The West and The World, 1500-1789
Three [03] Credits (Equivalent to Modern History I)
June 23-July 30, 2015

Cell phone: please turn to “vibrate” or “off”
Computers/Tablets: For Coursework/Note-taking Only

Required Books (Available through BC Bookstore and fine online bookstores near you):

4. Sherman, Dennis & Joyce Salisbury,  *The West in the World, Volume. 5e (Value Edition).* McGraw-Hill Education. ISBN: 978-1-30-815616-3.  [This textbook only contains the chapters we will use (9-16) in class, so it may be counterproductive to purchase it online.]

Additional Readings, Tools, & Texts: Available through Canvas (lms.bc.edu) which is accessible via your Agora Portal. This would include additional course readings and assignments, course handouts, video clips, additional copies of the syllabus, and the like. Use your Boston College username and password to access this site. If you have difficulty, let me know ASAP so it can be resolved.

Additional Resources: If you are a student with a documented learning disability seeking reasonable accommodations in this course, please contact the Connors Family Learning Center (617.552.8093, O’Neill Library); regarding all other types of disabilities, please contact the Disability Services Office (Ms. Paulette Durrett, 617.552.3470, Maloney, 4th Floor). Please bring me the appropriate documentation for accommodations before July 2, 2015.

The Connors Family Learning Center (617.552.8093) also offers free tutoring and other resources for students enrolled in this and other summer school courses. It is located on the Second Floor of O’Neill Library.

Course Description: The years 1500-1789 witnessed the rise to power and prosperity of Western Societies. This course examines the significance of the beginning of global relationships. Includes issues in early modern European history, as well as early exploration, the colonization of America, the African slave trade and the emergent Atlantic economic inter-dependency. Equivalent to Modern History I of the BC Undergraduate Core Requirement, HIST 1039.01 treats the expansion of the “known world” of Western Europe and the Atlantic between just before 1500 and just after 1789, or from Renaissance/Reformation to the Era of Revolutions.

It examines the significance of developing global relationships and interdependencies including geographic and intellectual explorations, responses to change in an increasingly diverse and “dis-integrated” new world “order,” and the unfolding revolutionary and enlightenment philosophies that spawn and are spawned by the expanding history and scope of the Atlantic World. What happened, why it may have happened, and what does it mean for both then and now are the three foundational elements for the next six weeks.

About the Readings: The assigned readings for this course should be completed for discussion BEFORE the class meeting under which they are listed (See “Meeting and Reading Schedule). Though not all of the information covered in the readings will be covered in class, you will still be responsible for all course material.
Sherman & Salisbury’s *The West in the World* will serve as the foundational text for this course. It provides a lot of the basic chronological and factual information for the next six weeks. Supplementary materials in the form of maps, primary documents, images, and study aids for the textbook can be found accessed using Canvas). More detailed topical treatments of a single event or era and its broader implications can be found in *The French Revolution and Human Rights: A Brief Documentary History*, by Lynn Hunt, and *Sweetness and Power: The Place of Sugar in Modern History* by Sidney Mintz. These two books offer the opportunity to examine individual topics and historical interpretations derived from primary sources each contains. They not only complement the main textbook, they also allow us to compare our own analysis of documents with the textbook’s interpretation as part of the coursework.

Assigned material from other sources will be available for download from our HIST 1039.01 course site on Canvas under “Course Readings”. Look in the folder that corresponds with the week/date the reading is assigned. **Download and bring the hard copy to class on the day it is/they are assigned for discussion.** The material listed under “Sources” usually refers to materials available as a handout or on Canvas that we will work with at some point in class.

**Office Hours:** Tuesdays in Stokes 313S 5:15-5:45, immediately following class, AND by appointment on Tuesdays or Thursdays from June 23 through July 30, 2015. You can make an appointment via email (millerkj@bc.edu or karen.miller.1@bc.edu—Or just drop in anytime during the scheduled office hours. Come by and say hey! If you get lost in the building, just **call my extension (x2-0760)** from any house phone in Stokes.

