The Making of Modern Europe, 1500-1815

This course introduces students to the cultural, intellectual, social, political, and economic changes in Europe between 1492 and 1815. We shall explore changes in the understanding of the human person—both body and mind—and of the universe; the repercussions of a global economy for different groups in Europe, the Americas, Africa, and Asia; the articulation of new forms of political power and economic organization; and the emergence of the modern sense of self.

Requirements:

For this course, students are asked to practice skills important to the craft of history:

Listening:

• no distractions, for you or for those around you: no cellular devices, no surfing the web, no email, no other activities than listening to others, and no earphones. Anyone texting, emailing, surfing, or using their laptops for anything other than notes will not be permitted to use the laptop for the rest of the semester.
• In lecture. Those wishing to learn how to take better notes, please see me. If the lectures are going too fast, raise your hand.
• In sections: to others, to attend to their points of view, to be able, upon being asked, to give a fair representation of the thinking of others
• You will be reading original sources, voices from the past. Listen to them. Attend to each text’s point of view, its concerns, and its silences.
• All readings (□□) must be completed by the discussion section of the week they are assigned.

Looking:

• Lecture slides will be available the morning of lecture. You may print them and bring them to class as the foundation of your notes. The slides contain visual evidence, and the lectures will model the kind of analysis of visual evidence you will be asked to do for one assignment, due December 1.
• Most weeks the syllabus also provides hyperlinks (in blue) to visual materials. These supplement the lectures; they will also enhance your understanding of the course. You may choose any one of these for your visual analysis, which will be due December 1.
• Movies (): these are fair game for the midterm and the final. If you cannot make a movie night, please arrange with me to see the movie at your convenience.
These skills will enable you to write more effectively, bring sharper critical analysis to bear on evidence for the course’s assignments:

- on the syllabus are marked specific readings for which you must provide a one-paragraph essay [E] (no more than 100 words) evaluating that reading as historical evidence:
  - Who is the author and what do we learn about her/him?
  - Why did she/he write this?
  - What does this text teach us about the past?
  - your essays are due in lecture the week of the reading.

- map assignments, which you will receive in lecture

- a 250-word evaluation of one form of visual evidence: see hyperlinks (☞)

- two exams:
  - midterm: Thursday, October 30, in class
  - final: December 15, 7:45 a.m..
  - Both exams will be based upon lectures, readings, and discussion. Each will ask you to write a thesis, organized chronologically (moving from earlier dates to later), and to draw upon the sources you have been reading and viewing to build your analysis. Both will also ask you to identify persons, places, or things of particular significance.

- in class quizzes

**Books:**

Textbook: Jerry Bentley et al, *Traditions and Encounters* (McGraw-Hill): designed for this class

Some weeks, your reading is available online. The following are available as paperbacks or, should you prefer, Kindle books:

- Teresa of Avila, *The Life of Saint Teresa of Avila by Herself* (Penguin)  
  [BX4700 T4 A2 1991]
- René Descartes, *Discourse on Method and Related Writings* (Penguin)  
  [B1848 E5 C73 1993]
  [[PQ2011 L5 E35 1993]
- Olaudah Equiano, *The Interesting Narrative and Other Writings* (Penguin)
- Denis Diderot, *Rameau’s Nephew and D’Alembert’s Dream* (Penguin)  
  [PQ1979 A66 E5 1988]

These books are also available in other, online formats. Please check with your TA or me to see if that edition corresponds to the assignment.

Please see me, if purchasing books causes financial hardship.

Online readings: for discussion section, please print a copy to bring with you or bring your laptop.

**Plagiarism** is about how we think about ourselves in relationship to other scholars. It comprises one crime—claiming the ideas of others as our own or intellectual theft—and the failure to treat our own perspectives as valuable to the larger community of scholars. For the University of Wisconsin’s policy, see: [http://students.wisc.edu/saja/misconduct/UWS14.html](http://students.wisc.edu/saja/misconduct/UWS14.html)
**Lectures and Readings:**

September 2  Practicing History
September 4  Orientations

September 9  Villages and Forests
September 10  “The Return of Martin Guerre” 7 p.m.
September 11  Towns and Courts

📖 Niccolò Machiavelli (1469-1527), *The Prince*:
http://www.fordham.edu/halsall/basis/machiavelli-prince.html
http://historic-cities.huji.ac.il/historic_cities.html

September 16  Merchants and Navigators
September 18  Conquistadores and Peasants

📖 Columbus’s Journal: http://www.fordham.edu/halsall/source/columbus1.asp
http://www.libs.uga.edu/darchive/hargrett/maps/newworld.html
http://www.walkingtree.com/

September 23  From Feudal Christianity to Bourgeois Christianity
September 25  Collars and Sleeves: Consumption and Piety

📖 The Heidelberg Catechism: http://www.wts.edu/resources/creeds/heidelberg.html
http://www.rijksmuseum.nl/aria/aria_assets(SK-C-6)lang=en
http://www.rijksmuseum.nl/aria/aria_artists(00017083)lang=en

September 30  The Baroque
October 2  Catholicism

📖 Teresa of Avila (1515-1582), *The Life of Saint Teresa of Avila by Herself*, Table of Contents, Chapters 1-4, 8-11, 17-18, 20, 25, 27-29
http://www.metmuseum.org/toah/hd/baro/hd_baro.htm
http://commons.wikimedia.org/wiki/Basilica_di_San_Pietro
http://www.loc.gov/exhibits/vatican/toc.html
http://www.metmuseum.org/TOAH/hd/bern/hd_bern.htm

閣 “The Mission” 7 p.m.
October 7  Nature and Revelation
October 9  Mapping the Heavens and the Earth

Galileo (1564-1642), Letter to the Grand Duchess Christina of Tuscany:
http://www.fordham.edu/Halsall/mod/galileo-tuscany.asp
http://es.rice.edu/ES/humsoc/Galileo/

October 14  Monarchs
October 16  From Courts to Capitals

http://www.gutenberg.org/ebooks/1535
http://whc.unesco.org/en/list/318/

October 21  “Mind” & “Body”
October 23  The Instrument of Reason

René Descartes (1596-1650), Discourse on Method [E]
http://vesalius.northwestern.edu/index.html

October 28  Amsterdam and the Dutch Golden Age
October 30  Midterm

no sections this week

November 4  The Thirty Years’ War
November 6  London

Thomas Hobbes (1588-1679), Leviathan: selections
http://www.bbc.co.uk/history/british/civil_war_revolution/
http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.html

November 11  Law & Violence
November 13  Property & Liberty

Olaudah Equiano (c.1745-1797), The Interesting Narrative, entire [E]
http://www.euratlas.net/cartogra/Rocque/index.html
http://www.chnm.gmu.edu/revolution/index.html
http://www.bbc.co.uk/history/british/empire_seapower/
November 18  Orientalism
November 19  “Vatel” 7 p.m.
November 20  Absolutism

Charles-Louis de Secondat, Baron de Montesquieu (1689-1755), *Persian Letters*, entire [E]
http://www.chateauversailles.fr/en/

November 25  The Project of Enlightenment

no sections this week

THANKSGIVING

December 2  Mercantilism
December 4  Capitalism and the Organization of Labor

Sections meet in Memorial Library Special Collections: volumes of the *Encyclopédie*

December 9  Public Opinion
December 11  Revolutions

Denis Diderot (1713-1784), *Rameau’s Nephew* [E]
http://www.pbs.org/empires/napoleon/

December 15: 7:45 a.m.-9:45 a.m.: Final