

HISTORY 119: EUROPE AND THE WORLD, 1400-1815

INSTRUCTOR: PROF. MICHAEL MARTOCCIO (HE/HIM/HIS) | EMAIL: MARTOCCIO@WISC.EDU

TEACHING ASSISTANT: SELENAY AYDIN | EMAIL: SAYDIN@WISC.EDU



OVERVIEW

This course introduces majors and non-majors to the history of Europe from 1400-1815, also known as the Early Modern Age. Students will explore a number of historical changes including the rediscovery of Greco-Roman culture in the Renaissance, the transformation of Christianity and Judaism during the Protestant Reformation, the centralization of state power through new forms of absolutist ideology, the invention of novel forms of scientific and philosophical inquiry during the Scientific Revolution and Enlightenment, and the destruction of monarchical power and privilege during the French Revolution.

Although centered on the history of Europe, this course explicitly frames these events within a global context. The Early Modern Age was the historical moment when Europeans came into intensive contact with non-European peoples. Humanists and artists, influenced by the Italian Renaissance, propagated new forms of textual translation and Latinate education across the globe through domestication and hybridity. Christian communities of all types spread their faith to non-Christian peoples. European travelers wove proto-anthropological tales of foreign lands. Colonial administrators imposed new forms of empire while Europeans' insatiable demand for commodities led to the creation of plantation slavery. And novel political ideas about popular sovereignty, religious toleration, and universal rights propelled colonized people towards (albeit limited) forms of liberation.

Through its structure, readings, and assignments, this course pays special attention to the expansion of Europeans into the Mediterranean, the Americas, Africa, and Asia, exploring how the global exchange of goods, peoples, ideologies, and cultures altered both non-European and European societies.

Course Highlights

- *Global Cities Course Units*
- *'Travel Narrative' Essays*
- *Primary Source Exams*
- *Individualized Evaluations*

Learning Objectives

- **Critical Reading:** *We will improve critical reading through intensive primary source evaluation.*
- **Argumentative Writing:** *We will learn to communicate complex ideas through written and oral evaluations.*
- **Diversity and Inclusion:** *We will explore the historical experience of difference through European interactions with non-European peoples.*
- **Historical Knowledge:** *We will identify key concepts in European history preparing you for upper-division courses in the history department.*

COURSE STRUCTURE - GLOBAL CITIES

Early Modern Europeans lived truly global lives. Students thus will approach the key events of this period through the daily happenings and built environments of five cities grappling with globalization. By grounding the course in communities undergoing dynamic economic, social, cultural, and religious change, students are able to better connect key course concepts to the varied lived experiences of nobles, merchants, laborers, enslaved peoples, and all kinds of other city residents and visitors. The global cities in this course are:



City 1. Florence (1350-1450): From Medieval Town to Renaissance Entrepôt explores the re-emergence of late medieval Mediterranean trade and asks why Italy became the center of the intellectual and artistic Renaissance.



City 2. Geneva (1517-1648): Reforming Christianity in Europe and Beyond uses the religious conflicts of Geneva to explore the theological debates and wars of the Protestant Reformation first in Europe and, later, the Americas and Asia.



City 3. Valladolid (1492-1600): The Age of Exploration in an Imperial Capital uses this capital of the Spanish monarchy to examine European exploration. Themes include global exchange, the emergence of plantation slavery, and the transformation of European ideas about non-European peoples.



City 4. Amsterdam (1568-1750): Science and Trade in a Golden City discusses North Atlantic trade during the Dutch Golden Age and the changing ideas of science we collectively term the Scientific Revolution.



City 5. Nantes (1650-1789): Absolutism and Revolution in a French Slave Port explores the Enlightenment, French Revolution, and the limits to these movements' emancipatory promises from the vantage point of a French provincial town intimately connected to the global slave trade.

COURSE MATERIALS

Textbook: The textbook, Beat Kumin (ed.), *The European World, 1500-1800*, provides vital background reading for each unit and can offer important context for your written exams.

