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Office hours: R 10:00-12:00  
& by appt.

## *The Making of Modern Europe, 1500-1815*

This course introduces students to the cultural, intellectual, social, political, and economic changes in Europe between 1492 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.



*Leardo Mappamundi 1452*

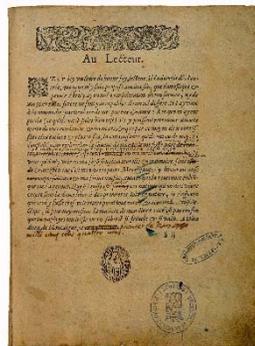
## Goals

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 like a historian. In this course, that means you will

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

#### Listening:

- ◆ no distractions, for you or for those around you: no phones, no surfing the web, no email, no other activities than listening to others, and no earphones.  
**If you cannot respect this rule, please leave the classroom – or one of the teaching staff will take your device for the remainder of class time.** 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 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 **December 1**.
- ◆ Most weeks the syllabus also provides hyperlinks (in **blue**) to visual materials.
  - You may choose any one of these for your visual analysis, due **December 1**.
- ◆ 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.

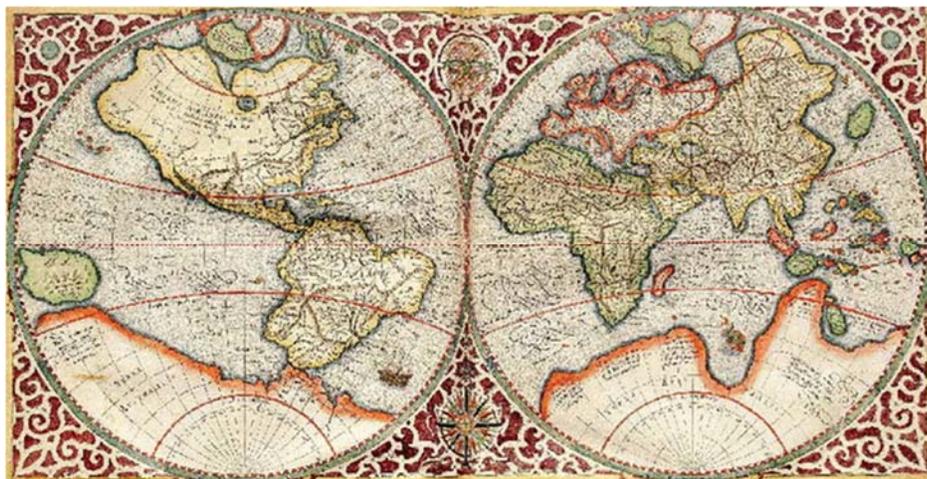


2. In this course, you will also learn the practice of asking those basic questions historians ask of all our sources:

- ◆ 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, our histories:

- ❖ “The Conquest” or “The Discovery of the New World” or “The Encounter”
- ❖ “The Reformation”
- ❖ “The Scientific Revolution”
- ❖ “The English Civil War” or “The English Revolution”
- ❖ 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 discussion section 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)

## Assignments:

- ♦ a summary of the main points of this syllabus, including due dates, due in class **September 8**
- ♦ on the syllabus are marked [🔗] specific sources which you will evaluate **in no more than 50 words** as historical evidence:
  - ✓ Who is the author and what do we learn about her/him?
  - ✓ Why did she/he write this?
    - due in lecture the week of the reading.
- ♦ multiple map assignments
- ♦ a 250-word evaluation of one piece of visual evidence: see hyperlinks (👁️) due **December 1**
- ♦ two exams:
  - midterm: Thursday, **October 29, in class**
  - final: **December 22, 7:25 p.m.**

👉 Both exams will be 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. Both will also ask you to identify persons, places, or things of particular significance.
- ♦ in class quizzes
  - If you miss one of these, it cannot be made up. Try not to miss lectures.

