



Course HIST 3319.001 Early Modern Europe
Professor Peter K. J. Park
Term Fall 2016
Class Meetings Tues. & Thurs. 11:30 – 12:45 p.m. **Location:** AH2 1.204

Professor's Contact Information

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Office Hours	Thurs. 1:30 – 3:30 p.m. and by appointment
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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 Black Death to the French Revolution (c. 1340-1800). Themes to be covered are the self and society, politics, cultural and intellectual life, and religion. We consider religious, gender, class, and regional differences as well as cultural and intellectual movements. Topics include the Renaissance, Protestant Reformation, Scientific Revolution, absolutism, constitutionalism, and Enlightenment.
Learning Outcomes	Students will be able to (1) describe the major themes and events of early modern European history, (2) recognize the difference between primary and secondary sources and evaluate them for their historical significance, and (3) form and defend views and interpretations of early modern European history using evidence and argumentation.
Required Texts & Materials	<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, 3rd edition (Bedford/St. Martin's, 2009) ISBN 9780312465094 (Note: It is fine if you use the 4th edition.)</p> <p>Gene Brucker, <i>Giovanni and Lusanna: Love and Marriage in Renaissance Florence</i> (University of California Press, 2005) ISBN 0520244958</p> <p>Hans Medick and Benjamin Marschke, <i>Experiencing the Thirty Years War: A Brief History with Documents</i> (Bedford/St. Martin's, 2013) ISBN 9780312535056</p> <p>Galileo Galilei, <i>Letter to Madame Christina of Lorraine, Grand Duchess of Tuscany, Concerning the Use of Biblical Quotations in Matters of Science</i> (avail. on eLearning)</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>Françoise de Graffigny, <i>Letters from a Peruvian Woman</i>, translated by Kornacker (Modern Languages Association, 1993) ISBN 0-87352-778-X</p> <p>And other texts</p> <p>Note: These required texts are in stock at the UTD Bookstore and at Off Campus Books (561 W. Campbell Rd. Suite 201 in Richardson).</p>
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. Like journalists, historians rely on sources for information. More often than not, persons who could be sources of

	<p>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 the evidence stemming from the era and persons being studied (e.g., letters, governmental or legal documents, published works, autobiographies, newspapers reports, etc.). Historians also use non-textual artifacts (e.g., musical scores, drawings, photographs, apparel, mechanical instruments, ruins, etc.) as sources of information and as evidence supporting their (knowledge) claims 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 both the primary sources and other historians' work we refer to as secondary sources. All historians cite and list (at the back of their book or essay) both primary and secondary sources. They care to know what other historians have said regarding their subject as well as analyze and interpret the primary sources for themselves.</p>
References	<p>Merriam-Webster's Collegiate Dictionary or equivalent William Strunk, Jr. and E. B. White, <i>The Elements of Style</i> (Longman) Kate L. Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers</i> (University of Chicago Press) Joseph M. Williams, <i>Style: Ten Lessons in Clarity and Grace</i> (Longman) Purdue University Online Writing Lab https://owl.english.purdue.edu/owl/section/1/ University of Wisconsin Writing Center: writing handbook http://www.writing.wisc.edu/Handbook/index.html John Tosh: <i>The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History</i> (Pearson)</p>
eLearning	Please check eLearning regularly. I post announcements, upload files, and provide web links constantly.