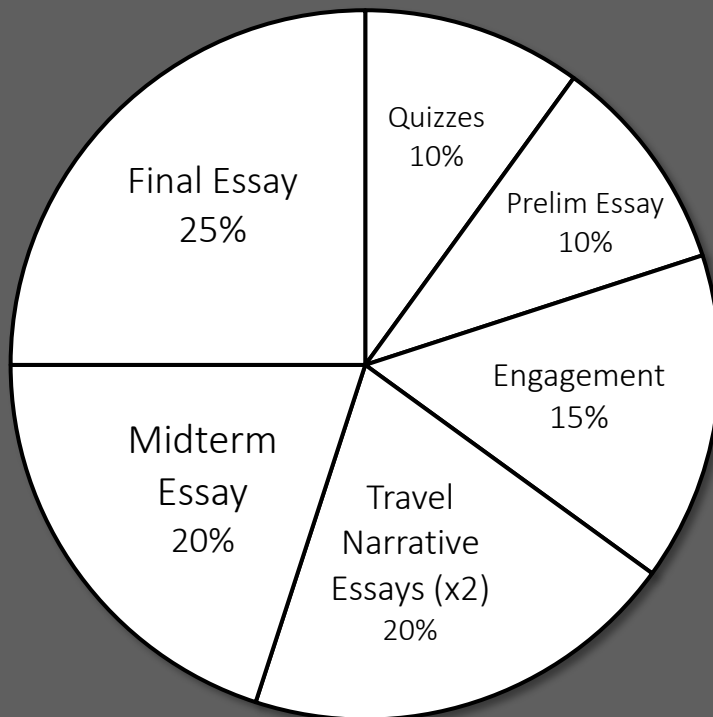
Primary Sources: A primary source is an original document from the past. You will read and interpret many different primary sources in this course including long-winded chronicles, love letters, contentious court cases, slave narratives, and combative legislation. All primary source readings may be found through Canvas.

Travel Narratives: Five times this semester we will dive deeper into a primary text. Each of these accounts is a narrative of a traveler moving through the Early Modern World. For two of these narratives, you must write an essay analyzing a core question, pre-circulated the week before (see below).

Which travel narrative should I pick?

It all depends on your interests! The Travels of Sir John Mandeville is a fictitious late medieval travelogue. Bartolomé de las Casas, A Short Account of the Destruction of the Indies depicts the brutality of Spanish colonization of the Americas. Matteo Ricci's Letters from China are the correspondences of a Christian missionary while Thomas Moor's Utopia is a fantastical account of discovery in the New World. Finally, Olaudah Equiano's The Interesting Narrative of the Life of Olaudah Equiano is one of the first slave narratives. Remember: you need to read all of them, but only write two essays!

GRADE BREAKDOWN



How do I engage with the course material?

- **Lectures** let you learn key themes in the course. They are Tuesdays & Thursdays 11:00 – 12:15 (HUM 1131).
- **Discussion** section allows you a deeper dive into core course concepts. They all take place in HUM 2131 at the following times:
 - a. **Dis 301:** F 8:50 - 9:40
 - b. **Dis 302:** F 9:55 – 10:45
 - c. **Dis 303:** F 11:00 – 11:50
 - d. **Dis 304:** F 12:05 – 12:55
- **Office hours** let you work one-on-one with the professor and TA. We are here to help! The Professor meets Tuesdays 2:00 – 4:00 PM in his office (HUM 5126) and Selenay's hours are Monday 9:00-10:00 am and Friday 1:30-2:30, on Zoom.

COURSE EVALUATIONS

Primary Source Quizzes (10%): Take weekly in-class quizzes (2-3 minutes in length) based on primary source readings. These simple questions are designed to reinforce key concepts and spark pre-lecture ideas.

Preliminary Essay (10%): Write a short 500–750-word essay designed to test your initial level of writing and reading skills before class. *In this course, your grade is based partially on your work relative to your peers, but also your own educational development. This paper provides a baseline from which you can hope to improve.*

In-Class Engagement (15%): Engage daily in lecture and discussion section. Please know I also consider my office hours to be a form of engagement. Come to hours!

Travel Narrative Essays (2 x 10% = 20%): Write two (*and only two*) essays on travel narratives.

Europeans not only travelled throughout the world, but they also voraciously read about the travels of others. Essays should be 500-750 words in length. The prompts for each essay will be pre-circulated 1 week before their due date.

Mid-Term Essay (20%): Respond to one of three pre-circulated questions in a take-home essay format of 750-1,000 words drawn from the first half of the class. Emphasis is placed on the strength of each student's thesis, claims, and evidence from the course materials, and use of core class concepts. The prompt will be circulated 1 week before.

Final Exam (25%): Complete the course with a final take-home essay of 1,250-1,500 words summarizing key concepts from the term. Similar to the Mid-Term these questions will be circulated one week ahead of time.