## BOOKS:

Textbook: Brian Levack et al, designed for this course. This is to supplement lectures.

Some weeks, your reading is available online. The following are available as paperbacks or, should you prefer, Kindle books:

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)

Denis Diderot, *Rameau's Nephew and D'Alembert's Dream* (Penguin)  
[PQ1979 A66 E5 1988]

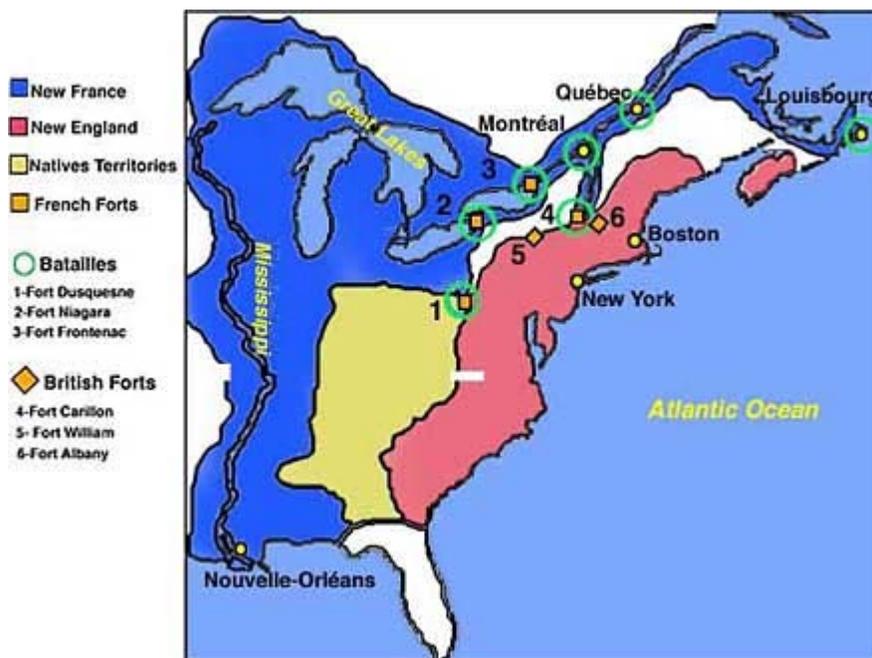
These books are also available in other, online formats. Please check with your TA or me to see if that edition corresponds to the assignment.

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.

**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: <http://www.students.wisc.edu/doso/academic-integrity/>

Your response papers are to be **your** ideas, not Wikipedia's, not those of any other website, text, 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 3 Telling the Story

September 8 Orientations

September 9

☞ “The Return of Martin Guerre” 7 p.m.

September 10 Towns and Courts

📖 Niccolò Machiavelli (1469-1527), *The Prince*:

<http://www.fordham.edu/halsall/basis/machiavelli-prince.html> [📄]

👁 [http://historic-cities.huji.ac.il/historic\\_cities.html](http://historic-cities.huji.ac.il/historic_cities.html)

September 15 Merchants & Navigators

September 17 The Beginnings of a Global Economy



Columbus’s Journal: <http://www.fordham.edu/halsall/source/columbus1.asp>



<http://www.libs.uga.edu/darchive/hargrett/maps/newworld.html>

<http://www.walkingtree.com/>

September 22 From Feudal Christianity to Bourgeois Christianity

September 24 Collars and Sleeves: Consumption and Piety



*The Heidelberg Catechism*: <http://www.wts.edu/resources/creeds/heidelberg.html>



[http://www.rijksmuseum.nl/aria/aria\\_assets/SK-C-6?lang=en](http://www.rijksmuseum.nl/aria/aria_assets/SK-C-6?lang=en)

[http://www.rijksmuseum.nl/aria/aria\\_artists/00017083?lang=en](http://www.rijksmuseum.nl/aria/aria_artists/00017083?lang=en)

September 29 The Baroque

September 30

☞ “The Mission” 7 p.m.

