history from 1400 to 1789.
- Use Historical Thinking to contextualize and analyze *primary* and *secondary sources* representing different points of view. [Historical Thinking/Analysis]
 - **Goals for Primary Sources:**
 - Analyze historical sources by evaluating their authenticity and credibility, and their social, cultural, political, and economic context.
 - Reconstruct the literal meaning of a historical passage using Historical Thinking skills.
 - Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

- Appreciate historical perspectives: (a) describing the past on its own terms through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness”—judging the past in terms of present-day norms and values.
- **Goals for Secondary Sources:**
 - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
 - Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- Develop research skills by investigating and interpreting primary and secondary sources. [Historical Research]
- Use evidence-based reasoning to interpret the past coherently in formal and informal writing. [Historical Interpretation]
 - Support interpretations with historical evidence in order to construct closely reasoned arguments rather than opinions.

COURSE POLICIES

**Each Unit is available on Friday at 12am prior to the Unit’s beginning date. I may adjust this schedule if needed.*

Workload Expectations: Online courses provide flexibility and a mobile classroom environment, but they also require you to plan ahead and manage your time even better than you would in a classroom course. There are readings and assignments that you’ll need to complete each week, and you should be prepared to set aside 4+ hours a week to complete the requirements for HIS 222.

Canvas: This course utilizes the Canvas learning system provided and supported by UNCG. It is your responsibility to ensure that you are able to log-in to Canvas. There are numerous reasons why students may not be able to log-in to Canvas, such as using an unsupported internet browser, an unpaid tuition bill, or a failure to obtain state-required immunizations. I cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online at: <http://its.uncg.edu/services> . If you continue to have issues, contact the Registrar’s Office.

Modules: Activities and Assignments are listed within their associated Unit within the “Modules” tab on Canvas. The Units are designed with the readings and assignments in order, so you should complete a given assignment before moving on to the next one.

- ❖ *There is a “next” button at the bottom of each component within the Modules, so you can click through a Module to complete the associated Unit.*

Attendance Policy: This is an online class, so there is not a traditional attendance policy. You will be assessed based on your engagement with the materials and completion of each aspect of the course.

Assignment Policy: All assignments will be completed in Canvas or uploaded to Canvas. It is your responsibility to contact me should any issues arise that would prevent you from completing course components on-time. Extra Credit is unlikely – complete the assigned credit.

Late Assignment Policy: You should always be in communication with the instructor if you are unable to complete an assignment by its due date. *Assignments submitted after the due date without prior approval from the instructor will not be accepted.*

- ❖ I may offer extensions on a case-by-case basis after reviewing special circumstances (e.g. death in the family, personal health issues).

Discussion Board: You will utilize the Canvas Discussion Board for various purposes.

- ❖ **Introductions:** There is a thread for Introductions and introducing yourself there is one of the first assignments for HIS 222.
- ❖ **Frequently Asked Questions:** There is a thread dedicated to Frequently Asked Questions on the Canvas Discussion Board. Should I receive questions that are applicable to the entire class, I will post them there.
- ❖ **Class Café:** The Canvas Discussion Board is available for you for informal class discussion outside of class-time. There is a thread solely dedicated to student interaction, so that you may chat with your classmates, ask each other questions, etc. I will have access to this Discussion Board; however, it is your space to communicate with each other.

Electronic Communication: I will utilize the Canvas message center and *UNCG iSpartan* email address, for ALL class emails, so be sure to check both regularly. I will reply to all emails, and I try to respond promptly, so if you do not hear from me within 24 hours, email me again. Please be aware that an email response will not be instantaneous and plan accordingly, but do not hesitate to contact me with any questions.

- All emails should include “HIS 222” in the subject line.
 - Emails should be professional and courteous. You should begin with a salutation and conclude with your name.
 - Emails sent after 7pm may not receive a reply until the following morning (plan ahead for issues that may come up with the 11:59pm assignment submissions).
- ❖ **3-Before-Me:** Before you email me to ask a question, you should check in at least three appropriate places to find the answer. For example, you might check the Syllabus, the Course Announcements on Canvas, or the specific Unit on Canvas. You could also check or post in the Class Café or Frequently Asked Questions Discussion Boards to see if a classmate might have a similar question or know the answer. When you email me, please include a list of the 3 places you checked for the information.