YOUR RIGHTS & RESPONSIBILITIES

You have the Right to ...

Diversity and Inclusion - Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Disability 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 (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course accommodations.

Privacy - Students have the right to inspect and review most education records maintained about them by the University of Wisconsin-Madison and, in many cases, decide if a third person can obtain information from them. Students may challenge information in their records which they believe to be inaccurate, misleading, or inappropriate.

File a Grievance - Any student at UW-Madison who feels that they have been treated unfairly has the right to voice a complaint and receive a prompt hearing of the grievance. The basis for a grievance can range from something as subtle as miscommunication to the extreme of harassment. Each school or college has a procedure to hear grievances. For assistance in determining options, students can contact the drop-in staff member within the Dean of Students Office at 608-263-5700, within Bascom Hall, Room 70, Monday-Friday, 8:30 a.m.-4 p.m.

Observe your Faith - The University of Wisconsin-Madison supports accommodation of religious observances that might conflict with the course schedule. Students must notify the instructor within the first two weeks of class of the specific days or dates on which they request relief.

Serve your Country - Military students who have the potential to participate in military activities should consult with instructors within the first two weeks of class.

You have the Responsibility to...

Maintain Academic Integrity - By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Keep the Classroom Safe - Every member of the University of Wisconsin-Madison community has the right to expect to conduct their academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities.

Preserve Data Integrity - Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording.

Maintain Classroom Etiquette - Laptops, tablets, cell phones, and all electronic equipment unrelated to disability accommodation must be put away during class.

Complete Assignments on Time - Late papers will be accepted without penalty in the case of a medical emergency, or some other contingency approved in advance. Otherwise, late papers will be graded down 5% each day. If you know you cannot complete a paper on time, please consider emailing me ahead of time. I keep the penalty for late papers deliberately low to allow students flexibility.

Format Assignments Properly - All essays must be double-spaced Times New Roman 12-font, Chicago Style footnotes, and should be sent to me via Canvas.

Evaluate the Course - Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

If you are feeling overwhelmed...

Visit office hours in person or online
I have office hours weekly specifically to meet and help students.

Email us

We answer email about every 24 hours, except on weekends and holidays.

Revise previous work

All students may revise their essays for a 5% increase in the grade for ONE WEEK after the due date.

Visit the History Lab or Writing Center

The History Lab is a resource center where PhD students will assist you with your history papers. Sign up here: <http://go.wisc.edu/hlab> and here: <https://writing.wisc.edu/individual/>

Check out the Library Website!

Talk to a librarian. They are happy to help!
<https://researchguides.library.wisc.edu/intro/hist>

Go to the History Academic Advisor

Head down to the third floor of Humanities and visit one of our department advisors.

Go to the Dean of Students Office

The Dean of Students Office is a primary resource for connecting students who are navigating personal, academic, or health issues, to supportive campus and community resources.

Seek university mental health services

Your wellbeing is paramount, and the university has trained professionals to help. Counseling Services is located at 333 East Campus Mall and by phone 608-265-5600.

Grading Scale

≥92.50	A	69.50-77.49	C
87.50-92.49	AB	60-69.49	D
82.50-87.49	B	<60	F
77.50-82.49	BC		

Course Materials

Please consult the HIST 201 Canvas website frequently. All announcements will be posted there, as will important handouts and links to other sites. All readings on this syllabus can be found on the Canvas website. If you have limited access to online resources, we can arrange for a course reader to be purchased from the Copy Center in the Social Science Building.

Credit Hours

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). 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, and preparing for discussion

Covid-19 Policy

This course meets in person. To protect one another, we will all follow UW-Madison policies. Currently, there is no individual requirement to mask indoors in buildings and classrooms. I will be using a mask during office hours, but not during lecture. If anyone falls ill or needs to quarantine, the TA and I will adjust assignments. Please, if you feel ill or test positive for Covid-19 do not attend class.

Found an error in the syllabus?

Nice reading skills! Notify the Professor and you can get a 1% bonus on your final paper!

