

History 119: Europe and the World, 1400-1815

Lecture: TR 11:00 am-12:15 pm

Location: 1111 Mosse Humanities

Instructor: Dr. Ben Shannon

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Office Hours: Th, 1:30-3:30 pm (and by appt.)

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Course Description

The period from 1400 to 1815 witnessed the emergence of many ideas and institutions that shaped the world of today. During that time, the rediscovery of Greco-Roman culture placed new emphasis on the power of human achievement, the development of Protestant Christianity transformed religious thought and practice, acts of exploration revealed people and places unknown to Europeans and paved the way for new economic practices, the birth of the national state began the process of centralizing governmental power, and scientific and philosophical discoveries revealed astounding insights into the natural world and the place of individual human beings within it. Through an examination of the political, cultural, and intellectual history of Early Modern Europe, this course will demonstrate how the developments of that time period continue to influence our understanding of the present.

Course Objectives

Upon completing this course, students should be able to:

- Identify key concepts and themes in the history of Europe, 1400-1815
- Analyze primary sources related to European history and understand their significance
- Construct arguments by comparing two or more primary source documents
- Clearly communicate information, both verbally and through the written word

Student Workload

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each 75-minute class counts as 1.5 hours). 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, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

Grades

Grades are based on the following scale:

100-93 = A
92-88 = A/B
87-83 = B
82-77 = B/C
76-70 = C
69-60 = D
59-0 = F

Final grades will be calculated accordingly:

Source Analysis (500 words) = 5%
Comparative Analysis (750 words) = 10%
Final Paper (1200 words) = 15%
Midterm Exam = 25%
Final Exam = 25%
Discussion = 25%

Writing Assignments

Students will complete three written assignments: a primary source analysis, a comparative source analysis, and a final paper. These assignments will be based on topics covered in lecture and discussion section and should be written without the aid of outside research. The purpose of the assignments is to familiarize students with the process of constructing historical arguments based on primary source documents. Papers must be submitted on their due date and will be penalized one letter grade for each day late. Deadline extensions will be considered for disability accommodation and cases of personal misfortune.

Writing Standards and Assessment

Written assignments will be assessed according to the following criteria:

A = your paper has a cogently argued position with a clear thesis statement; your argument follows a logical progression; your paper demonstrates a superior understanding of the source and its historical significance; your paper is clearly written and free of basic errors in grammar and punctuation; your paper meets the appropriate word limit

A/B = your paper has a cogently argued position with a clear thesis statement; your argument follows a logical progression but may wander slightly; your paper demonstrates a firm understanding of the source and its historical significance; your writing is generally clear, despite a few minor mistakes in grammar and punctuation; your paper meets the appropriate word limit

B = your paper has reasonably strong arguments, but lacks a clear thesis statement; your argument follows a logical progression but wanders off topic; your paper demonstrates a moderate understanding of the source and its historical significance; your writing is unclear at times, with occasional mistakes in grammar and punctuation; your paper does not meet the appropriate word limit

B/C = your paper lacks a strong argument or clear thesis statement; your argument wanders on occasion; your paper demonstrates some understanding of the source and its historical significance; your writing is often unclear, due to mistakes in grammar and punctuation; your paper does not meet the appropriate word limit

C = your paper lacks a strong argument or clear thesis statement; your argument wanders; your paper demonstrates only the most basic understanding of the source and its historical significance; your writing is often unclear, due to major mistakes in grammar and punctuation

D = your argument has major flaws; your paper demonstrates a lack of understanding of the source and its historical significance; your paper is incomprehensible at times

F = Your paper is incomplete, entirely incomprehensible, or plagiarized

Exams

Students will complete two exams. The MIDTERM will be a take home test, which must be submitted via CANVAS by 11:59 pm on **10/20**. Due to the shortened semester, the FINAL exam will take place in lecture on **11/24**. Exams will consist of short answers and essays, with questions drawn directly from lecture.

Discussion

Discussions will take place on Thursdays and will be based on the assigned readings for the week.

