

University of Wisconsin – Madison  
[Professor Wandel](#)  
4135 Humanities  
Office hours: T 11:00-1:00 & by appt.

[Canvas](#)  
[Charlotte Whatley](#)  
4269 Humanities  
Office hours: T 10:30-12:30 & by appt.

## *History 119: Europe and the World, 1400-1815*

4 Credits

Lectures: TR 8:00-9:15

Humanities 1121

In person

This course is an introduction to the cultural, intellectual, social, political, and economic changes in Europe between 1400 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.

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, writing, preparing for discussions, and/or studying for quizzes and exams for this class.



*Leardo Mappa mundi 1452*

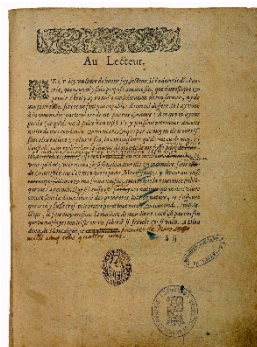
## Expectations and Goals

This course is an *introduction*. No prior knowledge is required or expected. It is an introduction to one of the most exciting periods in history, when continents and cultures learned of the existence of other continents and cultures for the first time. It is also an introduction to thinking as a historian. In this course, that means you are expected to

### 1. Practice two skills fundamental to the craft of history:

#### Listening – the single most important skill of the historian:

- ◆ No distractions, for you or for those around you: no phones, no texting, no other activities than listening to others, and no earphones.
  - If you cannot respect this rule, please leave the classroom. This is also distracting to others and interferes with their listening.
- ◆ 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
- ◆ To your sources, the artifacts of voices from the past
  - Listen to them.
  - Attend to each text's point of view, its concerns, and its silences.



#### Looking:

- ◆ Sources are also visual and visible: we will practice visual analysis every week.
- ◆ Lecture slides will be available by the morning of lecture. These contain many images of sources.
  - 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 **November 28**.
- ◆ Most weeks the syllabus also provides hyperlinks (in **blue**) to visual materials.
  - You may choose any one of these for your visual analysis, due **November 28**.
- ◆ Movies (🎬):
  - To help you visualize as well as analyze the past. If you cannot make a movie night, please arrange with me to see the movie at your convenience.



2. Learn the practice of asking basic questions historians ask of all our sources:

- ◆ Who made this?
- ◆ Why?
- ◆ For whom?
- ◆ Why?

3. Sources are the foundation of historical knowledge – learning to read them will help you to evaluate the stories we tell about ourselves and others:

- ❖ “The Conquest” or “The Discovery of the New World” or “The Encounter”
- ❖ “The Reformation”
- ❖ “The Scientific Revolution”
- ❖ “The Age of Empires”
- ❖ The Age of Revolutions



## Requirements

History is not the same as memorizing names and dates. If you cannot explain why a name or date is worth remembering, then there's no point in wasting brain cells storing it.

The requirements of this course are simple:

1. Complete all assignments. If you do not complete all the assignments, you will receive an Incomplete for the course.
2. All readings (📖) must be completed by the Thursday lecture of the week they are assigned.

**If you do not meet either of these requirements, you will not receive credit for the course.**

Meeting the requirements is not the same as excelling in this course. If you meet the requirements, you will pass the course.

This course, however, is designed to invite you into the practice of history. The more you do in it – the more websites you visit, the more questions you ask, the more carefully you read your sources – the better historian you will become and the better grade you will receive. There is, in other words, a baseline and a grading scale:

1. Complete the work and receive minimum credit for the course (minimum D)
2. Put more effort into the course and receive more credit (maximum A)

### **BOOKS:**

Some weeks, your reading is available online. The following are available as paperbacks:

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]

Montesquieu, *Persian Letters* (Penguin) [[PQ2011 L5 E35 1993]

Olaudah Equiano, *The Interesting Narrative and Other Writings* (Penguin)  
[HT869 E6 A3 2003]

These books are also available in other, online formats. Please check with 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.

[TW]: Trigger Warning: All three of the films have disturbing endings, which are also historically accurate. Please see me, if you have questions.

