

EARLY MODERN EUROPE FROM THE RENAISSANCE TO NAPOLEON COURSE OVERVIEW

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COURSE DESCRIPTION:

This course surveys Western European history from the late fourteenth century until the French Revolution, emphasizing political, social and cultural developments. The course pays particular attention to the relationship between religion and society, the development of the global economy and the European state system, the bourgeois culture of possessive individualism, and the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these developments and their impact on the lives of men and women both in Europe and around the globe. As a result, understanding issues of class, gender and race are crucial to this project. Our goal is to learn about history, not simply for the sake of knowledge, but in order to think critically of both our past and present.

COURSE OBJECTIVES:

This course is meant to serve a variety of goals.

First, it is meant to acquaint you with the basics -- the major chronological and thematic elements that should form part of any educated person's sense of how we wound up with the world we live in today. The political, economic, and cultural legacies of the West have proven deeply influential - whether for the benefit or detriment of humanity. I want you to leave this class with a good understanding of that legacy.

A second major goal of this course is to familiarize you with the kinds of approaches that are typical of history as a field today. History is not an assemblage of facts and dates. More than anything, it is the effort to come to terms with societies from the standpoint of particulars: particular places, particular people, at particular times. In this spirit, we will be considering how various social and cultural arrangements functioned in the past and how they changed over time - things like piety and individualism, religion, commerce and the state, class and gender relations, as well as the impact that these developments had upon the global environment.

A third and significant goal of this course is to help train you as critical readers, thinkers, and writers. This course's reliance upon primary sources in our discussion sections requires you to analyze these texts within a historical context in order to interpret and assess the past. Your choice of texts and your accompanying interpretation will form the building blocks to presenting cogent historical arguments and essays.

COURSE READINGS:

For this semester, you will need to purchase a textbook and a set of books intended to be read for both lectures and discussions. You can either purchase them in the Holy Cross Bookstore or try finding cheaper used editions online (try www.addall.com which is a book buying metasearch site). Additional *required* readings will include short primary sources, which will be accessible through the textbook or our Blackboard Classroom. You are expected to bring these documents to class on the assigned days. My advice is to keep these documents in a loose-leaf binder.

Textbook: Lynn Hunt, *The Making of the West: Peoples and Cultures*, Vol B: 1320-1830
Discussion: Gene Brucker, *Giovanni and Lusanna*
Christopher Columbus, *The Four Voyages*
Miguel Leon-Portilla, *The Broken Spears*
Thomas More, *Utopia*
Merry Wiesner-Hanks, *Convents Confront the Reformation*
Voltaire, *Candide, Zadig and Selected Stories*
Pierre De Beaumarchais, *The Marriage of Figaro* □

EVALUATION:

This class will be conducted informally with an emphasis on both lecture and discussion; its success will depend on student preparation and participation. Your most important jobs in this class will be to keep up with readings, attend and participate in lectures and discussion, organize what you learn, and write cogently.

COMPONENTS OF GRADE:

ESSAYS ON CLASS READINGS

MIDTERM AND FINAL EXAM

SHORT WRITTEN ASSIGNMENTS
AND QUIZZES

DISCUSSIONS & PARTICIPATION

A	93-100	Excellent
A-	90-92	
B+	87-89	
B	83-86	Good
B-	80-82	
C+	77-79	
C	73-76	Satisfactory
C-	70-73	
D+	67-69	
D	63-66	Low Pass
D-	60-63	
F	0-59	Failure

COURSE EXPECTATIONS AND POLICIES:

When to Read: I assign textbook readings on a weekly basis and these readings should be completed by the beginning of that week. All other readings (whether separate texts or Blackboard documents [BB]) should be read for the day that they are assigned.

Office Hours: I encourage you to stop by my office and introduce yourself to me in the next few weeks as well as to stop by throughout the course of the semester. I have a number of office hours every week and would look forward to meeting any student who needs review or clarification about lectures, readings, and assignments.

Blackboard Classroom: We will use this site not only to access administrative postings and course materials but also to drop off assignments and post responses about readings to the discussion board. If you have any problems, please contact the Help Desk (Fenwick B22) at x3548 or email: helpdesk@holycross.edu.

Academic Integrity and Course Conduct: The strength of this course will depend upon our relationships with each other. The classroom environment (whether in lectures, discussions, or on Blackboard) should encourage participation and discussion. Although we won't always agree with each other's opinions, I expect that all of us will treat each other with respect. To foster that community of learning, I would ask that you arrive on time, turn your cell phones off and try to avoid classroom disruptions that detract from the intellectual task at hand.