Accessibility: UNCG seeks to promote access to educational opportunities for all students and comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) on the 2nd floor of the Elliott University Center. You can contact OARS at (336) 334-5440 or through their website <https://oars.uncg.edu/>.

Academic Integrity: You should adhere to the highest standards of academic integrity. It is your responsibility to avoid even the appearance of dishonesty regarding your work.

- ❖ All assignments must be your own work and all sources must be properly cited or it will be considered plagiarism. Any instance of plagiarism will receive a 0 for the assignment and may be referred to the Office of Student Conduct for appropriate action.
- ❖ UNCG defines plagiarism as “intentionally or knowingly representing the words of another, as one’s own in any academic exercise” and the university’s Academic Integrity policy is available online: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

COURSE COMPONENTS, EVALUATION, & ASSESSMENT

Syllabus Quiz: There is a quiz on the contents of the syllabus that *you must complete on Canvas by 11:59pm on Sunday, January 20th*. The quiz is “open syllabus” and asks questions about the syllabus content to ensure that you understand the course components and class policies.

Unit Quizzes: There are quizzes related to each Unit’s assigned readings, websites, and videos. These quizzes are multiple choice and they are “open book” and “open note.”

Film Quizzes: There are several videos and films throughout the course that have associated quizzes with them. These quizzes should be completed as you watch the associated video or film (open the quiz and film in separate internet windows for easy access).

History Labs: History Labs consist of Historical Thinking and Information Literacy Activities. These activities provide the opportunity to practice the “tool kit” of skills historians use to analyze, evaluate, and interpret history.

- ❖ Historical Thinking addresses questions related to sourcing, contextualizing, close reading, and corroborating sources. You will specifically use these skills to analyze primary sources (documents, images, objects, and places contemporary to a specific time we are studying) and secondary sources (historical research and writing completed by historians).
- ❖ Information Literacy addresses skills associated with locating, evaluating, and synthesizing information and historical content. It is particularly related to analyzing websites, media, and other source materials.

Writing Assignments: You will complete several short writing assignments in response to a prompt posted in the associated Unit on Canvas. Assignments should be written using Microsoft Word or another note-taking software and uploaded to Canvas in the appropriate location in doc, docx, or pdf format.

Final Assignment: The Final Assignment asks you to look at the big picture of European history and HIS 222. The Assignment must be typed using Microsoft Word or another note-taking software and uploaded to Canvas in the appropriate location.

GRADING BREAKDOWN

Syllabus Quiz/Introduction DB	5%
Unit Quizzes (5)	25%
Film Quizzes (4)	20%
History Labs (6)	30%
Writing Assignments (2)	10%
Final Assignment	10%

Final Grade Scale			
A+	99-100	C	73-76
A	93-98	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	59 & lower
C+	77-79		

ASSIGNMENT & GRADE BREAKDOWN BY UNIT

UNIT 1 – EUROPE IN THE WORLD OF 1450

Syllabus Quiz	2.5%
Discussion Board ~ Introductions	2.5%
Unit 1 Quiz	5%

UNIT 2 – INDIVIDUALS AND POLITICS, 1450-1600

Unit 2 Quiz	5%
Unit 2 History Lab	5%
Film/Quiz	5%

UNIT 3 – CULTURAL AND INTELLECTUAL LIFE, 1450-1600

Unit 3 History Lab	5%
--------------------	----

UNIT 4 – RELIGION AND ECONOMICS, 1450-1600

Unit 4 Quiz	5%
Unit 4 History Lab	5%
Film/Quiz	5%

UNIT 5 – EUROPE IN THE WORLD, 1450-1600

Writing Assignment #1	5%
-----------------------	----

UNIT 6 – INDIVIDUALS AND POLITICS, 1600-1789

Unit 6 Quiz	5%
Unit 6 History Lab	5%
Film/Quiz	5%

UNIT 7 – CULTURAL AND INTELLECTUAL LIFE, 1600-1789

Unit 7 History Lab	5%
--------------------	----

UNIT 8 – RELIGION AND ECONOMICS, 1600-1789

Unit 8 Quiz	5%
-------------	----

Unit 8 History Lab	5%
Film/Quiz	5%
<u>UNIT 9 – EUROPE IN THE WORLD, 1600-1789</u>	
Writing Assignment #2	5%
<u>CONCLUSION</u>	
Final Assignment	10%