**Course Objectives:**

1. Students will learn to analyze and critically evaluate historical documents, ideas, arguments and points of view as demonstrated course essay examinations, large and small group discussions, and quizzes surrounding the unfolding history of the Western Europe and the Atlantic World from Renaissance to the Era of Revolutions in the late 18th century.

2. Students will develop and demonstrate knowledge across cultural settings and will learn the impact of change and expansion of knowledge, geography, inter-cultural contact in the “known world” as our attention shifts from the Italian city states to an emergent Atlantic economy that connects Western Europe to the Americas and African continent.

3. Students will improve their written and oral communications skills as demonstrated in term identification, primary source analysis, three essay examinations, small group discussions and class presentations over the course of six weeks.

**Attendance:** Your attendance and full participation in class is required. An attendance sheet requiring your signature will circulate during each class meeting. **If you miss more than three (3) full class meetings, you will not receive any credit toward your class participation grade. If you miss 5 full class meetings, you cannot expect to pass this class (FYI: missing more than half of the class is the same as missing a whole class)** If you do miss all or part of a class meeting, **be sure to get notes** from one of your colleagues and check the HIST1039.01 Canvas site for the corresponding outline and/or other course materials for the day(s) you missed.

**Course Assignments:**

There are **three main essay exams** in addition to several in-class writing assignments and group presentations for this course. The **exam format** consists of a combination of essays, document analysis, and term identification. You will have some degree of choice regarding which **essays** and term identification you choose to address. **Term identifications** require you to state what the term is (define it), when it was (provide a date or time period), and why it is historically significant beyond itself (its historical implications). **Document Analysis** consists of identifying the author of a document, when it was written and why, and identify the clues within the document that led to your answer.

**You will not** be able to use any notes or exam aids while taking your tests. No exam or assignment will be rescheduled (except in extraordinary circumstances involving illness or family emergency). If you need to make alternate arrangements for in-class examinations or note-taking, **you should provide documentation from Connors or DSO prior to July 2, 2013** (see above under “Additional Resources”).

**Attendance, homework, presentations, and the in-class writing (quiz, short essays, group work, discussion) will constitute the “class participation” parts of your overall course grade.**
Assignment Due Dates

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>June 28, 2015</td>
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<tr>
<td>Exam 1 (20%)</td>
<td>July 7, 2015</td>
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<tr>
<td>Exam 2 (20%)</td>
<td>July 21, 2015</td>
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<tr>
<td>Slave Code Assign. (10%)</td>
<td>July 15, 2015</td>
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<tr>
<td>Quiz 2</td>
<td>July 23, 2015</td>
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<tr>
<td>Final Exam (30%)</td>
<td>July 30, 2015</td>
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<tr>
<td>Class Participation (20%)</td>
<td>June 23-July 30, 2015</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.

Course Grades and What They Indicate
A=Excellence as in you answered the question, supported your argument, and demonstrated a lot of independent thinking, drew from both various readings, lectures, and course materials.

B=Above Average as in you have not only answered the question but showed some creativity or independent thinking in argument, evidence, and/or explanation of relevance. Made effort to show command of the course materials.

C=Average as in you answered the question and used some of the course material to support your answer.

d=Confusion as in you either did not answer the question (but incorporated some class material) or you misunderstood the question.

F=you came to class, you made an effort rather than miss the exam altogether. Better than not taking the exam.

**Grading Criteria for written work including exam essays:**
A. All written work must be submitted using Standard Written English and must reflect the rules of English language usage laid out in a style guide. Good writing is a prerequisite for a good grade, but it alone does not suffice to earn a good grade.

B. Any writing, in-class or take-home, must have a solid thesis from which follow clearly organized arguments.

C. All writing must contain evidence that the reading assignments were completed in a reflective manner; all writing must demonstrate that the student has successfully synthesized the facts and dates, but especially the concepts and ideas of the course into a meaningful whole.

D. A crucially important element in evaluating student work is the student’s ability to analyze documents, readings, visual sources, etc. and place them in the context of the course content.

