

**HIS 444/ 544 EARLY MODERN EUROPE: SELECTED TOPICS
CITIES AND THEIR DWELLERS, 1450-1700**

Spring Semester 2022
Tuesday, Thursday 2:00-3:15 PM
MHRA 1211

CONTACT INFORMATION:

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REQUIRED READING FOR COURSE:

Merry Wiesner-Hanks, *Early Modern Europe, 1450-1789*, 2nd edition,
New York: Cambridge University Press, 2013. ISBN: 978-1-107-64357-4

This book is available to purchase or rent at the UNCG Bookstore, however, using the internet frequently results in considerable savings. It is not available as an eBook at Jackson Library.

Page assignments within brackets are required for graduate students, optional for undergraduates.

For supplementary materials:

www.cambridge.org/wiesnerhanks

COURSE SYLLABUS:

- T 1/11 Introduction to the Course;
Thinking about Cities
- Th 1/13 W. Europe in 1450: Commonalities and Continuities
Work and the Family
MWH [20-27], 43-48, 50-75, 78-84, [203-206], 216-220,
224-234, 298-304
- F 1/14 **END OF DROP/ADD PERIOD**
- T 1/18 W. Europe in 1450: Commonalities and Continuities
Life of the Mind and the Spirit
MWH 1-14, 35-42, 75-78, 292-298, 433-439
- Th 1/20 Students' Introductions, Students' Interests;
Course Guidelines

LISTS OF CITIES AND TOPICS HANDED OUT

- T 1/25 W. Europe in 1450: Geopolitics, Power, and Privilege
MWH 27-34, 86-99, [99-121], 121-123, 279-288
- Th 1/27 Changes: Renaissance and Scientific Revolution
MWH 119-121, 126-143, 149-160, 373-378
- T 2/1 Changes: 1492 and the First Age of Globalization
MWH 220-224, 236-240, [240-245], 245-274
- Th 2/3 Changes: Protestant and Catholic Reformations
MWH 162-174, [174-177], 178-197
- T 2/8 Discussion of Oral/Visual and Written Assignments;
Tips on Searching for Sources

STUDENTS' CHOICES OF CITY AND TOPIC DUE

- Th 2/10 City Dwellers: University Students
Ferrara, 1442; Louvain, 1476; Coimbra, 1538-1552
MWH 36, 134, Online ch.4 #3, ch.4 #4

PROGRESS REPORTS ASSIGNED

- T 2/15 Workshop with Ms Maggie Murphy, CITI, Jackson Library;
Students Collect Books from the Stacks
- Th 2/17 City Dwellers: Monarchs
A Royal Entrance into Paris, 1540; Henry VIII, Westminster (London), 1545
MWH Online ch.3 #6; image posted on Canvas
- T 2/22 City Dwellers: Merchants and Artisans
Frankfurt, late 16th century; Paris, 1610
MWH 227, 473; Online ch.6 #16, ch.6 #12 for woodcut illustration
- Th 2/24 City Dwellers: Ethnic and Religious Minorities
Munich, 1488; Lisbon, 1542; Granada, 1567
MWH 110; Online ch.6 #11; Francisco Núñez Muley, "A Morisco's
Plea" (handout)
- T 3/1 City Dwellers: Devout Catholic Women
Bologna, 1547; London, c.1612; Florence, 1633
MWH 190, Online ch.5 #17; ch.10 #6
- Th 3/3 City Dwellers: the Poor and the Sick
Munich, 16th century; London, 1620; Greenwich, 1724
MWH 298-301, 513; Online ch.8 #12 and #14; ch.12 #3
- PROGRESS REPORTS DUE NO LATER THAN 11:59 PM
EMAIL DIRECTLY TO DR. BILINKOFF AS A WORD FILE OR PDF,
NOT VIA CANVAS**
- F 3/4 **LAST DAY TO DROP CLASSES**
- T 3/8 **SPRING BREAK**
Th 3/10
- T 3/15 Workshop with Ms Carolyn Shankle and Ms Kathelene Smith,
Special Collections, Hodges Reading Room, Jackson Library
- Th 3/17 Instructions for Final Research Papers;
Citation Methods, Writings Strategies

