

University of Wisconsin
Semester II, 2021-2022

HISTORY 119: EUROPE AND THE WORLD, 1400-1815

Prof. Suzanne Desan
smdesan@wisc.edu

5120 Humanities (262-8694)
Office Hours: Thurs. 3:30-5:30 ZOOM
TA: Duygu Eriten

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. Robert Allison
(Bedford Books of St Martin's Press), 2nd or 3rd ed., pages for both editions below

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

Voltaire, Candide (Bedford Books of St Martin's Press), 1st or 2nd ed.

COURSE PACKET [Shorter readings marked R>]

The books are all required and are available in paperback at the University Book Store. The books and course packet 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. In the realm of religion, we examine the invention of new forms of Christianity, the Jewish diaspora, and the attempt to spread Christianity abroad. We also ask how did Europeans develop new ways to make sense of their world, its peoples, its flora and fauna? Was there such a thing as a "Scientific Revolution"? 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 are two lectures and one discussion section per week (in person.) You are expected to attend both lecture and section. Participation in section makes up almost a quarter of your grade. Section attendance is required. In general, do the reading listed each week before the Thursday section. The TA will keep you updated if there are any changes to this overall plan. 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 as hard copy on paper due Monday, Feb. 14, and a 4-page paper due Monday, April 25. 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.

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? And 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.

COVID-19: This course meets in person. To protect one another, we will all follow UW-Madison policy on masking indoors in buildings and classrooms. Office hours for the moment will happen via Zoom, but I hope to change that. If anyone falls ill or needs to quarantine, the TA and I will set up computers in our classrooms to facilitate class participation from quarantine via Zoom. As necessary, we will make adjustments in assignments and due dates for any student who becomes ill and needs flexibility.

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.

History Lab: The History Lab is a writing center run by History PhD students who can help you at any stage of the writing process: drafting your imaginative research question, outlining a paper, composing a thesis statement, or revising a draft. Book an appointment online for a one-on-one appointment: <http://go.wisc.edu/hlab>.

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. 26-27): INTRODUCTION

Reading: R> Selections on Renaissance, K.L. Lualdi, Sources of Making of West, I: To 1740, 207-16
*Machiavelli, The Prince, Letter & Chapters 3, 5-11

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

Reading: *Machiavelli, The Prince, Ch. 12-18, 20-21, 25-26
R> Machiavelli, selection from The Discourses, in Portable Renaissance Reader, 263-67

Week 3 (Feb. 7-10): THE NEW WORLD: ENCOUNTER, CONQUEST, & EXCHANGE

Reading:** Stuart Schwartz, ed, Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico, 2nd ed. 1-33, 62-66, 73-84, 108-167; (Note the helpful glossaries at end of book.)
Pages for 1st ed.: 1-33; 79-84, 91-102; 127-184
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

** PAPER DUE next week, Monday, Feb. 14 at lecture

Week 4 (Feb. 14-17) 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 in Western Civilization
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 5 (Feb. 21-24): CATHOLIC REFORMATION AND JUDAISM

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, in Western Societies 41-50
R> "Shabbethai Zebi, False Messiah 1666," in The Jew in the Medieval World, 295-303

Week 6 (Feb. 28- Mar. 3): WITCHES & EXAM

** EXAM on Monday, Feb. 28

Reading for Thurs.: R> Documents on Images of Women and Men, Typescript compiled by Natalie Davis.

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

Week 7 (Mar. 7-10): SCIENTIFIC REVOLUTION

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

R> Galileo, from Letter to the Grand Duchess Christina in Sources of the West

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

SPRING BREAK = March 12-20

Week 8 (Mar. 21-24): PEASANTS & WARFARE

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

Week 9 (Mar. 28-31): POLITICAL EXPERIMENTS I: ENGLISH REVOLUTION & DUTCH REPUBLIC

Reading: R> Thomas Hobbes, Leviathan, in Perspectives from the Past, 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 (PDF)

R> Bossuet, from Politics drawn from the Very Words of Scripture in Great Issues in Western Civilization, 681-687

Week 10 (Apr. 4-7): POLITICAL EXPERIMENTS II: ABSOLUTIST MONARCHY & EXAM

** EXAM on Wednesday, April 6

No Section

Begin Reading for next week: R> Diderot, 3 brief excerpts from The Encyclopedia from Peter Gay, ed. The Enlightenment, and entry on "women", typescript PDF

R> Rousseau, Emile & Mary Wollstonecraft, from Vindication of the Rights of Women, in Lives and Voices: Sources in European Women's History, 248-255

Week 11 (Apr.11-14) THE ENLIGHTENMENT

Reading: R> Voltaire, "Treatise on Toleration" in French Revolution and Human Rights 38-40

**Voltaire, Candide (entire novel)

Week 12 (April 18-21): SLAVERY & 18th-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 2nd ed.: 7-51, 57-82, 98-129, 166bottom-179}

***PAPER DUE next week, Monday, April 25 at lecture

Week 13 (Apr. 25-28): 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" in Sources of the Making of the West, 89-97

R> Lynn Hunt, Inventing Human Rights (N.Y. 2007), 146-175

R> Olympe de Gouges, "The Declaration of the Rights of Woman" in The French Revolution and Human Rights, 124-29

Week 14 (May 2-5): HAITIAN REVOLUTION & THE NAPOLEONIC EMPIRE

Reading: R> Laurent Dubois, "The Revolutionary Abolitionists of Haiti" from War, Empire and Slavery, 1770-1830, ed. Richard Bessel et al., pp. 44-60

R> Documents on Slave Revolt, from Slave Revolution in the Caribbean, 120-128

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 Thursday, May 12 at 7:45 a.m.