October 1 Catholicism



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 [📄]



[http://www.metmuseum.org/toah/hd/baro/hd\\_baro.htm](http://www.metmuseum.org/toah/hd/baro/hd_baro.htm)

[http://commons.wikimedia.org/wiki/Basilica\\_di\\_San\\_Pietro](http://commons.wikimedia.org/wiki/Basilica_di_San_Pietro)

<http://www.loc.gov/exhibits/vatican/toc.html>

[http://www.metmuseum.org/TOAH/hd/bern/hd\\_bern.htm](http://www.metmuseum.org/TOAH/hd/bern/hd_bern.htm)

October 6 Eyes and Minds

October 8 Mapping

📖 Galileo (1564-1642), *The Starry Messenger*, Learn@UW

👁️ <http://es.rice.edu/ES/humsoc/Galileo/>

October 13 Monarchs

October 15 From Courts to Capitals

📖 Elizabeth I: [http://avalon.law.yale.edu/16th\\_century/raleigh.asp](http://avalon.law.yale.edu/16th_century/raleigh.asp)

John Locke: [http://avalon.law.yale.edu/17th\\_century/locke01.asp](http://avalon.law.yale.edu/17th_century/locke01.asp)

Gustavus Adolphus: [http://avalon.law.yale.edu/17th\\_century/charter\\_012.asp](http://avalon.law.yale.edu/17th_century/charter_012.asp)

👁️ <http://whc.unesco.org/en/list/318/>

October 20 “Mind” & “Body”

October 22 The Instrument of Reason

📖 René Descartes (1596-1650), *Discourse on Method* [E]

👁️ [http://www.nlm.nih.gov/exhibition/dreamanatomy/da\\_dream\\_arts.html](http://www.nlm.nih.gov/exhibition/dreamanatomy/da_dream_arts.html)

<http://vesalius.northwestern.edu/index.html>

October 27 Amsterdam and the Dutch Empire

October 29 **Midterm**

no sections this week

November 3 The Thirty Years’ War

November 5 London and the British Empire

📖 Thomas Hobbes (1588-1679), *Leviathan*: selections

<http://www.fordham.edu/Halsall/mod/hobbes-lev13.asp> [E]

👁️ [http://www.bbc.co.uk/history/british/civil\\_war\\_revolution/](http://www.bbc.co.uk/history/british/civil_war_revolution/)

[3http://www.bbc.co.uk/history/british/civil\\_war\\_revolution/brighter\\_lights\\_01.html](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.html)

[html](http://www.tate.org.uk/tateetc/issue9/hogarth.htm)

<http://www.tate.org.uk/tateetc/issue9/hogarth.htm>

November 10 Law & Violence

November 12 Property & Liberty

📖 Olaudah Equiano (c.1745-1797), *The Interesting Narrative*, entire [E]

👁️ <http://www.euratlas.net/cartogra/Rocque/index.html>

<http://www.chnm.gmu.edu/revolution/index.html>

[http://www.bbc.co.uk/history/british/empire\\_seapower/](http://www.bbc.co.uk/history/british/empire_seapower/)

November 17 Orientalism  
November 18  
November 19 Absolutism

📺 “Vatel” 7 p.m.

📖 Charles-Louis de Secondat, Baron de Montesquieu (1689-1755),  
*Persian Letters*, entree [📄]

👁️ <http://www.chateauversailles.fr/en/>

November 24 The Project of Enlightenment

no sections this week

## THANKSGIVING

December 1 Mercantilism  
December 3 Capitalism and the Organization of Labor

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

December 8 Public Opinion  
December 10 Revolutions

📖 Denis Diderot (1713-1784), *Rameau's Nephew* [📄]

👁️ <http://www.pbs.org/empires/napoleon/>

December 15 A World Redrawn

December 22: 7:25 p.m. – 9:25 p.m.: **Final**