In addition, the intellectual foundation upon which this course rests is Academic Integrity. All work that you turn in for this course (whether for correspondence, essay, exam or quizzes) must be your own. For information on Holy Cross's policy on academic integrity, please see page 13 of the Holy Cross Catalog and the History Department's own guidelines to avoid plagiarism: <http://www.holycross.edu/departments/history/website/plagiarism.htm>. Any form of plagiarism (intentional and unintentional), cheating, or presenting someone else's work as one's own will be treated as a serious academic transgression, with a penalty ranging from receiving a 0 on an assignment to expulsion from the college. In addition, I will include a citation of this act of academic dishonesty with your university file. Before we set down to write the first assignment, we will review the ethics and responsibilities of research.

Late Papers: All students are expected to turn in their assignments by the beginning of the class period on the dates scheduled. Penalties will apply for all papers received after the assigned time.

Retaining Coursework and Copies of Assignments: All students are required to hold onto all graded assignments (exams and papers) until the final grade is announced. In addition, students are expected to retain a xerox copy of their papers until their graded papers have been returned.

Attendance and punctuality: The quality of any class depends on your investment in it and repeated absences will impede your individual progress in this course. Attendance and punctuality will be expected for lectures and discussions throughout the course. Although missing a class will not adversely affect your grade, repeated absences will not only hamper your understanding of the material but will also automatically lower your participation grade and your overall class grade. For example, any student missing three discussions will fail her/his discussion/participation grade.

COURSE CALENDAR

Week 1: READ: Hunt, skim pages v-xii
First Day Introductions

Part I RENAISSANCE

Week 2: READ: Hunt, pages 451-474
Black Death

DISCUSSION: Plague and Society
READ for Discussion: Black Death Readings (Blackboard-BB)

The Italian Renaissance

Week 3: READ: Hunt, pages 474—514
The Renaissance

Development of Merchant Capitalism

DISCUSSION: Family Politics of Renaissance Italy
READ for Discussion: Gene Brucker, *Giovanni and Lusanna*

Week 4: READ: Hunt, pages 514-523
European Expansion and Conquest

Europe and the New World

DISCUSSION: Renaissance and the New World
READ for Discussion: Christopher Columbus, *The Four Voyages*
Read only: Introduction, 37-38, 51-76, 115-167, 185-191, 206-226.

Week 5: European Expansion in Early Modern Europe
The Spanish Empire, Slavery, and the Atlantic World

Economic and Social Change in Europe

DISCUSSION: Cultural Contact and Conquest
READ for Discussion: Leon-Portilla, *Broken Spears* & BB Docs on Cortes

Week 6: READ: Hunt, read pages 474-479, review pp. 505-513, read pp. 527-530
Late Renaissance Politics

Northern Christian Humanism and the Renewal of Faith

DISCUSSION: Rhetorical Idealism and Reforming European Society
READ for Discussion: Sir Thomas More, *Utopia*

Part III **Reformation and Confessional Conflict**

Week 7: READ: Hunt, pages 598-599 and BB Reading on Manners
MIDTERM EXAM

History of Manners: Behaving Well in European Society

DISCUSSION: Witchcraft, Women, and Authority in Early Modern Society

READ for Discussion: *Malleus Maleficarum* (BB)

Week 8: READ: Hunt, pages 525-560 and 598-599; BB Docs on Reformation
The Reformation

DISCUSSION: Gender and the Reformation

READ for Discussion: Merry Wiesner-Hanks, *Convents Confront the Reformation*

Week 9: READ: Hunt, pages 563-593; BB Docs on Confessional Conflicts
Confessional Conflicts and State Power

The Rise of the State

Part III **Rise of State, Science and Slavery**

Week 10: READ: Hunt, pages 603-644
Louis XIV and Absolutism

Constitutionalism

DISCUSSION: Human Nature, Property & Political Authority

READ for Discussion: BB Documents

Week 11: READ: Hunt, pp 593-598, 633-634, 675-680; BB Docs on Slavery & Science
European Empires in the 18th Century 645-675, 680-683

Scientific Revolution

DISCUSSION: Rationality in an Irrational World

READ for Discussion: Voltaire, *Zadig*

Part IV **Age of Revolution**

Week 12: READ: Hunt, pages 683-720
Scientific Revolution

The Enlightenment

DISCUSSION: Enlightenment and the Social Order

READ for Discussion: Pierre De Beaumarchais, *The Marriage of Figaro*
Watch and Listen to Mozart's *Marriage of Figaro*

- Week 13: READ: Hunt, pages 723-734
The Enlightenment
Origins of the French Revolution
- Week 14: READ: Hunt, pages 734-761
French Revolution
French Revolution
DISCUSSION: The Rhythm of Revolution
READ for Discussion: BB French Revolution Docs
- Week 15: READ: Hunt, pages 763-781
Napoleon and the French Revolution
Wrap Up and Final Thoughts
- Week 16: Final Exam Week