Discussion grades will be calculated according to the following standards:

A = you frequently volunteer to speak; you demonstrate a superior understanding of the assigned readings; you are able to clearly articulate the connection between the readings and the larger themes of the course; you make insightful contributions to discussion

A/B = you occasionally volunteer to speak; you demonstrate a solid understanding of readings; you are able to articulate the connection between the readings and the larger themes of the course; you occasionally make insightful contributions to discussion

B = you seldom volunteer to speak; you demonstrate some understanding of readings; you make basic connections between the readings and the larger themes of the course; you rarely make insightful contributions

B/C or C = you do not speak unless called upon; you demonstrate only the most superficial understanding of readings; you contribute very little to discussion

D or F = you do not speak; you demonstrate no understanding of the assigned readings; you make no contribution whatsoever to discussion

Required Readings

Marvin Perry, et al. *Sources of the Western Tradition* (available for purchase on Amazon.com)

History 120 Course Packet (available for download on CANVAS)

Optional Reading

John Merriman, *A History of Modern Europe: From the Renaissance to the Present*

For a broad overview of themes covered in this course, students are encouraged (but not required) to read the textbook listed above. This book is available for purchase online and is also on reserve at Helen C. White Library.

Expectations

Attendance:

Students are expected to arrive to class on time. Persistent tardiness (five times or more) will result in a reduction of one's discussion grade, up to 10%. Likewise, persistent unexcused absences (three or more) will also result in a reduction of the discussion grade, up to 50%. Students should make every effort to inform me of an expected absence prior to class. If you are absent, it is your responsibility to contact me in order to obtain any missed assignments and contact a classmate to obtain lecture notes.

Classroom Etiquette:

Laptops, tablets, cellphones, and all electronic equipment that is not related to disability accommodation must be shut off, silenced, or put away during class. Additionally, please refrain from bringing food to class. Drinks are fine!

Contacting Me:

I encourage all students to visit me during office hours. If you are unable to meet during the times that I have set aside each week, please contact me about setting up an alternative meeting time (this can include video conference). I check my email at least once a day, however, the exact time varies according to my schedule. As a rule of thumb, you can expect a response from me within 24 hours. That said, I will not respond to email questions that can be answered by consulting the course syllabus.

Resources

It is my hope that this class will help you become a better writer. For additional guidance in this regard, including individual consultation, please visit the UW Writing Center (www.wisc.edu/writing) or the History Lab (<https://history.wisc.edu/undergraduate-program/the-history-lab/>)

Most academic historians cite sources according to *The Chicago Manual of Style*. For a simple guide to Chicago-style citation, visit www.wisc.edu/writing/Handbook/DocChicago.html

Plagiarism is the unacknowledged use of another person's words or ideas. For a description of the University of Wisconsin's policy on plagiarism and academic misconduct, see: <http://students.wisc.edu/doso/docs/UWS14.pdf>

A statement from the McBurney Disability Resource Center (www.mcburney.wisc.edu):

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Statements from the University of Wisconsin regarding COVID-19

Students' Rules Rights, & Responsibilities

During the global COVID pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge](#)

UW-Madison Face Covering Guidelines

While on campus all employees and students are required to wear [appropriate and properly fitting face coverings](#) while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 [symptoms](#) and [get tested for the virus](#) if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Course Schedule

I. Renaissance and Reformation

Week 1: Introduction to History 119

09/03: The Medieval Worldview

Readings:

Pope Innocent III, *On the Misery of the Human Condition* (270-1)

Dante Alighieri, *The Divine Comedy* (272-5)

Van Eyck, *The Last Judgment*

Week 2: The Renaissance

09/08: The Italian Renaissance

09/10: Humanism and Secular Politics

Readings:

Leonardo Bruni, *...Humanist Educational Program* (283-5)

Niccolo Machiavelli, *The Prince* (288-91)

Francois Rabelais, *Gargantua and Pantagruel* (299-301)

Week 3: The Reformation

09/15: Martin Luther and the Crisis of the Catholic Church

09/17: Protestant Reformation(s) and Catholic Counter Reformation

Readings:

Desiderius Erasmus, *In Praise of Folly* (310-3)