EUROPE AND THE WORLD, 1400-1815 | GRADING RUBRIC

Student's Name: _____

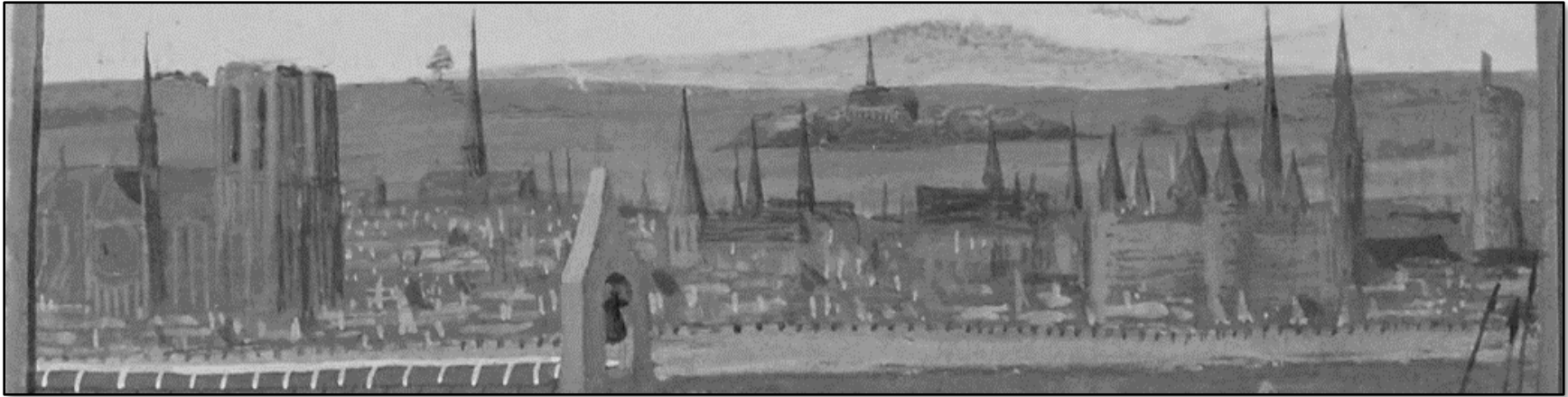
	Exemplary	Praiseworthy	Satisfactory	Marginal	Failing
Thesis (40%) [T] Paper makes clearly worded claim, which meets the criteria for a strong thesis as discussed in class.					
Claims and Evidence (30%) [C/E] Paper advances the thesis with mini-arguments (topic sentences). Paper supports these claims with strong evidence from the text. All evidence is explained.					
Structure and Organization (10%) [S/O] Paper is well organized and flows logically. Paper makes effective use of paragraphs.					
Introduction and Conclusion (10%) [I/C] Paper introduces object of study and provides all information necessary for understanding the paper. Conclusion appropriately wraps up paper.					
Readability & Form (10%) [R/F] Paper reads well and is free from errors. Paper adheres to the conventions outlined on the assignment (Chicago, MLA, etc.).					

Final Grade:

Revisions* [all papers may be revised for a 5% increase in the grade until the day of the term paper submission].

For specific additional criteria, please see the full rubric provided with the assignment.

PROLOGUE | PARIS (1100-1300): THE WANING OF THE MIDDLE AGES



Class 1. Introduction: What is Early Modern Europe? – Jan. 24

Readings: N/A

Class 2. The High Middle Ages – Jan. 26

Readings:

Kumin, I.1 (Introduction) & I.2 (Europe in 1500)

Class 3. Discussion – What is a Primary Source? - Jan. 27

Readings:

Jacques de Vitry, *Life of a Student in Paris*, 1225

Feudalism Primary Sources

Peter Abelard, *Sic et Non*

Class 4. The Fourteenth-Century Crisis – January 31

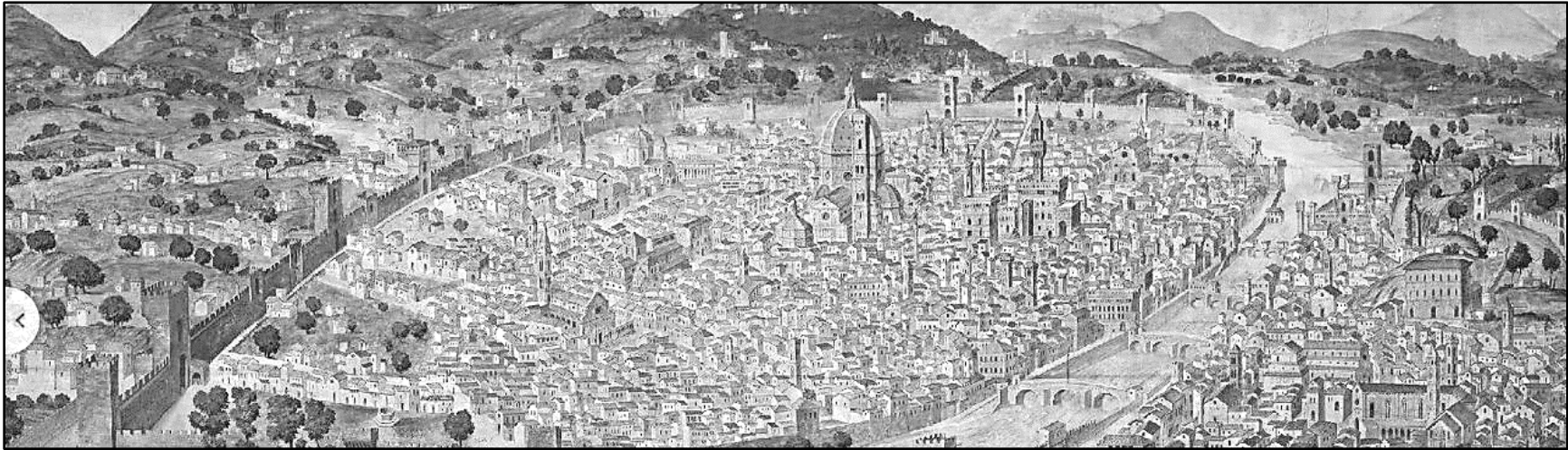
Readings:

Kumin, II.5 (Sickness and health)

Boccaccio, *Description of the Black Death*

The Chronicle of Jean Froissart, *Beginning of the English Peasant Revolt*

CITY I. FLORENCE (1350-1450): FROM MEDIEVAL TOWN TO RENAISSANCE ENTREPÔT



Class 5. The Socio-Economic Origins of the Renaissance – Feb. 2

Readings:

† Kumin, II.3 (Urban society)

The Arte della Lana

The Ordinances of Justice

Class 6. Discussion - Life in a Renaissance City – Feb. 3

Readings:

Lucca Landucci, *Florentine Diary* (selection)

Class 7. The Birth of the Renaissance – Feb. 7

Readings:

Kumin, V.1 (Renaissance)

Vergerius, *On New Education*

Petrarch, *Select Letters*

Class 8. Sex, Marriage, and Death in the Renaissance – Feb. 9

Readings:

Kumin, II.1 (Gender & Family)

Alessandra Strozzi, *Letters*

Class 9. Discussion - Defining the Renaissance – Feb. 10

Readings:

None

Assignment Due: Prelim Essay

Due 8:00 AM Feb. 10

Class 10. The Global Renaissance (Guest Lecture Selenay Aydin) – Feb. 14

Readings:

Kumin, IV.2 (European Relations with the Ottoman World)

Class 11. Viewing the World before 1492 – Feb. 16

Readings:

Pegolotti, *Merchant's Guide*

Class 12. Discussion - Travels with Mandeville - Feb. 17

Readings:

The Travels of Sir John Mandeville (pp. Introduction, 43-60, 75-90, 164-190)

Assignment: Travel Narrative

CITY 2. GENEVA (1517-1648): REFORMING CHRISTIANITY IN EUROPE AND BEYOND



Class 13. Religious Life in Geneva c. 1500 – Feb. 21

Readings:

Kumin, III.1 (Church & People at the Close of the Middle Ages)

John Wyclif and Jan Hus, *Selections*

Class 14. Luther's Reformation – Feb. 23

Readings:

Kumin, III.1 & 2 (The Long Reformation – Introduction & The Long Reformation – Lutheran)

Class 15. Discussion – The Meaning of Reform – Feb. 24

Readings:

Bull of Pope Leo June 15, 1520

Martin Luther, *95 Theses*

Class 16. The Splintering of Reform – Feb. 28

Readings:

Kumin, III.3 (The Long Reformation – Reformed)

The Twelve Articles of the Peasants

Ordinances for the Regulation of the Churches of Geneva

Class 17. Reforming Catholicism and Judaism – Mar. 2

Readings:

Kumin, III.5 & 7 (The Long-Reformation – Catholic; Jews and Muslims)

Ignatius Loyola, *Spiritual Exercises*

Class 18. Discussion - Matteo Ricci and the Global Reformation – Mar. 3

Readings:

Matteo Ricci, *Letters from China* (Introduction, Letters 7, 9, 20, 40, & 53)

Assignment: Travel Narrative

Class 19. Confessionalization and Religious Wars- Mar. 7

Readings:

Kumin, VI, 6 (The Impact of War)