**Grading Criteria for class participation:**
A: Consistently participates with particularly insightful and intelligent comments and questions.
B: Consistently participates, often with insightful and intelligent comments and questions.
C: Occasionally participates, some insightful comments and questions.
D: Present in class, attentive.
F: Absent or disengaged, or disruptive.

**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.

**Taken from Martin Menke, HS082.15 European Civilization, 1789-1989 (WCAS, Spring 2013)**

**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. Exam grades will be posted on the Canvas course site (cms.bc.edu).

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**Meeting and Reading Schedule:**

**WEEK ONE:**

**June 23** (After Today, readings should be completed by the day they are listed for discussion)
Course Introduction and Mechanics
The “Known World” Before 1500

**Canvas (access through Agora Portal or directly through <lms.bc.edu>):** Levack et al., “What is the West,” pp. 2-9; Kishlansky, “How to Read a Document.”

**June 25**
Past as Prologue: Religion, Conflict, and Renaissance
The “Known World” Expands
Art and Social Consciousness

**Readings:** West/World, ch. 10 (World History on Library reserve), ch. 10; Bay, Introduction


**WEEK TWO**

**June 30: QUIZ**
Religion and Reformation
Cracks in the Consensus: Erasmus and More
Primary Sources Analysis (Remember “How to Read a Document”)

**Readings:** West/World, pp. 60-78 (World History, pp. 57-73); Bay, Part I

**Canvas:** Erasmus, Excerpt from In Praise of Folly and Thomas More, Excerpt from Utopia

**July 2:**
Separation from The “Universal Church”: Calvin, Luther, & Zwingli
Documentary on Martin Luther, John Calvin, and Ulrich Zwingli
Counter-Reformation and War
Battle for Authority: Religion and the State

**Readings:** West/World, pp. 78-94 (World History, pp. 74-89); Bay, Excerpts from Part III


**WEEK THREE:**

**July 7: Exam I (70 minutes)**
Contesting Political Philosophies: Absolutism v. Constitutionalism
Resistance and Rebellion: John Locke v Thomas Hobbes, England v. France

**Readings:** West/World, pp. 128-163 (World History, pp. 125-158); Diefendorf, Intro, pp. 41-48, 82-151, Chronology.
Canvas: Excerpts from James 1, John Locke, Thomas Hobbes.

July 09: (July 14 is)
Empire, Economics, Everyday Life, and Enslavement
Slave Trade and The White/Black Atlantic
Rise of the Trans Atlantic Economy
What does it mean?

Documentary: Africans in America, Part I
Handout: Narrative for “Africans in America, Part I”: (www.pbs.org/wgbh/aia/part1/narrative)
Canvas: Lindsay, chs. 1-2


WEEK FOUR:
July 14 (Bastille Day) Slave Code Assignment Due:
New World, New World Order
Enlightenment, Empire, and the Age of Reason
Normative Gaze, Classification, and Representation
Galileo, Descartes, and The “New Science “
Faith and Science: Reconcilable Differences?
Canvas: Isaac Newton, Excerpts from Principia
Pieter Camper & Facial Angle, Images of Phrenology
Mintz, Excerpt on race and Sugar

July 16:
Distinctions and Differences: Human Rights, Natural Rights, Political Rights Civil Rights
Competing Philosophies of Rights of Man, Where does Authority reside?
Limitations of Rights of Human Beings vs. Government

WEEK FIVE:
July 21: Exam 2
Natural Rights, States Rights, Human Rights, and Civil Rights
Implications Within and Outside of European
Revolutions of Rising Expectations
Readings: Hunt (TFR), pp. 33-63;
Canvas: Jacob, The Enlightenment, pp. 33-65.
Canvas: Declaration of Independence; U.S. Constitution

July 23:
Revolution in the Air and on the Ground
From Philosophical Abstraction to Revolutionary Reality
Revolutionary Social Change
Freedom Gone Wild?
Handout: Final Exam Study Guide
WEEK SIX:
July 28:
Revolution, Race, Rights, and Retrenchment
Review for Final Examination

July 30, 2015
Final Exam: 120 minutes
Readings: Review for Final Exam.