ADHS108101 Early Modern Europe in the World, 1500-1789, 4 cr., Fall, 2015

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Schedule (class times and day(s)): THIS IS A HYBRID COURSE, please check the schedule of class meetings very carefully.
In class meetings, face to face, take place Thursdays (as per schedule), 6:15-9:15.
Room: Stokes 115S

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

Survey of the great ideas of the western tradition from the Renaissance to the French Revolution. The focus is on the rise of the modern state in Germany (Holy Roman Empire, Treaty of Westphalia), England (Glorious Revolution and the roots of constitutional rule), and France (Divine Right Absolutism), the relationship of religion and politics (which suffers more, religion or politics?), and early modern European culture (Renaissance, Baroque, Rococo, Classism) as well as Europe's interactions with Asia, Africa, and the Americas. Each class consists of a slide lecture and primary source-based discussion.
Fall, Thurs 6:15-9:15, Sept 3–Dec 17, Professor Menke

Course Objectives

1. Students will gain factual knowledge of events, individuals, concepts, and phenomena in the history of the world since 1450 as demonstrated by narrative summaries included in two essay assignments and by identification questions on two exams designed in part to measure student knowledge.
2. Students will gain an understanding of global exchanges and interactions since the fifteenth century to comprehend the interdependence of global actors now and in the past, which they will demonstrate in class discussions, film discussions, essays, and examinations.
3. Students will gain an understanding of ideas and ideologies ranging from enlightenment ideals such as human rights, freedom of mind, and the humanistic value of the individual and ideologies such as conservatism and capitalism to social Darwinism and imperialism, as well as of their historical context and global significance, which they will demonstrate in class discussions, essays and examinations.

Students will gain an understanding of the ways in which ideologies originating in Europe have been transformed for local needs and conditions in other parts of the world, and also how these adaptations and transformations have changed European thought and action, which they will demonstrate in class discussions, essays and examinations.

4. Students will gain an understanding of the evolving structure of industrializing and industrialized societies, including the development of women’s rights, minority rights, social welfare organizations, and urbanization, which they will demonstrate in class discussions, essays and examinations.

5. Students will gain an understanding of global achievements and failures since 1450, such as improvements in standards of living, public health, and technology, but also two world wars, genocides, post-colonial conflicts, development failures, environmental degradation, etc. Students will demonstrate their ability in class discussions, essays, and examinations.

6. Students will gain an understanding of the increases in global communication, trade, and cultural exchange and in global interdependence among peoples, which they will demonstrate in class discussions, essays, and examinations.

7. Students will learn to analyze and critically evaluate ideas, arguments and points of view as demonstrated in the analysis of events manifested in thesis development, analytical guideposts within the essay, and conclusions on essays and essay exams, as well as by explaining the significance of historical events, individuals, concepts, and phenomena since 1450 on identification questions on two exams.

8. Students will improve their written and oral communications skills as demonstrated in two essays, two essay exam questions, and in small group discussions about assigned historical readings.

9. The student will demonstrate knowledge across cultural settings and will learn the impact of -culture, gender, and age in history as demonstrated by discussing relevant small group reading questions and in whole-class discussions, particularly those related to cultural diffusion and cultural imperialism, the development of women’s rights in Europe and across the globe, and the role of changing understandings of age in the nineteenth and twentieth century.

10. The student will demonstrate ethical knowledge and skill, as appropriate for the course pertaining to nineteenth and twentieth-century ideologies, international relations, treatments of “the other,” and the development of Catholic teaching as manifested in Pacem in Terris and Evangelii Gaudium as demonstrated by small group and whole class discussions about assigned readings relating to the understanding of human nature and human rights manifested in nineteenth and twentieth-century thought.

Students will demonstrate an appreciation of the manifestation of history outside the classroom and beyond the textual in art, music, architecture, applied arts, popular culture, etc. by watching slide lectures, attending/participating in cultural events in Boston, and by viewing the assigned films.

**Grading**

**Grading Scheme:**

- Participation in online discussions: 20%
- First examination: 20%
- First essay due: 20%
Second essay due: 20%
Second examination on: 20%

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (1.00), passing but unsatisfactory; F (0.00), failure; I (0.00), incomplete; F (0.00), course dropped without notifying office; W (0.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (0.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)
OR
Other readings:
Voltaire, *Candide*.
Ignatius of Loyola, *The Spiritual Exercises*.
Martin Luther, *The Freedom of a Christian*.
Machiavelli, *The Prince*.
Documents available on-line.

Text(s)/Readings (Recommended)
Peter Robert Campbell, *Louis XIV*.
Robert Darnton, *The Forbidden Best-Sellers of Pre-Revolutionary France*.
Michel Foucault, * Discipline and Punish: The Birth of the Prison*.
Paul Johnson, *The Renaissance: A Short History*.
David Northrup, *Africa’s Discovery of Europe, 1450-1850*.
John W. O’Malley, *The First Jesuits*.
James Reston, *Defenders of the Faith: Christianity and Islam Battle for the Soul of Europe, 1520-1536*.
Simon Schama, *Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age*.

