*Please note that this syllabus should be regarded only as a general guide to the course and is subject to change at the instructor’s discretion.

HS1027 Early Modern Europe in the World, 1400-1789, 3 cr.
Boston College Summer Session 2019
Summer I, May 15 – June 28  N.B. This is a seven-week course!

ONLINE

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Phone Number: (617) 552-3900
Office: WCAS offices, Saint Mary’s Hall
Office Hours: By appointment on Canvas chat, or, if you wish to speak by phone, email me your phone number and I will call you back. (I promise to forgot your number as soon as we have spoken). Skype is another option.

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
This is an ONLINE course, which will be offered asynchronously, which means there are no in-class meetings or requirements to be online at a certain time, with one crucial exception. The FINAL examination must be taken in a proctored format. You have two options: arrange your own proctoring, which must be pre-approved by the instructor, or come to Boston College on June 28 at 6:15 to take the exam. Please refer to the course syllabus on Canvas, the Course Information and Schedule page in AGORA and on the Summer Session website for more detailed information.

This is the first of two courses that survey the historical development of Europe in global context from the Renaissance to the present, with the intention of explaining how the unique Western society in which we live today came into being within a global context. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. Europe’s development, however, has also been deeply affected by its contacts with all other regions of the globe. Particular emphasis is placed on political, diplomatic, and cultural factors, but social, economic and religious aspects are also covered. This course will cover the period from the Renaissance through the French Revolution.

Textbooks & Readings (Required)
Bedford, 2018. Or similar text.
Other readings:
Voltaire, *Candide*.
Ignatius of Loyola, *The Spiritual Exercises*.
Martin Luther, *The Freedom of a Christian*
Machiavelli, *The Prince*.
Documents available on-line.
The readings by Voltaire, Saint Ignatius, Martin Luther, and Machiavelli can be found in any bookstore, both new and used, or online.

**Textbooks & 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*.

**Canvas**
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#). THIS COURSE TAKES PLACE ENTIRELY IN CANVAS (EXCEPT FOR THE FINAL EXAMINATION).

**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 a final examination 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 religious fundamentalism, the scientific method, enlightenment ideals such as human rights, and freedom of mind, 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 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.
5. 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.
6. 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.
7. 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.

8. 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.

9. The student will demonstrate ethical knowledge and skill, as appropriate for a course pertaining to early modern values, political thinking, international relations, treatments of “the other,” and the development of Catholic teaching as manifested in the Spiritual Exercises.

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: 40%
- First essay: 20%
- Second essay: 20%
- Proctored final examination on June 28, 2019: 20%

The undergraduate grading system for Summer Session is as follows:

- A (4.00), A- (3.67)
- B+ (3.33), B (3.00), B- (2.67)
- C+ (2.33), C (2.00), C- (1.67)
- D+ (1.33), D (1.00), D- (0.67)
- F (0.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

**Deadlines and Late Work**

Assignments are due at by midnight on the specified dates. Late assignments will be penalized by a grade for every day late. Weekends count as two days.

Please notify me immediately of certified learning disabilities.

**Course Assignments**

This syllabus, reading questions for the historical documents, discussion questions, assignments, and ancillary materials 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 does not meet face to face, but you are expected to spend roughly twelve hours per week on this class. It is expected that eight 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 eight hours per week during the term.

**Online Course Requirements**

This course is entirely online. The course is broken down into modules in Canvas, our learning management system, which is roughly equivalent to classes or, better yet, topics. In each module (with a few exceptions), you must do the following: do the assigned readings first, then watch/listen to the narrative lecture with images, discuss the readings with your peers, and complete any other required assignments (papers and exams). The assigned readings you must complete on your own. It is recommended you toss all highlighters and summarize each paragraph of the readings in a sentence and each chapter in a paragraph. This will help you cut down the reading you need to review for papers and the final exam, but will also help you determine how much you have understood the assigned readings. You cannot summarize what you do not understand.
The narrative lectures with images consist of image presentations (paintings, maps, photos, and other images) with a narrative voice over by me. You should take notes on these just like you take notes on the readings. The discussion boards consist of questions about the historical documents, which you must answer. For each module, you must offer two initial responses to the questions by day three. In other words, take three of the questions listed, and respond to them. In each response, please summarize relevant material from the readings and explain your answers with analysis relating to the questions posed. For each module, you must offer two responses to initial posts by your peers. In other words, look at the posts of your peers, and offer two or more responses, either to two posts by one peer, or to posts by several peers. Determine where your analysis overlaps and where it differs. Explain your responses. Finally, in some modules, you must also submit an essay, for which there will be separate instructions. In the final module are the instructions for the final examination.

Because this online course depends in part on discussions with your peers, you will have access to two new modules at a time. You cannot, therefore, complete the course with success in less than the six weeks of the first summer term.

At any time, should you have questions, please contact me!

**Course Schedule**

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<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>May 15-19</td>
<td>Course Begins</td>
<td>Welcome Lecture/Explore the Canvas Site</td>
<td>May 17 and May 19</td>
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<td>May 27-June 2</td>
<td>Reformations</td>
<td>Protestant and Catholic Reformations Lectures, Martin Luther, <em>Freedom of a Christian</em>, Saint Ignatius of Loyola, <em>Spiritual Exercises</em> (Please read first two week’s exercises as well as the introduction and the “rules for thinking with the Church”)</td>
<td>May 29 and June 2</td>
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<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<td>June 10-16</td>
<td>Science and Enlightenment</td>
<td>Hunt, chapters 18 and 19, Voltaire, <em>Candide</em></td>
<td>June 12 and June 16</td>
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<td>Turkish views of India and East Asia,</td>
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<td>June 17-23</td>
<td>Ancien Regime and French Revolution</td>
<td>Abbé Sieyes, <em>What is the Third Estate?</em></td>
<td>June 19 and 23</td>
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<td>Declaration of the Rights of Man and the Citizen,</td>
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<td>Civil Constitution of the Clergy:</td>
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<tr>
<td>June 24-28</td>
<td>Final Examination</td>
<td>Final Examination</td>
<td>June 28</td>
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**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Attendance/Participation**

Attending class is an important component of learning. Students are expected to participate in all class activities. When circumstances prevent a student from participating in class, the student is responsible for contacting the instructor before the deadline. Students who miss participation or assignments are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. Since this is an online course, and since the summer term lasts only six weeks, it is IMPERATIVE that all students maintain the pace of the course. Given the discussion-base nature of the course, late work rarely is productive and will be graded accordingly.

Consistent with BC’s commitment to creating a learning environment that is respectful of 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 their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material 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. Please see the Boston College policy on academic integrity for more information. See also the guidelines for avoiding plagiarism available in Canvas.