COURSE SCHEDULE

**Each Unit is available on the Friday prior to the Unit's beginning date at 12am. There are weekly assignments due within each Unit. This is designed to give you the greatest flexibility in completing the assignments. I may adjust this schedule if needed.*

UNIT 1: EUROPE IN THE WORLD OF 1450 (JANUARY 14–20)

Readings:

HIS 222-01, Spring 2019 – Syllabus
Early Modern Europe, Introduction
Early Modern Europe, Chapter 1: “Europe in the world of 1450”

Deadlines for Unit 1:

- ❖ Syllabus Quiz: Complete the Syllabus Quiz by *Sunday, January 20th at 11:59pm.*
- ❖ Discussion Board: Introduce yourself by *Sunday, January 20th at 11:59pm.*
- ❖ Unit 1 Quiz: Read the Introduction and Chapter 1 and take the Quiz by *Sunday, January 20th at 11:59pm.*

UNIT 2: INDIVIDUALS AND POLITICS, 1450-1600 (JANUARY 20–FEBRUARY 3)

Readings:

Early Modern Europe, Chapter 2: “Individuals in society, 1450-1600”
Early Modern Europe, Chapter 3: “Politics and power, 1450-1600”

History Lab:

“Historical Thinking Process”
 “Tax Exemption for Books. Valladolid (1477)” *[linked on Canvas]*

Film:

“Vienna: Empire, Dynasty, and Dream—Episode 1” (49:17) *[linked on Canvas]*

Deadlines for Unit 2:

- ❖ Unit 2 Quiz: Read Chapters 2 and 3 and take the Quiz by *Sunday, February 3rd at 11:59pm.*
- ❖ Unit 2 History Lab: Use “Historical Thinking Process” and “Tax Exemption for Books, Valladolid (1477)” document to complete the History Lab on Canvas by *Sunday, February 3rd at 11:59pm.*

- ❖ Unit 2 Film/Quiz: Watch the “Vienna: Empire, Dynasty, and Dream—Episode 1” (49:17) film while completing the film quiz on Canvas by *Sunday, February 3rd at 11:59pm.*

UNIT 3: CULTURAL AND INTELLECTUAL LIFE, 1450-1600 (FEBRUARY 3–10)

Readings:

Early Modern Europe, Chapter 4: “Cultural and intellectual life, 1450-1600”

History Lab:

“Renaissance Studies,” ARTSTOR Database *[linked on Canvas]*

Deadlines for Unit 3:

- ❖ Unit 3 History Lab: Use “Historical Thinking Process” and the “Renaissance Studies” images to complete the History Lab on Canvas by *Sunday, February 10th at 11:59pm.*

UNIT 4: RELIGION AND ECONOMICS (FEBRUARY 10–24)

Readings:

Early Modern Europe, Chapter 5: “Religious reform and consolidation, 1450-1600”

Early Modern Europe, Chapter 6: “Economics and technology, 1450-1600”

Film:

“A History of Christianity – Ep. 4: The Reformation”(58:44) *[linked on Canvas]*

History Lab:

“Fugger” website *[linked on Canvas]*

“Fuggerai: World’s Oldest Social Housing Project” (2 mins.) *[linked on Canvas]*

Deadlines for Unit 4:

- ❖ Unit 4 Quiz: Read Chapters 5 and 6 then take the Quiz by *Sunday, February 24th at 11:59pm.*
- ❖ Unit 4 History Lab: Use the “Fugger” website and “Fuggerai” video clip to complete the History Lab on Canvas by *Sunday, February 24th at 11:59pm.*
- ❖ Unit 4 Film/Quiz: Watch “A History of Christianity – Episode 4: The Reformation”(58:44) while completing the film quiz on Canvas by *Sunday, February 24th at 11:59pm.*