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Hybrid Course
This is a hybrid course, which means that the class members do not meet in person every week. Instead, short audio summaries of class presentations, discussions of readings, and discussions of films will take place online. We will use Boston College’s Canvas site for this course. Please note that the in-person class meetings are irregular, so be sure to follow the schedule.
Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at: http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly
regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Because this is a hybrid course, your “attendance” not only consists of participation at the in-class meetings, but also your diligent and self-disciplined participation in the online discussions and other activities on our Canvas site.

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.
You must present a note from the Dean’s office or from a physician before taking a make-up examination.
Please notify me immediately of certified learning disabilities.
Written assignments submitted late will be penalized by a grade for every day late. Weekends count as two days.

**Course Assignments** (readings, exercises and/or experiences)

N.B. This syllabus, reading questions for the historical documents and discussion questions can be found on the Canvas site for this course. All students MUST have access to Boston College email and to Boston College Canvas sites.
This class meets face to face one-hundred-and-eighty minutes a week.
It is expected that 8 hours per week of your study time out will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.
Students are expected to complete the following out of class course assignments:

**September 3 in class:**
Introduction
Course Mechanics
European Geography
European History from the Greeks to the late Middle Ages.

**September 10 in class:**
Taking stock of the fourteenth and fifteenth century
Muslim Spain
Ottomans Rising
Chinese power
The Silk Road
Trans-Saharan Exchange
Reconquista extended
Questioning unquestionable truths leads to unending questioning: The Renaissance
Read: Hunt, chapter 13.
September 17 online:
Machiavelli, *The Prince*.
“The Mission” film discussion

September 24 in class:
New Religious Zeal
European Muslims
Protestantism empowering the individual
Catholicism rebounds and becomes global
Economic globalization
Chinese silks for American silver
African slaves in American mines and plantations
Gunpowder and germs
Europeans for the Americas
Read: Hunt, chapters 14 and 15.

October 1 online:
Martin Luther, *On the Freedom of a Christian*
Ignatius of Loyola, *The Spiritual Exercises*. Please read first week’s exercises as well as the introduction and the “rules for thinking with the Church”
“Man for All Seasons.” film discussion

October 8 in class:
Governments of Faith and Reason
Constitutionalism
Absolutism
Divine and natural orders, more unending questions
Read: Hunt, chapter 16.
*First Essay Due.*

October 15 in class: Midterm Examination

October 22 online
English Bill of Rights: [http://avalon.law.yale.edu/17th_century/england.asp](http://avalon.law.yale.edu/17th_century/england.asp)
J.B. Bossuet, *On Kingship* (excerpts): [http://history.hanover.edu/texts/bossuet.html](http://history.hanover.edu/texts/bossuet.html)

October 29 in class:
The brief age of western domination begins
Europeans becoming Americans, Asians, Africans
Americans, Asians, Africans becoming Europeans
Read: Hunt, chapter 17.
November 5 online:
“Madness of King George” film discussion.
Voltaire, *Candide*
Christians and Jews in Muslim lands, [http://www.fordham.edu/halsall/jewish/1772-jewsinislam.asp](http://www.fordham.edu/halsall/jewish/1772-jewsinislam.asp)
Turkish views of India and East Asia, [http://www.fordham.edu/halsall/source/16CSidi1.asp](http://www.fordham.edu/halsall/source/16CSidi1.asp)

November 12 in class:
Global Age of Revolutions
Scientific
Economic
Social
Cultural
Political
Read: Hunt, chapter 18.

November 19 online:
Declaration of the Rights of Man and the Citizen, [http://www.yale.edu/lawweb/avalon/rightsof.htm](http://www.yale.edu/lawweb/avalon/rightsof.htm)
Civil Constitution of the Clergy: [http://history.hanover.edu/texts/civilcon.html](http://history.hanover.edu/texts/civilcon.html)
“Danton” film discussion

November 26: Thanksgiving

December 3: in class
Revolution
Reforms
Constitutional changes
New ideologies
Read: Hunt, chapter 19.

December 10 online:
Maximilien Robespierre, Justification of the Use of Terror, [http://legacy.fordham.edu/Halsall/mod/robespierre-terror.asp](http://legacy.fordham.edu/Halsall/mod/robespierre-terror.asp)
Maximilien Robespierre, On the Principles of Political Morality, [http://legacy.fordham.edu/Halsall/mod/1794robespierre.asp](http://legacy.fordham.edu/Halsall/mod/1794robespierre.asp)
Napoleon, The Imperial Catechism, [http://legacy.fordham.edu/Halsall/mod/1806catechism-napoleon.asp](http://legacy.fordham.edu/Halsall/mod/1806catechism-napoleon.asp)

December 17 in class:
Final Examination

First Essay Assignment
We have concerned ourselves with the religious reformatons that took place during the sixteenth century in Europe. We have looked at the roots of these changes as well as their political and religious consequences.

