HS02701 Social and Cultural Europe, 1500-1789, 3cr., Summer I, 2013

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Email: menke@bc.edu  
Office: McGuinn 100  
Office Hours: Usually 5:15-6:00 before class, Woods College offices  
Telephone: (617) 552-3900  
Schedule (class times and day(s):  Mondays, Wednesdays, 6:15-9:15  
Room: Devlin 216

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 European history from the end of the Middle Ages through the French Revolution. Topics include the rise of the modern state, the perceived tension between religion and reason, and the decline of the feudal social order. Early globalization also will be considered.  
May 13-June 19, M W, 6:15-9:15 p.m., Undergrad Core, 3 credits

Course Objectives

1. Students will gain factual knowledge of events, individuals, concepts, and phenomena in European history and the history of the West in the World between the western European renaissance and the French Revolution of 1789 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 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 in European history and the history of Europe in the World between the western European renaissance and the French Revolution of 1789 on identification questions on two exams.  
3. 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.
4. 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 colonialism, the development of women’s rights in Europe and across the globe, and the role of changing understandings of age in early modern western and central Europe.

5. The student will demonstrate ethical knowledge and skill, as appropriate for the course pertaining to the powerful and the powerless in early modern Europe, treatments of “the other,” and the development of Catholic teaching as manifested in *Pacem in Terris* as demonstrated by small group and whole class discussions about assigned readings relating to the understanding of human nature and human rights manifested early modern thought.

**Grading**

**Grading Scheme:**

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Oral participation in discussions</td>
<td>20%</td>
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<tr>
<td>First examination June 3:</td>
<td>20%</td>
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<td>First essay due June 10:</td>
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<tr>
<td>Second essay due June 19:</td>
<td>20%</td>
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<td>Second examination on June 19:</td>
<td>20%</td>
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*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- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.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 (.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)**


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

**Written Work**
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. 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.

**Disability Statement**
Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Connors Family Learning Center office about accommodations for this course. Telephone appointments are available to students as needed. Appointments can be made by calling, 617-552-8903. You may also make an appointment in person. 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.

**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 Blackboard site for this course. All students MUST have access to Boston College email and to Boston College Blackboard 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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Exercises/Experiences</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>May 13:</td>
<td>Introduction</td>
<td>Course Mechanics</td>
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<td>European Geography</td>
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<td>European History from the Greeks to the late Middle Ages.</td>
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<td>May 15:</td>
<td>The Renaissance</td>
<td>Fall of Constantinople</td>
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<td>Renaissance in the West</td>
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<td>Hunt, pp. 393-397, 408-424.</td>
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<td>Machiavelli, <em>The Prince</em></td>
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<td>May 20:</td>
<td>The Age of Exploration</td>
<td>Advances in Technology</td>
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<td>Spanish and Portuguese Exploration</td>
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<td>French, English, and Dutch Exploration</td>
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<td>Hunt, pp. 424-432.</td>
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<td>An Aztec Account of the Spanish Conquest</td>
<td><a href="http://www.fordham.edu/halsall/mod/aztecs1.asp">http://www.fordham.edu/halsall/mod/aztecs1.asp</a></td>
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<td>Letter from Hernan Cortes to Charles V about his conquest</td>
<td><a href="http://www.fordham.edu/halsall/mod/1520cortes.asp">http://www.fordham.edu/halsall/mod/1520cortes.asp</a></td>
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May 22: The Protestant Reformation
   The Realm of Charles V
   Calvin and Zwingli
   Martin Luther
Martin Luther, *On the Freedom of a Christian*

May 27: *Memorial Day*

May 29: The Catholic Reformation and the Thirty Years War
   Council of Trent
   The Jesuits
   The Thirty Years War and the End of Habsburg Hegemony
Hunt, pp.457-467.
Ignatius of Loyola, *The Spiritual Exercises*.

June 3: *First Examination* and Scientific Revolution

   Tudor and Stuart England
   Glorious Revolution
   Constitutional Settlement
Hunt, pp. 497-504.
John Locke, *Second Treatise on Government* (excerpts):

June 10: French Absolutism
   Henri IV, Louis XIII and Richelieu
   Louis XIV and the Modern State
Baroque Art and Architecture
J.B. Bossuet, On Kingship (excerpts): http://history.hanover.edu/texts/bossuet.html

First Essay due.

June 12: The Scientific Revolution and the Enlightenment
Advances in Science
Origins of the Enlightenment
Optimism and Pessimism
Voltaire, Candide.

June 17 Origins of the French Revolution
Weakness of the Ancien Regime
Crisis of 1788
Summer of 1789
Constitutions and Conventions
Hunt, pp. 490-497, 573-596, 599-636.
Declaration of the Rights of Man and the Citizen,
http://www.yale.edu/lawweb/avalon/rightsof.htm
Civil Constitution of the Clergy: http://history.hanover.edu/texts/civilcon.html

First Essay Assignment

We have concerned ourselves with the religious reformations 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 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.