

HIS 222: History of Europe from 1400 to 1789

Lectures: TTR 8:00-9:15 in MHRA 1214

Spring 2022

Instructor: Ms. Abigail Shimer

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Office Hours: Tuesday/Thursday 9:30-11:00 in person and on Zoom by Appointment

### Course Description

For many people living in Europe in 1789 the Europe of 1400 would seem little like their homeland. Changes in technology, governance, beliefs, and knowledge all impacted the way Europeans saw themselves in the world. In this course, we will examine both primary and secondary sources about Europe to see how these changes took place and what people thought of them. Topics covered in this class include the Renaissance, Protestant Reformation, the Catholic Counter-Reformation, the rise of Absolute monarchy, exploration of the Atlantic World, and the Enlightenment.

### Student Learning Outcomes

SLO 1. Critically analyze claims, arguments, artifacts or information

SLO 2. Construct coherent, evidence-based arguments

### Course Text

There is no required text for this class that you need to buy. All reading assignments will be online.

### Assignments

- Quizzes – Students will have quizzes periodically given on the reading for that day. (SLO 1)
- Midterm Exam (SLO 2)
- Podcast Assignment – Students will complete a fifteen-minute podcast. (SLO 1, SLO 2)
- Final Exam (SLO 2)
- Participation (SLO 1)

### Grade Scheme

This course is graded out of 1000 points.

Quizzes	300 Total
Midterm	150
Podcast	300
Final Exam	150
Participation	100

### Late Work Policy

All work is due on the assigned date. If you have any issues meeting the deadline, please let me know before the assignment is due. Any unexcused late work will be penalized 10% for each day it is late.

### Covid-19 Absence Policy

If you get diagnosed with Covid or have to miss class for a Covid related reason, please let me know as soon as possible. This will allow me to best assist you.

### Covid-19 Mask Policy

You are required to wear a mask to class. Your mask must cover both your nose and mouth. If you do not abide by UNCG masking requirements, I will ask you to leave the classroom, and you will be marked as absent for that day.

### Attendance Policy

Students should come to every class. However, if for some reason you cannot attend class, please email me. Students with fewer than five absences will not receive any grade penalty. Students over five absences will receive a 5-point penalty for every class they miss. Students missing more than 12 classes will fail the class. Students are expected to arrive to class on time. After the first ten minutes of class, the door will close, and students will be counted as absent.

### Seating Chart

Per UNCG policy, students are required to sit in the seats they are assigned on the first day of class. The seating chart will be posted on the first day of class.

### Electronic Policy

Unless otherwise noted, electronics are not allowed in class. Students should come with the required readings printed out.

### Academic Integrity

Plagiarism and academic dishonesty will not be tolerated. Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here:  
<https://drive.google.com/file/d/0B0rFGGhJvbDHUEXSZmFFaWFmb00/view>.

### Academic Support & Disability Accommodations

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336) 334-5440, [oars.uncg.edu](http://oars.uncg.edu).

### Religious Observance

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify me in advance of the date of the religious observance.

### Writing Center

UNCG has a Writing Center to help students at all levels. Since this is a writing intensive course, you should take advantage of the writing center to improve your writing assignments. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

## Speaking Center

The Speaking Center provides support for both speaking in class and giving oral presentations. (speakingcenter.uncg.edu)

## Office Hours

Office Hours give you a time to speak to me about this class, history in general, or any other concerns you may have. Please let me know if these hours do not work for you and we can schedule something at another time. Additionally, if you do not feel comfortable meeting in person, please let me know and we can schedule a time to meet over zoom.

## History Department Websites:

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

## Readings

All readings from class will be located online via Canvas.

### Week 1

**Big Questions:** What is history? What do historians do? What is the difference between a primary and secondary source? How do we read primary and secondary sources? How were Europeans affected by the Black Death?

**01/11**

- **Assignment Readings:**
  - Syllabus
  - Historical Thinking Chart (Posted on Canvas)

**01/13**

- **Assigned Readings:**
  - John Aberth, “The Black Death in History,” in *The Black Death: The Great Mortality of 1348-1350*. (Posted on Canvas)
  - Michele da Piazza, “Chronicle, 1347-1361.” (Posted on Canvas)
  - Louis Sanctus, “Letter, April 27, 1348.” (Posted on Canvas)
  - “The Great Chronicle of France, ca. 1348.” (Posted on Canvas)

### Week 2

**Big Questions:** What was everyday life like for ordinary Europeans?

**01/18**

- **Assigned Readings:**
  - Zophy, *Renaissance and Reformation Europe*, Chapter 2.