ORAL/VISUAL REPORTS: SCHEDULE TBA

T	3/22	Report
Th	3/24	Report
T	3/29	Report
Th	3/31	Report
T	4/5	Report
Th	4/7	Report
T	4/12	TBA
Th	4/14	TBA
T	4/19	Zoom Meeting with Dr. Merry Wiesner-Hanks; Attend using your own laptop computer
Th	4/21	Early Modern Cities: Some Final Thoughts
T	4/26	Dr. Bilinkoff will be available in MHRA 1211 to discuss final research papers, review outlines and/or drafts
F	4/29	FINAL RESEARCH PAPERS DUE NO LATER THAN 11:59 PM SEND DIRECTLY TO DR. BILINKOFF AS A WORD FILE OR PDF, NOT VIA CANVAS

STUDENTS MAY SEND THEIR PAPERS EARLIER IF THEY WISH.

GUIDELINES AND RESPONSIBILITIES

1. **COVID PROTOCOLS:** Vaccination is the single most effective tool there is for fighting the spread of this highly contagious disease. **If you have not yet been vaccinated, UNCG strongly encourages you to do so.** You can get vaccinated for free at Student Health Services, right on campus, or at many locations in the community. The same is true for booster shots. So long as people remain unvaccinated, face coverings (masks) are required in this classroom and all indoor spaces on campus. For more information and many helpful links see: <https://update.uncg.edu>
2. **Attendance Policy:** This is a seminar-style course with an emphasis on student participation and input. Thus, regular attendance is crucial for its success, and for your own. If you have a compelling reason for missing a class, such as illness, please notify me by e-mail. If you are not prepared to attend consistently, come on time, and stay until the end of the class period, please drop this course. Please use the facilities before the class period begins. If you miss more than 3 courses, you may be dropped at the sole discretion of the instructor. If you miss 3 courses in a row, you will definitely be dropped. In case of 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:** If you are not prepared to pay attention and take careful notes during class periods, please drop this course. After the drop/add period is over, I will prepare a seating chart and ask students to sit in their assigned seats each time; this is a mandatory policy for the purpose of contact tracing should someone test positive for COVID-19. Please do not pack up your belongings until the class period has ended; this can be very distracting. I communicate with classes and individual students via e-mail therefore **it is essential that you check your UNCG e-mail at least once a day.**
4. I do not permit laptop computers in the classrooms, except in cases of special need. In those cases, I will require students to seat themselves so as not to distract others. Cellphones must be muted and placed on top of students' desks and only used at the instructor's request. **Texting during class is extremely rude and indicates a lack of respect for one's classmates and for the instructor.** I strongly advise students to bring books and hard copies of documents to class with them, so that they can underline or highlight significant passages and take notes. Students have found this

method extremely helpful in assuring their success in challenging upper-division courses such as this one.

5. Please read the material specified for a given class period or periods before coming to class. It is **essential** to keep up with the syllabus, which is posted on Canvas. We will be making extensive and varied use of *Early Modern Europe, 1450-1789* by Merry Wiesner-Hanks (MWH). I know the book is heavy (!) but please bring it to class with you.
6. Grades for the course will be based on three interconnected assignments: a written Progress Report, an Oral/Visual Report, and a final Research Paper. I will describe these in more detail after the drop-add period is over. I will also provide written instructions for each assignment. All written assignments must be word-processed, doubled-spaced, and spell-checked, and written in 12-point font and with standard 1” margins. I look for correctness and clarity of exposition in students’ written work, as well as a demonstration of comprehension of course content. To me history and the way it is expressed are not two different things, but rather, intimately connected. I also factor in class participation when assigning grades. Participation may take various forms, including questions, comments, responses to texts and visual media, and general mental alertness and intellectual engagement with and curiosity about the material. These are all important factors in university learning. I will calculate grades according to the following rough formula: Progress Report and Oral/Visual Report= 25 % each; Final Research Paper= 40%; Participation= 10%
7. **RESPONSIBILITY CLAUSE:** If you are for **ANY** reason unable to make a scheduled oral presentation or send 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 first 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. The last day to drop courses without academic penalty this semester is Friday March 4. But, if these guidelines seem reasonable to you, and you would like to investigate a fascinating period of European history and improve your skills in reading, writing, research, speaking, and critical thinking, 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]

HIS 444/544 focuses on LGs 3 and 4 and all assignments are designed to gauge students' engagement with them.

I invite all students to ask themselves: What are my own personal learning goals?