

University of Wisconsin
Semester II, 2016-2017

HISTORY 119: THE MAKING OF MODERN EUROPE, 1500-1815

Prof. Suzanne Desan
smdesan@wisc.edu

5120 Humanities (262-8694)
Office Hours: Tues. 1:30-2:30; Thurs. 3:30-4:30
TA: Kilian Harrer

READING:

Machiavelli, The Prince

Natalie Zemon Davis, The Return of Martin Guerre

Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, ed. Robert Allison, 3rd ed.

Stuart B. Schwartz, ed., Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico

Voltaire, Candide

COURSE PACKET

The books are all required and are available in paperback at the University Book Store. The books are all on reserve at Helen C. White Library. There is also a small reader of required documents and articles available at the Copy Center 6120 Sewell Hall (the Social Sciences Building). These readings are marked "R>."

This course will introduce you to the major social, intellectual, political, and religious developments in Europe from the Renaissance to the French Revolution and Napoleonic Era. We will focus on the lives of everyday people as well as on the most important events and cultural trends in European history.

Course Requirements: There will be two lectures and one discussion section per week. You will be expected to attend both lecture and section and to participate in discussion section. Section participation makes up almost a quarter of your grade. You should complete the weekly reading assignments before section that week. Each week, on Learn@UW, all students will also post brief answers to a question about the reading the day before section. Credit for these posts will form part of participation grade. There will be one two-hour final exam and two in-class exams. All students will also write two papers based on the readings: a 4-page paper due Friday, March 10, and a 4-page paper due Monday, April 24. Final grades will be based as follows: 24% section participation; 14% each of two papers; 14% each of two in-class exams; 20% final exam.

Electronic Devices: Although technology can be incredibly useful, recent research suggests that laptop use in classrooms does not improve student learning and often actually hinders it. One study at York University found that students who took notes by laptop scored "11% worse on comprehension tests" than those who did not; students who were continually distracted by neighbors' computer screens earned grades 17% lower than those who were not. Stunning results: that makes one to two letter grades lower on their test scores. The researchers interpreted these results as evidence of our tendency to overestimate our ability to multi-task. In addition, a study

done at UCLA and Princeton determined that taking notes by hand caused students to focus their attention more sharply and to reformulate and process the material as they listened. As a result, the students tended to remember and understand the material more fully.¹ We are all interested in promoting the most effective student learning, so laptop and phone use will not be allowed during class.

Plagiarism: The UW Writing Center offers this definition of plagiarism from the Merriam Webster Dictionary: "to steal and pass off (the ideas and words of another) as one's own" or to "present as new and original an idea or product derived from an existing source." Plagiarized work constitutes a serious offense and will receive an F. Students must produce all of their own work without borrowing any sentences or sentence fragments from the web, books, or articles. All quotations should be put into quotation marks and cited. If you have questions about what constitutes plagiarism and how to avoid it, here are two sources: <http://www.plagiarism.org>; and <http://writing.wisc.edu/Handbook/QuotingSources.html>. These sites also have useful tips on paraphrasing and quoting from others' work.

Week 1 (Jan. 17-19): INTRODUCTION & THE ITALIAN RENAISSANCE

Reading: R> Selections on Renaissance, K.L. Lualdi, Sources of Making of the West, I: To 1740, 207-16

*Machiavelli, The Prince, Letter & Chapters 3, 5-11

Week 2 (Jan. 24-26): THE RENAISSANCE & REFORMATION

Reading: *Machiavelli, The Prince, Ch. 12-18, 20-21, 25-26

R> Machiavelli, selection from The Discourses, 263-67

Week 3 (Jan.31-Feb. 2): THE PROTESTANT REFORMATION

Reading: R> Martin Luther, The Freedom of a Christian & Of Marriage & Celibacy in Mark A. Kishlansky, ed., Sources of the West (N.Y., 2001), I: 258-263

R> Twelve Articles of the Peasantry from Hans Hillerbrand, ed., The Reformation, 388-393 & M Luther's Condemnation of Peasant Revolt

R> John Calvin, Institutes of the Christian Religion, in Joel F. Harrington, ed., A Cloud of Witnesses, 249-54 & in Lewis Spitz, ed., The Protestant Reformation, 133-139

Week 4 (Feb. 7-9): THE CATHOLIC REFORMATION & JUDAISM

Reading: R> Teresa of Avila & Ignatius Loyola, in Joel F. Harrington, ed., A Cloud of Witnesses, 254-57, 273-77

R> Keith Thomas, Religion and the Decline of Magic, 51-77

R> Memoirs of Glückel of Hameln, 41-50

R> "Shabbetha Zebi, False Messiah 1666," from The Jew in the Medieval World, 295-303

¹ Faria Sana, Tina Weston, and Nicholas J. Cepeda, "Laptop multitasking hinders classroom learning for both users and nearby peers," *Computers & Education* (2012) 62: 24-31; Pam Mueller and Daniel Oppenheimer, "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking," *Psychological Science* 25: 6 (2014): 1159-1168. With thanks to Katie Jarvis for these references.