**01/20**

- **Assigned Readings:**

- Eugene F. Rice Jr. and Anthony Grafton, *The Foundation of Early Modern Europe, 1460-1556*. Chapter 2.
- [“Social Conditions in 17<sup>th</sup> Century France”](#)

### Week 2

**Big Questions:** What was the Renaissance? How did it impact Europe? How was the Renaissance different in various parts of Europe? How was the Renaissance funded? What government structures were around at the time of the Renaissance?

01/25

- **Assigned Readings:**
  - Zophy, *Renaissance and Reformation Europe*, Chapter 4 (Posted on Canvas)

01/27

- **Assigned Readings:**
  - Zophy, *Renaissance and Reformation Europe*, Chapter 9 (Posted on Canvas)

### Week 3

**Big Questions:** Who was Martin Luther? What was the Catholic Church like during the period? What were Luther’s complaints against the Catholic Church? How did the Reformation spread? How did the Catholic Church respond?

02/01

- **Assigned Readings:**
  - *The Election of Pope Pius II* (Posted on Canvas)
  - [95 Theses](#)
  - Andrew Pettegree, *Brand Luther*, Chapter 3 (Posted on Canvas)

02/03

- **Assigned Readings:**
  - Zophy, *Renaissance and Reformation Europe*, Chapter 16
  - [“Exsurge Domine: Condemning the Errors of Martin Luther”](#)
  - [Council of Trent: Rules on Prohibited Books](#)
  - [Tridentine Creed](#)

### Week 4

**Big Questions:** What were the “Wars of Religion”? How much did they have to do with religion?

02/08

- **Assigned Readings:**
  - Mark Konnert, *Early Modern Europe: The Age of Religious Wars, 1559-1715*, Chapter Five. (Posted on Canvas)
  - [De Thou \(1553-1617\), “The Massacre of St. Bartholomew's Day.”](#)

02/10

- **Assigned Readings:**

- Mark Konnert, *Early Modern Europe: The Age of Religious Wars, 1559-1715*, Chapter Eight. (Posted on Canvas)
- [Otto von Guericke, "Destruction of Magdeburg."](#)

### Week 5

**Big Questions:** What were the different types of government in Europe? How did they evolve over this period? How were the governments of France, England, and the Holy Roman Empire different?

02/15

- **Assigned Readings:**

- Mark Konnert, *Early Modern Europe: The Age of Religious Wars, 1559-1715*, Chapter Nine. (Posted on Canvas)
- ["Cardinal Richelieu, Political Testament"](#)
- ["Jacques Benigne Bossuet, Political Treatise"](#)
- ["James VI and I: True Law of Free Monarchies, 1598"](#)

02/17

- **Assigned Readings:**

- Eugene F. Rice Jr. and Anthony Grafton, *The Foundation of Early Modern Europe, 1460-1556*. Chapter 4. (Posted in Canvas)

### Week 6/Week 7

**Big Questions:** Where around the world did Europeans explore? Why was Asia so important for Europeans? How did the exploration of the Americas impact Europeans?

02/15

- **Assigned Readings:**

- Benjamin, *The Atlantic World*, Chapter 2 – Part I (Posted on Canvas)
- [Hans Mayr, \*The Voyage and Acts of Dom Francisco, 1505-\*](#)

02/17

- **Assigned Readings:**

- Benjamin, *The Atlantic World*, Chapter 2 – Part II (Posted on Canvas)
- "Hernan Cortés: from Second Letter to Charles V, 1520"
- ["Potato Revolution" Readings](#)

02/22

- **Assigned Readings:**

- TBD
- [Will Adams, "My Coming to the Country, 1611."](#)

02/24 — Midterm

### Week 8

**Big Questions:** What is important to making a podcast? What are good examples of history podcasts? What were some of the tensions in the American colonies?

03/01

- **Assigned Readings:**
  - [UNCG Digital Commons](#)
  - Listen to European History Podcast from List Posted on Canvas
  - Benjamin, *The Atlantic World*, Chapter 4 – Part I (Posted on Canvas)
  -

03/03

- **Assigned Readings:**
  - Benjamin, *The Atlantic World*, Chapter 4– Part II (Posted on Canvas)

### Week 9

**Big Questions:** What is the “scientific revolution”? Who were the major figures? How did religious and political power structures impact scientific findings? How did scientific discoveries impact how Europeans thought of the world?

