



Course HIST 3319.001 Early Modern Europe
Professor Peter K. J. Park
Term Fall 2010
Class Meetings MW 10:30 a.m.-11:45 p.m. **Location:** JO 4.102

Professor's Contact Information

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General Course Information

Pre-requisites, Co-requisites, & other restrictions	3 credit hours of lower-division history
Course Description	This course is a survey of European history from the end of the Middle Ages to the French Revolution (ca.1400-1800). Themes to be covered are the self and society, politics, cultural and intellectual life, and religion. We consider religious, ethnic, gender, class, and regional differences as well as the continuities that form the European cultural and intellectual tradition.
Learning Outcomes	Students will be able to (1) describe the major events and themes of early modern European history, (2) recognize the difference between primary and secondary sources and evaluate their historical significance, and (3) form views and interpretations of early modern European history based on evidence and argumentation.
Required Texts & Materials	<p>Note: The required texts are available for purchase at the campus Bookstore and at Off-Campus Bookstore, 561 W. Campbell Rd., #201.</p> <p>Lynn Hunt, Thomas R. Martin, Barbara H. Rosenwein, R. Po-chia Hsia, and Bonnie G. Smith, <i>The Making of the West: People and Cultures</i>, Vol. B: 1320-1830, 2nd ed. (Bedford/St. Martin's, 2005) ISBN 0312417683 (or the 3rd edition ISBN 9780312465094)</p> <p>Gene Brucker, <i>Giovanni and Lusanna: Love and Marriage in Renaissance Florence</i> (Univ. of California Press, 2005) ISBN 0520244958</p> <p>William J. Connell, ed., <i>The Prince by Niccolò Machiavelli with Related Documents</i> (Bedford/St. Martin, 2005) ISBN 9780312149789</p> <p>William Beik, <i>Louis XIV and Absolutism: A Brief Study with Documents</i> (Bedford/St. Martin, 2000) ISBN 031213309X</p> <p>Margaret C. Jacob, <i>The Enlightenment: A Brief History with Documents</i> (Bedford/St. Martin, 2001) ISBN 0312179979</p> <p>Johann Wolfgang von Goethe, <i>The Sorrows of Young Werther</i>, tr. Burton Pike (Modern Library, 2005) ISBN 0812969901</p> <p>Keith Thomas, <i>Religion and the Decline of Magic</i> (orig. 1971) (excerpts) [avail. on eLearning and McDermott Library's E-Reserve]</p> <p>Merry Wiesner-Hanks, <i>Early Modern Europe 1450-1789</i> (Cambridge UP, 2006), Ch. 5: "Religious reform and consolidation, 1450-1600," pp. 148-183 [avail. on E-Reserve]</p>
Suggested Texts	<i>Merriam-Webster's Collegiate Dictionary</i> , latest ed.; William Strunk, Jr. and E. B. White, <i>The Elements of Style</i> (multiple eds.); John Tosh, <i>The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History</i> (Pearson, multiple eds.)

Note on “primary sources”	While story-telling is an element of historical writing, historians are different from novelists or screenwriters. In writing about the past, historians claim to be giving a truthful account or representation of the past. Like journalists, historians rely on sources for information. More often than not, persons who could be sources of information for the historian are dead. Thus, historians must rely on the documents and artifacts that such persons have left behind. The truthfulness of a work of history is vouched for by evidence stemming from the era and from persons being studied (letters, governmental or legal documents, published works, autobiographies, newspaper reports, etc.). Historians also use non-textual artifacts (musical scores, drawings, photographs, apparel, mechanical instruments, ruins, etc.) as sources of information and as evidence in support of their claim about the past. In this course, we refer to such documents and artifacts as “primary sources.” Works by historians who have for themselves analyzed and interpreted the primary sources as well as other historians’ work we refer to as “secondary sources.” All historians cite and list both primary and secondary sources in their work. They care to know what other historians have said regarding their subject as well as analyze and interpret the primary sources for themselves.
eLearning	Please check eLearning regularly. I post announcements, upload files, and provide links to websites constantly.

Assignments & Academic Calendar

8/23	Introduction to the course
8/25	Reading: Lynn Hunt et al., <i>The Making of the West</i> , 2nd ed., pp. XXV-XXX, 467-503 (or 3rd ed., pp. XXII-XXVIII, 387-416) Lecture: geography of Europe, the concept of Renaissance
8/30	Reading: <i>The Making of the West</i> , 2nd ed., pp. 505-531 (or 3rd ed., pp. 419-449); Gene Brucker, <i>Giovanni and Lusanna</i> , pp. vii-xvi, 1-75 Lecture: late-medieval society and economy
9/01	Reading: <i>Giovanni and Lusanna</i> , pp. 77-121 Discussion: <i>Giovanni and Lusanna</i>
9/06 (Labor Day)	UNIVERSITY HOLIDAY
9/08	Reading: William J. Connell, <i>The Prince by Niccolò Machiavelli</i> , pp. 1-75 Lecture: humanism
9/13	Reading: <i>The Prince</i> , pp. 76-123 Lecture: politics during the Renaissance
9/15	Reading: <i>The Prince</i> , pp. 125-142 Discussion: Machiavelli and <i>The Prince</i>
9/20	Reading: Merry Wiesner-Hanks, <i>Early Modern Europe 1450-1789</i> (Cambridge UP, 2006), Ch. 5: "Religious reform and consolidation, 1450-1600," pp. 148-183 [avail. on E-Reserve] Lecture: Protestant Reformation
9/22	Reading: <i>The Making of the West</i> , pp. 581-619 (or 3rd ed., pp. 451-481) Lecture: politics in the wake of the Protestant Reformation
9/27	MID-TERM EXAM
9/29 & 10/04	Reading: Keith Thomas, <i>Religion and the Decline of Magic: Studies in popular beliefs in sixteenth and seventeenth century England</i> (1971), pp. 3-77 [avail. on eLearning] Lecture: Scientific Revolution
10/06	Reading: <i>Religion and the Decline of Magic</i> , pp. 78-112 [eLearning]