Assignments & Academic Calendar

8/23	Introduction to the course
8/25	Reading: <i>The Making of the West</i> , Ch. 13 Lecture: physical and political geography of Europe
8/30	Reading and discussion: Gene Brucker, <i>Giovanni and Lusanna</i> , vii-xvi, 1-75 Lecture: late-medieval society and economy; the idea of "Renaissance"
9/1	Reading and discussion: <i>Giovanni and Lusanna</i> , 77-138
9/6	Reading and discussion: available on eLearning: a letter by Petrarch; Leonardo Bruni: <i>History of His Own Times in Italy</i> and <i>De Studiis et Literis</i> (1405); Pico della Mirandola: <i>Oration on the Dignity of Man</i> (1486); Niccolò Machiavelli: <i>The Prince</i> (1532)
9/8	Reading: <i>The Making of the West</i> , Ch. 14 Lecture: humanism
9/13	Reading and discussion: available on eLearning: Bernal Díaz del Castillo: <i>The True History of the Conquest of New Spain</i> (c. 1567); Lienzo de <i>Tlaxcala</i> (c. 1560); Bartolomé de Las Casas: <i>In Defense of the Indians</i> (c. 1548-1550); Desiderius Erasmus: <i>In Praise of Folly</i> (1509); Martin Luther: <i>Freedom of a Christian</i> (1520); John Calvin: <i>Articles Concerning Predestination</i> (c. 1560) and <i>The Necessity of Reforming the Church</i> (1543); letters by Ignatius of Loyola (1546, 1549, 1553)

	Lecture: Protestant and Catholic Reformations
9/15	Reading and discussion: <i>The Making of the West</i> , Ch. 15: 451-471 Lecture: religion, magic, witchcraft
9/20	Reading and discussion: <i>Experiencing the Thirty Years War</i> , 31-145 Recommended reading: <i>Experiencing the Thirty Years War</i> , 1-28
9/22	Reading and discussion: <i>Experiencing the Thirty Years War</i> , 146-183
9/27	MID-TERM EXAM
9/29	Reading: <i>The Making of the West</i> , Ch. 15: 471-481 Lecture: the Scientific Revolution
10/4	Reading and discussion: available on eLearning: Galileo Galilei: <i>Letter to Madame Christina of Lorraine, Grand Duchess of Tuscany</i> Lecture: the Scientific Revolution <i>continued</i>
10/6	Reading and discussion: available on eLearning: Inquisition's condemnation of Galileo (1633); Francis Bacon: <i>Redargutio Philosophiarum</i> (1609) and <i>The New Organon</i> (1620); René Descartes: <i>Discourse on Method</i> (1637); Margaret Cavendish, Duchess of Newcastle: <i>Philosophical Letters</i> (1664); Isaac Newton: <i>Principia Mathematica</i> (1687) Lecture: The Scientific Revolution <i>continued</i>
10/11	Reading: <i>The Making of the West</i> , Ch. 16 Lecture: European overseas expansion, 1400-1700
10/13	Reading and discussion: available on eLearning: Jean-Baptiste Colbert: <i>Instructions</i> (1667, 1668) and <i>A Royal Ordinance</i> (1669); <i>The Trial of Charles</i> (1649); Thomas Hobbes: <i>Leviathan</i> (1651); John Locke: <i>The Second Treatise of Government</i> (1690); Ludwig Fabritius: <i>The Revolt of Stenka Razin</i> (1670)
10/18	Reading and discussion: William Beik, <i>Louis XIV and Absolutism</i> , 50-81 Optional reading: <i>Louis XIV and Absolutism</i> , 1-49 Guest lecture by Prof. Gerald Soliday: absolutism and constitutionalism
10/20	Reading and discussion: <i>Louis XIV and Absolutism</i> , 82-120 With Prof. Soliday
10/25	Reading and discussion: <i>Louis XIV and Absolutism</i> , 121-155, 166-198
10/27	Reading and discussion: <i>Louis XIV and Absolutism</i> , 199-222
11/1	ESSAY DUE. No class meeting.
11/3	Film screening: <i>Vatel</i> , a film by Roland Joffé
11/8	Reading: <i>The Making of the West</i> , Ch. 17: 545-552 and Ch. 18: 555-585 Lecture: the Enlightenment
11/10	Reading: Margaret C. Jacob, <i>The Enlightenment</i> , 1-72 Lecture: the Enlightenment <i>continued</i>
11/15	Reading and discussion: <i>The Enlightenment</i> , 94-156 Recommended reading: <i>The Enlightenment</i> , 73-93
11/17	Reading and discussion: <i>The Enlightenment</i> , 156-176, 202-219 Recommended reading: <i>The Enlightenment</i> , 177-201
11/21 – 11/26	Fall Break & Thanksgiving Holiday
11/29	Reading and discussion: Françoise de Graffigny, <i>Letters from a Peruvian Woman</i> , xxvii-xxviii, 3-103 Lecture: the eighteenth-century novel
12/1	Reading and discussion: <i>Letters from a Peruvian Woman</i> , 103-174

