

University of Wisconsin  
Semester II, 2018-2019

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

Prof. Suzanne Desan  
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5120 Humanities (262-8694)  
Office Hours: Tues. 3:20-5:20  
TA: Alice Main

READING:

Machiavelli, The Prince (Penguin)

Natalie Zemon Davis, The Return of Martin Guerre (Harvard University Press)

Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, ed. R. Allison (Bedford Books of St Martin's Press) 2<sup>nd</sup> or 3<sup>rd</sup> ed., pages for both editions below

Stuart Schwartz, ed., Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico (Bedford Books of St Martin's Press), 1<sup>st</sup> or 2<sup>nd</sup> ed.

Voltaire, Candide (Bedford Books of St Martin's Press), 1<sup>st</sup> ed.

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 introduces students to Europe between roughly 1400 and 1815, when it entered the global stage economically, politically, socially, and culturally. The course probes cultural developments from the Renaissance through the Enlightenment. How did Europeans develop new ways to make sense of their world, its size, its peoples, its flora and fauna? Was there such a thing as a "Scientific Revolution"? In the realm of religion, we examine the invention of new forms of Christianity, the Jewish diaspora, and the attempt to spread Christianity abroad. Second, we ask how Europeans took to the seas and developed new forms of empire, especially in the New World. How did this wave of contact, encounter, and conquest affect Europeans, indigenous peoples of the Americas, and eventually Africans as well? We examine the early global economy and the development of plantation slavery. Finally, we also follow a political theme. During this era, political thinkers, from Machiavelli to Robespierre, debated how leaders and states should wield political power. In practice, monarchs from Spain to Britain to Russia strove to expand their authority and territory. We also ask how ordinary people pushed back and began to demand a greater share of political power, even provoking revolutions across the Atlantic world, especially the French and Haitian Revolutions. Across the centuries, the course examines the varied life experiences of women and men from many backgrounds, including peasants, nobles, enslaved peoples, individuals accused of witchcraft, workers, kings, queens, and all kinds of people on the move.

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. Complete the weekly reading assignments before section that week. 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 Wednesday, March 13, and a 4-page paper due Wednesday, 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: Technology can be incredibly useful, but 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 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.<sup>1</sup> We are all interested in promoting the most effective student learning, so laptop and phone use will not be allowed during class.

### Course Goals:

To probe the major cultural, religious, social, colonial and political changes across early modern Europe and its interactions with non-European peoples

To analyze and reflect on deep-rooted and varied human issues, still present today, such as:

- Why and how does cultural change occur? Why does it often produce conflict
- How did modern ideas about politics emerge out of a monarchical past? Why is so difficult to create democracy and equality?
- How have individuals displayed resilience and creativity in dealing with the unknown, with oppressive power dynamics, or with opportunities for self-reinvention?
- Why and how has colonization operated in the past? How did early globalization develop?

To develop analytical reading skills and the ability to read difficult, unfamiliar texts

To improve writing and oral communication skills and to hone critical thinking by exploring unexpected historical events and diverse human reactions

Credit Hours & Work Load: This 4-credit course has 4 hours of group meetings per week (each 50 minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, researching, writing, and preparing for discussions and exams.

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 "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

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<sup>1</sup> 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.

paraphrasing and quoting from others' work.

Week 1 (Jan. 22-24): 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. 29-31): THE RENAISSANCE & REFORMATION

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

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

Week 3 (Feb. 5-7): THE PROTESTANT AND CATHOLIC REFORMATIONS

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. 12-14): JUDAISM; KINGS & QUEENS

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

R> Memoirs of Glückel of Hameln, 41-50

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

Week 5 (Feb.19-21): EXAM and OVERSEAS EXPANSION I

\*\* EXAM on Tuesday, February 19

Reading, start for next week: \*\* 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.)

\*\*No section

Week 6 (Feb. 26-28): OVERSEAS EXPANSION II; PEASANT LIFE

Reading: 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 (Mar. 5-7): WITCHCRAFT & WARFARE

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. 12-14): 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 DUE (4 pages) due Wednesday, March 13

SPRING BREAK = March 16-24

Week 9 (Mar. 26-28): ENGLISH REVOLUTION & CONSTITUTIONAL MONARCHY

Reading: R> Thomas Hobbes, Leviathan, in Perspectives from the Past, ed James Brophy et al., 33-38

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

R> John Locke, from Second Treatise on Civil Government, 1-3

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

Week 10 (Apr. 2-4): ABSOLUTIST MONARCHY and EXAM

\*\* EXAM on Thursday, April 4

Reading: After exam, start reading Voltaire, Candide

\*\* No section

Week 11 (Apr. 9-11) THE ENLIGHTENMENT

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 12 (April 16-18): SLAVERY & 18<sup>th</sup>-CENTURY COLONIZATION

Reading: \*\* \* The Interesting Narrative of the Life of Olaudah Equiano, 3rd ed., 1-43, 48-73, 88-117, 154 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 2<sup>nd</sup> ed.: 7-51, 57-82, 98-129, 166bottom-179}

\*\*PAPER DUE on Wednesday, April 24

Week 13 (Apr. 23-25): REVOLUTION IN FRANCE

Reading: 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 14 (April 30-May 2): FRENCH & HAITIAN REVOLUTIONS; NAPOLEON

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

R> Napoleon documents in Blaufarb, ed., Napoleon, 140-142, 212-213; "Imperial Catechism" in Dwyer & McPhee, ed., The French Revolution and Napoleon, 159-60

R> Madame de Stael on Napoleon from J.K. Sowards, ed., The Makers of Western Tradition, 83-88

FINAL EXAM on Tuesday, May 7 at 10:05