Martin Luther, *On Papal Power; Against the Peasants; On the Jews* (313-22)

Ignatius Loyola, *The Spiritual Exercises* (330-2)

09/18: PRIMARY SOURCE ANALYSIS DUE

II. Exploration and Socio-Economic Change

Week 4: The Age of Exploration

09/22: European Exploration and Conquest

09/24: The Spanish and Portuguese Empires

Readings:

Bernal Diaz del Castillo, *The Discovery and Conquest of Mexico* (335-9)

Bartolome de las Casas, *The Destruction of the Indies* (102-4, 127-30)

Week 5: Early Modern Life in Europe

09/29: Economic and Social Change, 1450 to 1650

10/01: Witchcraft and the Witch Craze

Readings:

John Keymer, *Dutch Trade and Commerce as a Model* (340-3)

Jakob Sprenger and Heinrich Krämer, *The Hammer of Witches* (351-4)

Johannes Junius, *A Confession of Witchcraft Explained* (354-5)

III. Absolutism and the Modern State

Week 6: Absolutist Monarchy

10/06: The Thirty Years' War

10/08: Louis XIV and Absolute Monarchy in France

Readings:

Duc de Saint-Simon, *An Assessment of Louix XIV* (359-62)

Elizabeth Charlotte d'Orleans, *A Sketch of Court Life* (362-5)

Philippe du Plessis-Mornay, *Defense of Liberty Against Tyrants* (365-9)

Week 7: Constitutional Monarchy

10/13: Civil War, Glorious Revolution, and Constitutional Monarchy in England

10/15: The Netherlands, Austria, Prussia, and Russia

Readings:

James I, *True Law of Free Monarchies* (357-9)

Thomas Hobbes, *Leviathan* (31-42)

The English Declaration of Rights (372-5)

10/16: COMPARATIVE SOURCE ANALYSIS DUE

IV. Revolutions in Science and Philosophy

Week 8: The Scientific Revolution

10/20: The Copernican Revolution in Astronomy (MIDTERM DUE)

10/22: Bacon, Newton, and Descartes

Readings:

Galileo Galilei, *The Starry Messenger and Dialogue* (383-9)

Francis Bacon, *The Refutation of Philosophies* (390-2)

Rene Descartes, *Discourse on Method* (395-7)

Isaac Newton, *Principia Mathematica* (398-400)

Week 9: The Enlightenment

10/27: The Origins of Enlightenment

10/29: The Philosophes

Readings:

Immanuel Kant, *What is Enlightenment?* (402-404)

Voltaire, *A Plea for Tolerance and Reason* (408-12)

John Locke, *Essay Concerning Human Understanding* (416-8)

Marquis de Condorcet, *Progress of the Human Mind* (436-7)

Week 10: The Enlightenment (continued)

11/03: Personal Liberty and Political Reform

11/05: Colonial Slavery and Its Opponents

Readings:

John Locke, *Second Treatise on Government* (405-7)

Jean Jacques Rousseau, *Emile* and *The Social Contract* (422-3, 427-30)

Caesare Beccaria, *On Crime and Punishment* (431-2)

Marquis de Condorcet, *The Evils of Slavery* (434-6)

VI. Revolutions in Politics and Society

Week 11: The French Revolution

11/10: The Old Regime and the Third Estate

11/12: The Moderate Revolution

Readings:

The Declaration of Rights of Man and Citizen

Olympe de Gouges, *The Declaration of the Rights of Woman* (1-5)

Edmund Burke, *Reflections on the Revolution in France* (202, 215-220)

Alexis de Tocqueville, *The Old Regime and the French Revolution* (203-211)

Week 12: The French Revolution and Its Aftermath

11/17: The Reign of Terror and the Radical Revolution

11/19: The Haitian Revolution and Napoleon

Readings:

Toussaint Louverture, *Letters*

Slave Revolutions in the Caribbean, *Documents* (116-128)

Week 13:

11/24: FINAL EXAM DUE

VII. Final Paper

Week 14:

12/01: Paper Writing Day

12/03: Paper Writing Day

Week 15:

12/08: Paper Writing Day

12/10: FINAL PAPER DUE