	Lecture: Scientific Revolution
10/11	Reading: <i>Religion and the Decline of Magic</i> , pp. 151-166, 253-279 [E-Reserve] Lecture: witchcraft
10/13	Reading: <i>Religion and the Decline of Magic</i> , pp. 493-534 [E-Reserve] Discussion w/Guest Professor Gerald Soliday: religion, magic, and the Scientific Revolution
10/18	Reading: <i>Religion and the Decline of Magic</i> , pp. 535-569 [E-Reserve] Discussion.
10/20	Reading: <i>The Making of the West</i> , 2nd ed., pp. 621-651 (or 3rd ed., pp. 483-517) Lecture: Europe in the world ca.1700
10/25	Reading: Willliam Beik, <i>Louis XIV and Absolutism</i> , pp. 50-81 Optional reading: <i>Louis XIV and Absolutism</i> , 1-49 Lecture: early modern France
10/27	Reading: <i>Louis XIV and Absolutism</i> , pp. 82-120 Discussion: royal court and government
11/01	Reading: <i>Louis XIV and Absolutism</i> , pp. 121-155, 166-198 Discussion: Burgundy; the churches
11/03	Reading: <i>Louis XIV and Absolutism</i> , pp. 199-222 Lecture: "the fabrication of Louis XIV"
11/08	Film screening: TBA PAPER DUE
11/10	Reading: <i>The Making of the West</i> , 2nd ed., pp. 665-704 (or 3rd ed., pp. 519-552) Lecture: TBA
11/15	Reading: Margaret C. Jacob, <i>The Enlightenment</i> , pp. 1-72 Optional reading: <i>The Making of the West</i> , 2nd ed., pp. 707-745 (or 3rd ed., pp. 555-585) Lecture: Enlightenment
11/17	Reading: <i>The Enlightenment</i> , pp. 73-114 Lecture or Discussion: <i>The Enlightenment</i>
11/22	Reading: <i>The Enlightenment</i> , pp. 160-219 Lecture or Discussion: <i>The Enlightenment</i>
11/24	Reading: Goethe, <i>The Sorrows of Young Werther</i> , pp. v-xiii, 5, 7-67 Lecture: the eighteenth-century novel Discussion: <i>Werther</i>
11/29	Reading: <i>Werther</i> , pp. 71-149 Discussion: <i>Werther</i>
12/01	Reading: <i>The Making of the West</i> , 2nd ed., pp. 747-785 (or 3rd ed., pp. 587-617) Lecture: French Revolution
12/06	Reading: <i>The Making of the West</i> , 2nd ed., pp. 787-810 (or 3rd ed., pp. 619-640) Lecture: French Revolution and Napoleon
12/10	FINAL EXAM at 8:00-10:59 a.m.

Course Policies

Grading (credit) Criteria	<p>Final grade breakdown: regular attendance and participation in discussion (20%); mid-term exam (20%), six-page paper (25%), and final exam (35%)</p> <p>Your final grade will be based on the following scale (as percentages): 93-100 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, 0-59 = F</p>
Make-up Exams	Make-up exams are permitted only in the case of illness or medical emergency with documentation.
Late Work	Late papers will be accepted, but marked down.
Class Attendance	Required. Your attendance will be recorded.
Classroom Citizenship	Please arrive on time.
Technical Support	If you experience any problems with your UT Dallas account you may email assist@utdallas.edu or call the UT Dallas Computer Help Desk at 972-883-2911.
Student Conduct and Discipline	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas printed publication, <i>A to Z Guide</i>, which is available to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Series 50000</i>, Board of Regents, The University of Texas System, and in <i>Title V, Rules on Student Services and Activities</i> of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html.</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p> <p>[Added July 2010] Students are expected to be attentive during class and to participate actively in group activities. Students are expected to listen respectfully to faculty and to other students who are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Classes may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.</p>
Academic Integrity	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p><i>Scholastic Dishonesty:</i> Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will</p>

	use the resources of <i>turnitin.com</i> , which searches the web for possible plagiarism and is over 90% effective.
Email Use	The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.
Withdrawal from Class	The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course inventory and in the academic calendar. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.
Student Grievance Procedures	<p>Procedures for student grievances are found in <i>Title V, Rules on Student Services and Activities</i>, of the university's <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
Incomplete Grades	As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.
Disability Services	The goal of Disability Services is to provide students with disabilities equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student's responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to

	<p>6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.</p> <p>Guidelines for documentation are located on the Disability Services website at http://www.utdallas.edu/disability/documentation/index.html.</p>
Religious Holy Days	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, <i>Texas Code Annotated</i>.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of <i>TEC 51.911(b)</i>, and the student and instructor will abide by the decision of the chief executive officer or designee.</p>
Resources to Help You Succeed	<p>The GEMS Center (located within the Conference Center) provides a wide array of free academic support and enhancement for UT Dallas undergraduate students. Offerings include, but are not limited to, a Math Lab and Writing Center, Peer Tutoring (with a focus on science, technology, engineering and math courses), test review sessions, and academic success coaching. The current menu of services, schedules, and contact information is posted on the GEMS website: http://www.utdallas.edu/ossa/gems/. [Added July 2010]</p>

These descriptions and timelines are subject to change at the discretion of the Professor.