In a well-organized, clearly written essay, discuss the way in Lutheranism and Calvinism responded to the political and cultural challenges of the Renaissance. In your answer, A. discuss the way in renaissance thinkers criticized religious beliefs and practices, B. discuss the way in which the Reformation represented a response to criticisms of religious practices leveled by religious leaders, and C. in your conclusion, explain the way in which religion, culture, science, and politics were tied together as historical factors. In the series of events we call the Reformation, was one more important than the others?

Second Essay Assignment

Since the first essay was due, we have concerned ourselves with the development of the French absolute monarchy. We have discussed the development of the modern state and army, of baroque art and architecture, but also of the scientific revolution and the early Enlightenment.

In a well-organized essay, explain how the early modern absolute monarchy, the baroque style, and the scientific revolution were responses to the turmoil of the sixteenth and seventeenth centuries.

A. How are these three developments similar to one another; how are they different?
B. In what ways do they build on one another?
C. In your reflective conclusion, explain the relationship between absolute monarchy and the scientific revolution. How did they benefit one another; how did they threaten one another?

Requirements for Essays

I. Make absolutely, positively sure your essay has a thesis. Your essay should make a point or argument that you support in the paragraphs of your essay.

II. Organize your thoughts into paragraphs that follow from the thesis. Make smooth transitions from one paragraph to the next. The first paragraph should you include your thesis.

III. Use proper English. Check carefully your spelling, grammar, and style.

A. Avoid the passive voice.
B. Maintain one tense.
C. Be sure subject and predicate agree in number.
D. Punctuate correctly.
E. Avoid colloquialisms, slang, jargon, and the excessive use of foreign words; written English frequently differs from spoken English.

IV. Since this essay represents your point of view, avoid needlessly emphasizing this point by using "me, myself, and I."

V. Submit your essay in typewritten form.

A. Have margins of one inch on all sides.
B. Double-space the lines.
C. Make sure your essay is no shorter than six and a half pages and no longer than eight and half pages in length.

D. Use no font larger than 12-point.

VI. Above all else, be concise.

Understanding History

I. Reading
With the exception of field-based research that crosses into the fields of archaeology or anthropology, historians learn by reading. First, they acquire a rudimentary framework of the facts in chronological order. Then, they read more to understand the historiographical context: what have past historians written about this topic, what claims are current historians making. Finally, they read the evidence, everything from tombstone epitaphs to economic or demographic statistics to diplomatic correspondence. Only then can historians begin to claim that they have achieved some measure of historical understanding.

Your job is a little simpler. In these courses, you are asked to acquire a framework of the facts in chronological order. Then, you are to take all of the readings, your lecture notes, images from the slides and maps to develop some coherent understanding of the past. Your success in this course is determined by the degree of understanding you achieve.

This means, however, that you have to read very carefully. How does one do that? You cannot memorize all there is to read. First, lay aside the highlighter; it will not serve you well. Imagine yourself the week before an examination, trying to remember why you underline what you thought important a month ago. Instead, try the following:

1. Read a page or two, and then try to summarize each paragraph in a sentence. Write that sentence down.

2. Try to identify the thesis or main point of the text you are reading, write that down, too and identify it is as thesis or main point. Identify supporting arguments or pieces of evidence, too.

3. At the end of each chapter or at the end of the document, summarize it, too.

You may think that this is much work; it is. History is much work. It is, however, much easier to put in work steadily and then, before the examination, review thirty or even sixty pages of notes than it is to review several hundred pages of readings in a night or two.

II. Writing
Historians communicate their research in essay form, either in publications or in the form of papers given at conferences. In this course, too, you will write essays, both in papers and on examinations. Writing a history paper is much like arguing a case before a court of law.

1. You need to have a strong, clear, and interesting opening statement: your thesis, in which you lay out what you intend to prove to be true.

2. Each paragraph that follows should be a discussion of some piece of evidence that supports the claim you made in your thesis. Be sure to include transitions from paragraph to paragraph, and be sure that each paragraph includes at least one sentence in which you analyze the evidence to explain why and how it supports the thesis.

3. Finally, the end of your essay should include a brief summary of the evidence to show that you successfully proved your point. You should then offer some other analytical commentary, either about the contemporary relevance of what you studied or to raise some new questions that came up in your studies.
III. Studying
The best means to determine how much you really understand is to have to explain to someone else, so study in groups. Also, regular studying, especially in form of a brief review before and/or after each class, does much to improve your memory and understanding of the material.