12/6	Reading: <i>The Making of the West</i> , Ch. 19 Lecture: the French Revolution
Final Exam Week 12/9 – 12/15	FINAL EXAM date & time TBA

Course Policies

Grading (credit) Criteria	As a calculated value, your final grade will be the aggregate of your grades for: regular attendance & participation in discussion (20% of final grade); mid-term exam (20%), 7-page essay (25%), and final exam (35%). I will determine your letter grade by using the scale of percentages/grades as follows: 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
Make-up Exams	A make-up exam is permitted only in the case of illness or medical emergency with documentation.
Late Work	Late work will be accepted, but marked down. Late work seven days past due will not be accepted.
Class Attendance	Required. Your attendance will be recorded. You do not have to email me to let me know that you will be absent.
Classroom Citizenship	Please come prepared for class, arrive on time, and maintain the highest level of civil speech and behavior during class session. Laptop computers are allowed, but Internet use is not. Laptop users must sit in the front row of seats, and their Internet connection must be turned off. Mobile/smart phones must be turned off.
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</p>

	will be asked to leave and may be subject to disciplinary action.
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, 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 use the resources of <i>turnitin.com</i>, which searches the web for possible plagiarism and is over 90% effective.</p>
Avoiding Plagiarism	<p>[Adapted from Duke University's guidelines for writers; added July 2010]</p> <p><i>Take time to make careful choices among--and learn to use--the research tools</i> available to you. You will probably find that your favorite web search engine is not adequate by itself for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.</p> <p><i>Expect to make trips to the library.</i> While you can access many of the library's resources from your home computer, you may find that you need to make several trips to use materials or research tools that are not accessible remotely. Of course, you will be seeking the best information, not settling for sources simply because they happen to be available online.</p> <p><i>Allow time for gathering materials</i> that are not available at UT Dallas. The InterLibrary Loan Office can borrow articles and books from other libraries, but this process takes additional time.</p> <p><i>Allow time for reading, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research</i> as new questions arise.</p> <p><i>Sloppy note-taking increases the risk that you will unintentionally plagiarize.</i> Unless you have taken note carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.</p> <p><i>Identify words that you copy directly</i> from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.</p> <p><i>Jot down the page number and author or title</i> of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.</p> <p><i>Keep a working bibliography</i> of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.</p> <p><i>Keep a research log.</i> As you search databases and consult reference books,</p>

	<p>keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.</p> <p><i>You must cite direct quotations.</i></p> <p><i>You must cite paraphrases.</i> Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.</p> <p><i>You must cite ideas</i> given to you in a conversation, in correspondence, or over email.</p> <p><i>You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge."</i> However, it is not necessary to cite a source if you are repeating a well known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.</p> <p><i>These types of sources should be cited as well. Printed sources:</i> Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; <i>Electronic sources:</i> Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; <i>Images:</i> Works of art, illustrations, cartoons, tables, charts, graphs; <i>Recorded or spoken material:</i> Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.</p>
Resources to Help You Succeed	<p>The Student Success Center (located in the McDermott Library building) provides a wide array of free academic support and enhancement for UT Dallas 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/studentsuccess/.</p>
UT Dallas Syllabus Policies and Procedures	<p>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies.</p>

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