Week 5 (Feb. 14-16): EXAM and KINGS & QUEENS

** EXAM on Tuesday, February 14

**No section

Week 6 (Feb. 21-23): OVERSEAS EXPANSION IN THE ATLANTIC WORLD

Reading: ** Stuart Schwartz, ed, Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico, 1-33; 79-84, 91-101; 127-184 (Note the helpful glossaries at end of book.)

R> Sepulveda and Las Casas in The West and the Wider World, 363-69

R> Las Casas, from Apologetic History of the Indies in Sources of the West, 249-52

Week 7 (Feb. 28-Mar. 2): PEASANTS & WITCHCRAFT

Reading: ** Natalie Zemon Davis, The Return of Martin Guerre, 1-93, 123-25

R> Documents on Images of Women and Men, Compiled by Natalie Davis.

R> Excerpts from Witchcraft in Europe, 1100-1700, 260-63, 113-117, 239

Week 8 (Mar. 7-9): SCIENTIFIC REVOLUTION

Reading: R> Excerpts from Copernicus and Bellarmine, in Sources of the Western Tradition

R> Galileo, from Letter to the Grand Duchess Christina

R> Francis Bacon, "Attack on Authority," in Sources of the West, 42-44

** Paper (4 pages) due Friday March 10

Week 9 (Mar. 14-16): SEVENTEENTH-CENTURY CRISIS: WAR & REVOLUTION

Reading: R> Michael Roberts, "The Military Revolution" & "A Pastor's Account of the Thirty Years War"

R> Treaty of Westphalia (excerpt)

R> The True Levellers' Standard Advanced, from S. Prall, ed. The Puritan Revolution

R> Thomas Hobbes, Leviathan, in Perspectives from the Past, ed. Brophy, 33-38

SPRING BREAK = March 18-26

Week 10 (Mar. 28-30): CONSTITUTIONAL VS. ABSOLUTIST MONARCHY

Reading: R> Bossuet, from Politics drawn from the Very Words of Scripture; Duc de Saint Simon, "Memoirs"

R> John Locke, from Treatise on Civil Government, Perspectives from the Past, 80-90

Week 11 (Apr. 4-6) EXAM AND ENLIGHTENMENT

** EXAM on Tuesday, April 4

No section; Start reading * Voltaire, Candide

Week 12 (April 11-13): THE ENLIGHTENMENT & COLONIZATION

Reading: * finish Voltaire, Candide

R> Voltaire, from the "Treatise on Toleration" 38-40

R> Diderot, from The Encyclopedia

R> Rousseau, Emile & Mary Wollstonecraft, from Vindication of the Rights of Women

Week 13 (April 18-20): SLAVERY & THE INDUSTRIAL REVOLUTION

Reading: ** * The Interesting Narrative of the Life of Olaudah Equiano, 3rd ed., 1-43, 48-73, 88-117, 156 bottom-167 and read the headings on the first page of the skipped chapters to get an idea of his story; use the chronology pp. 226-231 to aid your reading. {Assigned pp. = intro, 2/3 of chap. 1, chaps. 2, 3, 5, 6, and Christian conversion part of chap. 10; in 2nd ed.: 7-51, 57-82, 98-129, 168bottom-179}

***PAPERS DUE, 4 pages , Monday , April 24

Week 14 (April 25-27): REVOLUTION IN FRANCE

Reading: R> Documents on Industrial Revolution, Perry, ed., Sources of Western Tradition, 111-123

R> Documents from the French Revolution: Sieyès, "What is the Third Estate?"; "The Declaration of the Rights of Man and Citizen; Olympe de Gouges, "The Declaration of the Rights of Woman"

Week 15 (May 2-4): FRENCH & HAITIAN REVOLUTIONS; NAPOLEON

Reading: R>Documents on Slave Revolt, in Slave Revolution in the Caribbean, 1789-1804, 116-128

R>Napoleon Bonaparte, "Proclamation to the French Nation," in Mason & Rizzo, 334-336

R> Selection from Napoleon Bonaparte, How to Make War, ed. Y. Cloarec, 3-17, 37-51

FINAL EXAM on Tuesday, May 11, 12:25