UNIT 5: EUROPE IN THE WORLD, 1450-1600 (FEBRUARY 24–MARCH 11)

***Note that the due date for Unit 5 is MONDAY, MARCH 11th at 11:59pm because of Spring Break (though you are welcome to submit the assignments earlier).*

Readings:

Early Modern Europe, Chapter 7: “Europe in the world, 1450-1600”

“Theodor de Bry’s America” website *[linked on Canvas]*

Deadlines for Unit 5:

- ❖ Unit 5 Writing Assignment (WA1): Complete the Unit 5 readings and use them to respond to the WA1 prompt. Submit your assignment through Canvas by *Monday, March 11th at 11:59pm.*

UNIT 6: INDIVIDUALS AND POLITICS, 1600-1789 (MARCH 10–24)**Readings:**

Early Modern Europe, Chapter 8: “Individuals in society, 1600-1789”
Early Modern Europe, Chapter 9: “Politics and power, 1600-1789”

Unit 6 History Lab:

“The Diary of Samuel Pepys” *[linked on Canvas]*

Film:

“The Stuarts: Part 2” (51:23) *[linked on Canvas]*

Deadlines for Unit 6:

- ❖ Unit 6 Quiz: Read Chapter 8 and 9 then take the Quiz by *Sunday, March 24th at 11:59pm.*
- ❖ Unit 6 History Lab: Use “Historical Thinking Process” and “The Diary of Samuel Pepys” to complete the History Lab on Canvas by *Sunday, March 24th at 11:59pm.*
- ❖ Unit 6 Film/Quiz: Watch “The Stuarts: Part 2” (51:23) and complete the film quiz on Canvas by *Sunday, March 24th at 11:59pm.*

UNIT 7: CULTURAL AND INTELLECTUAL LIFE, 1600-1789 (MARCH 24–APRIL 7)**Readings:**

Early Modern Europe, Chapter 10: “Cultural and intellectual life, 1600-1789”

History Lab:

“Historical Thinking Process”
 “The Galileo Project – Timeline” *[linked on Canvas]*
 “Galileo to Grand Duchess Christina of Tuscany, 1615” *[linked on Canvas]*

Deadlines for Unit 7:

- ❖ Unit 7 History Lab: Use “Historical Thinking Process” and the Unit 7 readings about Galileo to complete the History Lab and submit it on Canvas by *Sunday, April 7th at 11:59pm.*

UNIT 8: RELIGION AND ECONOMICS, 1600-1789 (APRIL 7–21)**Readings:**

Early Modern Europe, Chapter 11: “Religious consolidation and renewal, 1600-1789”
Early Modern Europe, Chapter 12: “Economics and technology, 1600-1789”

History Lab:

“Letter to the Town Officers and People of Marseilles (1664)” *[linked on Canvas]*

“Revocation of the Edict of Nantes (1685)”

[linked on Canvas]

Film:

"The Real Versailles"(54:03)

[linked on Canvas]

Deadlines for Unit 8:

- ❖ Unit 8 Quiz: Read Chapters 11 and 12 and take the Quiz by *Sunday, April 21st at 11:59pm.*
- ❖ Unit 8 History Lab: Use “Historical Thinking Process” and the Unit 8 readings about France to complete the History Lab and submit it on Canvas by *Sunday, April 21st at 11:59pm.*
- ❖ Unit 8 Film/Quiz: Watch “The Real Versailles” (54:03) film and complete the quiz on Canvas by *Sunday, April 21st at 11:59pm.*

UNIT 9: EUROPE IN THE WORLD, 1600-1789 (APRIL 21–28)

Readings:

Early Modern Europe, Chapter 13: “Europe in the world, 1600-1789”

Deadlines for Unit 9:

- ❖ Unit 9 Writing Assignment (WA2): Complete the Unit 9 readings and use them to respond to the WA2 prompt. Submit your assignment through Canvas by *Sunday, April 28th at 11:59pm.*

CONCLUSION (APRIL 28–MAY 1)

- ❖ Final Assignment: The Final Assignment must be submitted on Canvas by *Wednesday, May 1st, at 11:59pm.*