03/15

- **Assigned Readings:**
  - John Merriman, *A History of Modern Europe*, Chapter 8– Part I. (On Canvas)
  - [“Robert Bellarmine: Letter on Galileo's Theories, 1615”](#)
  - [Crime of Galileo](#)

03/17

- **Assigned Readings:**
  - John Merriman, *A History of Modern Europe*, Chapter 8 –Part II. (On Canvas)
  - [René Descartes: Discourse on Method \(1637\)](#)

### Week 10

**Big Questions:** What is the Enlightenment? How did it develop? How did the Enlightenment look different from area to area? How did people exchange ideas? How did ideas of international law develop?

03/22

- **Assigned Readings:**
  - [The Enlightenment](#)
  - Dorinda Outram, *The Enlightenment*, Chapter 2 (Posted on Canvas)

03/24

- **Assigned Readings:**
  - Dorinda Outram, *The Enlightenment*, Chapter 7 (Posted on Canvas)
  - [“Daniel Defoe: \(On\) The Education Of Women, 1719”](#)

## Week 11

**Big Questions:** How did the ideals of the Enlightenment impact political figures? To what extent did Enlightenment ideals help the common people of a country?

03/29

- **Assigned Readings:**
  - Mark Konnert, *Early Modern Europe: The Age of Religious Wars, 1559-1715*, Chapter 16
  - [“Peter the Great and the Rise of Russia, 1682-1725”](#)
  - [Catherine the Great](#)

03/31

- **Assigned Readings:**
  - [“The Decline of the Holy Roman Empire and the Rise of Prussia, 1700-1786”](#)
  - [“The Ideal of Joseph II of Austria”](#)

## Week 12

**Big Questions:** How did black chattel slavery develop in European colonies? Did it develop in Europe? What debates and justifications were made regarding slavery? How did it develop in the Portuguese and Spanish Empires? How did colonies in the Caribbean develop? What role did slavery play in these colonies? How did the North American colonies develop? How did slavery play a role in this? How did each of the empires relate differently to the colonies in the 1600s and 1700s?

04/05

- **Assigned Readings:**
  - TBD

04/07

- **Assigned Readings:**
  - [“Britain’s involvement with New World slavery and the transatlantic slave trade”](#)
  - [“The Somerset Case”](#)
  - Dorinda Outram, *The Enlightenment*, Chapter 6 (Posted on Canvas)

## Week 13

**Big Questions:** What was the English Civil War and Glorious Revolution? How were these conflicts similar and different? How did they make the English political system increasingly different from an absolute monarchy? How did they impact the North American Colonies?

04/12

- **Assigned Readings:**
  - John Merriman, *A History of Modern Europe*, Chapter 6 – Part I

#### 04/14— Podcast Project Due

- **Assigned Readings:**
  - John Merriman, *A History of Modern Europe*, Chapter 6 – Part II
  - [“The turbulent 17<sup>th</sup> century: Civil War, regicide, the Restoration and the Glorious Revolution”](#)

#### Week 14

**Big Questions:** What were the Imperial Wars? How did they lead to trans-Atlantic conflict? How did they lead to discontentment and the loss of British Colonies?

#### 04/19

- **Assigned Readings:**
  - John Merriman, *A History of Modern Europe*, Chapter 10. (Posted on Canvas)

#### 04/21

- **Assigned Readings:**
  - [“Soame Jenyns The Objections to the taxation consider'd 1765”](#)
  - [“William Pitt: Speech on the Stamp Act”](#)

#### Week 15

**Big Questions:** What led to the rise of discontentment in France? How did the ideas from former North American British colonies impact ideas of rights in France?

#### 04/26

- **Assignment Reading:**
  - [Declaration of Rights of Man](#)
  - [Declaration of Independence](#)

*Syllabus is subject to change at the discretion of the instructor. I will notify you of any changes in class.*

#### UNCG Covid Statement:

As we return for spring 2022, all students, faculty, and staff are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. These actions include, but are not limited to:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of COVID-19

- Staying home when ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill
- Completing a [self-report](#) when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive
- Staying informed about the University's policies and announcements via the [COVID-19](#) website

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting. Students may move their chairs in class to facilitate group work, as long as instructors keep seating chart records. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings are also available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health services, will review requests for accommodations.