## Assignments:

- ♦ due in class **September 12**: write out by hand the content of this syllabus, organizing it according to themes, assignments, and due dates. Total possible credit: 5 points
- ♦ each week you will write an evaluation of your source(s) as historical evidence **in no more than 50 words** – due in Thursday lecture the week of the reading. In your response, please address at least one of the following questions:
  - ✓ Who is the author and what do we learn about them?
  - ✓ Why did they write this?
  - ✓ For whom?total possible credit for each response paper: 5 points (total 50 points)
- ♦ a series of three map assignments, total possible credit for each: 5 points (total 15 points)  
First map assignment due **September 14**
- ♦ 250-word evaluation of one piece of visual evidence due **November 28**  
total possible credit: 15 points
- ♦ three in-class exams:
  - Thursday **October 5**
  - Thursday **November 9**
  - Tuesday **December 12**

☞ Exams are 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. Each will also ask you to identify persons, places, or things of particular significance.

total possible credit for first exam: 10 points  
total possible credit for second exam: 20 points  
total possible credit for third exam: 30 points
- ♦ in class quizzes (extra points)  
If you miss one of these, it cannot be made up. Try not to miss lectures.
- ♦ lecture assignments, which are required, but provide extra points.

## Resources:

### [History Lab](#)

#### Accommodation:

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.

## GRADING

Total possible points for the course: 200 points

Participation in discussion each week: 5 points possible: total 55 points

185-200: A

176-184: AB

164-175: B

156-159: BC

140-155: C

120-139: D

119 and below: F

**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: [Academic Misconduct](#)

Your response papers are to be *your* ideas, not Wikipedia's, not AI, not any book or person. If you use someone else's words in your response paper, you will receive no credit for the response and you will be reported to the Dean, which then goes on your academic record. Originality matters. **Your ideas matter.**



## LECTURES AND READINGS:

September 7 History and Storytelling

September 12 Orientations

September 13

📺 “The Return of Martin Guerre” [TW] 6 p.m.

September 14 Towns and Courts

📖 Niccolò Machiavelli (1469-1527), [\*The Prince\*](#)

🔍 Search for [Florence](#)

September 19 Merchants & Navigators

September 21 The Atlantic

📖 Christopher Columbus (1451-1506), [\*Journal\*](#)

🔍 Search for [Waldseemüller](#)

September 26 From Feudal Christianity to Bourgeois Christianity

September 28 Collars and Sleeves: Consumption and Piety

📖 [\*The Heidelberg Catechism\*](#): available on Canvas

🔍 Search for [Rembrandt & Vermeer](#)

October 3 Catholicism

October 4

📺 “The Mission” [TW] 6 p.m.

- October 5 **Exam**
- 📖 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
- 👁️ [Baroque Rome](#)  
[Bernini](#)  
[Vatican](#)
- October 10 Eyes and Minds  
October 12 Mapping
- 📖 Galileo (1564-1642), *The Starry Messenger*, available on Canvas
- 👁️ [Galileo](#)
- October 17 Monarchs  
October 19 From Courts to Capitals
- 📖 Elizabeth I (1533-1603): [Charter to Sir Walter Raleigh](#)  
John Locke (1632-1704): [Further Considerations](#)  
Gustavus Adolphus (1594-1632): [Warrant for William Ussling](#)
- 👁️ [The Escorial](#)
- October 24 “Mind” & “Body”  
October 26 The Instrument of Reason
- 📖 René Descartes (1596-1650), *Discourse on Method*
- 👁️ [Vesalius](#)
- October 31 Amsterdam and the Dutch Empire  
November 2 London and the British Empire
- 📖 Thomas Hobbes (1588-1679), [Leviathan: selections](#)
- 👁️ [English Revolution](#)  
[British Sea Empire](#)  
[William Hogarth](#)
- November 7 The Thirty Years’ War  
November 9 **Exam**
- November 14 Pirates, Guest Lecturer, Charlotte Whatley  
November 16 Slavery
- 📖 Olaudah Equiano (c.1745-1797), *The Interesting Narrative*, entire



- 👁 [Post Roads](#)  
[Trans-Atlantic Slave Voyages](#)

November 21 Mercantilism

**THANKSGIVING** no sections this week

November 28 Capitalism and the Organization of Labor

November 29 📺 “Vatel” [TW] 6 p.m.

November 30 Absolutism

📖 Charles-Louis de Secondat, Baron de Montesquieu (1689-1755),  
*Persian Letters*, entire

- 👁 [Versailles](#)

December 5 Enlightenment

December 7 Revolutions

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

December 12 **Exam**