Diary of Peter Hagendorf

CITY 3. VALLADOLID (1492-1600): THE AGE OF EXPLORATION IN AN IMPERIAL CAPITAL



<p>Class 20. Colonialism before Columbus – Mar. 9</p> <p>Readings:</p> <p>Kumin IV.1 (Beyond Europe c. 1500)</p> <p><i>The Jewish Expulsion from Spain</i></p>	<p>Class 21. No Discussion Section – Mar. 10</p> <p><i>Assignment: Midterm Exam Due @ 10 AM</i></p> <p>Spring Break – Mar 11-19</p>	<p>Class 22. The Conquest of Mexico: European and Nahua Accounts</p> <p>Readings:</p> <p>Hernan Cortez, <i>Second Letter to Charles V</i></p> <p>Nahua Accounts of the Conquest of Mexico</p>	<p>Class 23. NO CLASS – Mar. 23</p> <p>Readings:</p> <p>N/A</p>
<p>Class 24. Discussion - The Valladolid Debate - Mar. 24</p> <p>Readings:</p> <p>de Las Casas, <i>A Short Account of the Destruction of the Indies</i> (Introduction & 3-45)</p> <p>Sepulveda, <i>Democrates Alter</i></p> <p><i>Assignment: Travel Narrative</i></p>	<p>Class 25. Colonialism and the Global Economy – Mar. 28</p> <p>Readings:</p> <p>Kumin II.6 & IV.5 (The Early Modern Economy & The Global Exchange of Goods)</p>	<p>Class 26. The New World in the European Imaginary – Mar. 30</p> <p>Readings</p> <p>Kumin IV.3(Expanding Horizons)</p> <p>Michel de Montaigne, <i>On Cannibals</i></p>	<p>Class 27. Discussion – Francis Bacon’s <i>New Atlantis</i> – Mar. 31</p> <p>Readings</p> <p>Francis Bacon, <i>The New Atlantis</i></p>

CITY 4. AMSTERDAM (1568-1750): SCIENCE AND TRADE IN A GOLDEN CITY



Class 28. Scientific Thinking before the Scientific Revolution – Apr. 4

Readings:

Roger Bacon, *On Experimentation*

Galen

Class 29. The New Science – Apr. 6

Readings:

Kumin, V.4 (The Scientific Revolution)

Robert Boyle, *The Sceptical Chymist*

Benjamin Franklin, *Experiments with Balloons, 1783*

Class 30. Discussion - The New Science – Apr. 7

Readings:

Descartes, *Meditations II*

Class 31. Faith & Science 1: The Trial of Galileo – Apr. 11

Readings:

The Crime of Galileo

Bellarmino, *Letter on Galileo's Theories*

Class 32. Faith & Science 2: The Trials of Baruch Spinoza – Apr. 13

Readings:

Baruch Spinoza, *Ethics*

Class 33. Discussion - Globalizing Science – Apr. 14

Readings:

Thomas Moore, *Utopia* (all)

Assignment: Travel Narrative

CITY 5. NANTES (1650-1789): ABSOLUTISM AND REVOLUTION IN A FRENCH SLAVE PORT



Class 34. Nantes, Absolutism, and the French State – Apr. 18

Readings:

Kumin, VI.2 (Dynastic Politics)

Revocation of the Edict of Nantes

Class 35. The Republic of Letters – Apr. 20

Readings:

Kumin, V.7 (Enlightenment)

Class 36. – Discussion - What is Enlightenment? – Apr. 21

Readings:

Immanuel Kant, *What is Enlightenment?*

Hume, *On Miracles*

Class 37. The Causes of the French Revolution – Apr. 25

Readings:

Kumin, VI.8 (Revolution)

Class 38. The French Revolution – Apr. 27

Readings:

Sieyès, *What Is the Third Estate?*

Robespierre, *Justification of the Use of Terror*

Class 39. Discussion - Slavery & the Haitian Revolution – Apr. 28

Readings:

Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (Chs. 1, 2, 3, 7, 10, 12)

Assignment: Travel Narrative

Class 40. The Limits of Revolution – May 2

Readings:

Admission of Jews to Rights of Citizenship

Olympe de Gouges, *Declaration of the Rights of Women*

Class 41. Conclusions and Continuities – May 4

Readings:

Kumin, IV.6 & VII.1 (Europe and the World, c. 1800 & Europe in 1800)

Final Exam: Due May 8 @ 10:00 AM