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4135 Humanities
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& by appt.

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263-1687

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 Mappa mundi 1452

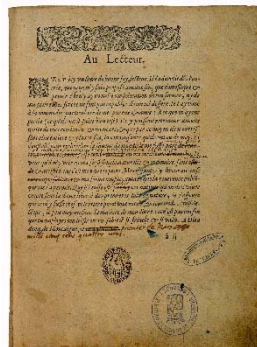
Goals

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. 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 **November 30**.
- ◆ Most weeks the syllabus also provides hyperlinks to visual materials.
 - You may choose any one of these for your visual analysis, due **November 30**.
- ◆ 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.

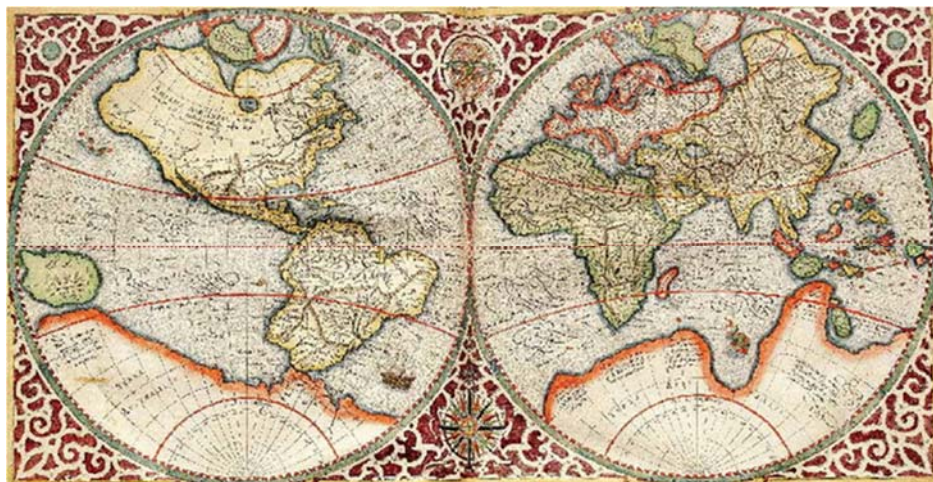


2. In this course, you will also learn the practice of asking those basic questions historians ask of all our sources:

- ◆ 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:

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:

- ♦ your first assignment is on Learn@UW, due in class, with
- ♦ a summary of the main points of this syllabus, with due dates, due in class **September 12**

- ♦ each week you will write an evaluation of your source(s) as historical evidence **in no more than 50 words** – due in lecture the week of the reading:
 - ✓ Who is the author and what do we learn about her/him?
 - ✓ Why did she/he write this?

- ♦ multiple map assignments

- ♦ a 250-word evaluation of one piece of visual evidence: see hyperlinks (👁) due **November 30**

- ♦ two exams:
 - midterm: Thursday, **November 2, in class**
 - final: **December 16, 10:05 a.m.-12:05 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: Bentley 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]

Olaudah Equiano, *The Interesting Narrative and Other Writings* (Penguin)
Montesquieu, *Persian Letters* (Penguin) [[PQ2011 L5 E35 1993]

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. Think for yourself.**



LECTURES AND READINGS:

September 7 Introductions

September 12 Orientations

September 13

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

September 14 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

September 19 Merchants & Navigators

September 21 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>

September 26 From Feudal Christianity to Bourgeois Christianity

September 28 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_artists/00017083?lang=en

October 3 Monarchs

October 5 From Courts to Capitals



Elizabeth I: http://avalon.law.yale.edu/16th_century/raleigh.asp

John Locke: http://avalon.law.yale.edu/17th_century/locke01.asp

Gustavus Adolphus: http://avalon.law.yale.edu/17th_century/charter_012.asp



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

October 10 “The Mission”
October 12 “The Mission”

📖 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://commons.wikimedia.org/wiki/Basilica_di_San_Pietro
http://www.metmuseum.org/TOAH/hd/bern/hd_bern.htm

October 17 Eyes and Minds
October 19 Mapping

📖 Galileo (1564-1642), *The Starry Messenger*, Learn@UW
👁 <http://es.rice.edu/ES/humsoc/Galileo/>

October 24 “Mind” & “Body”
October 26 The Instrument of Reason

📖 René Descartes (1596-1650), *Discourse on Method*
👁 http://www.nlm.nih.gov/exhibition/dreamanatomy/da_dream_arts.html
<http://vesalius.northwestern.edu/index.html>

October 31 Amsterdam and the Dutch Empire
November 2 Midterm

no sections this week

November 7 The Thirty Years’ War
November 9 London and the British Empire

📖 Thomas Hobbes (1588-1679), *Leviathan*: selections
<http://www.fordham.edu/Halsall/mod/hobbes-lev13.asp>
👁 http://www.bbc.co.uk/history/british/civil_war_revolution/
http://www.bbc.co.uk/history/british/empire_seapower/

November 14 Law & Violence
November 16 Property & Liberty

📖 Olaudah Equiano (c.1745-1797), *The Interesting Narrative*, entire
👁 <http://www.slavevoyages.org/>
<http://www.euratlas.net/cartogra/Rocque/index.html>

November 21 Absolutism

no sections this week

THANKSGIVING

November 28 The Project of Enlightenment

November 29

📺 “Vatel” 7 p.m.

November 30 Guest Lecture: Monica Ledesma

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

👁 <http://en.chateauversailles.fr/>

December 5 Mercantilism

December 7 Capitalism and the Organization of Labor

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

December 12 Public Opinion and Revolutions

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

December 16: 10:05 a.m. – 12:05 p.m.: **Final**