

History 201-01  
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University of Calgary  
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Fall Session

## The History of Europe

### Early Modern Europe: the Birth of Modern European Civilization

This course is an overview of early modern European history, from the time of the Renaissance (ca. 1450) through the French Revolution, Napoleonic Wars, and the beginnings of the Industrial Revolution (early 19th century). Special attention is given to intellectual and religious developments, the evolution of states and governments, and the transformation of everyday life.

By the end of this course, you will not only be familiar with the events, people, and importance of the early modern European history, but you will also have gained an appreciation of the impact that long-ago events continue to have in our own day. You will also have received training in the skills and methods used by historians: reading and analyzing historical texts (primary sources), evaluating the interpretations of historians (secondary sources), and communicating your analysis in written form.

Lecture outlines and other materials are available through a website devoted to this course. The web page is available on D2L through your University of Calgary portal ("My U of C"). Please note that due to copyright restrictions, I will not post PowerPoint presentations on D2L.

McGraw-Hill, the publisher of the Chambers textbook also has a website for the textbook. It is [http://highered.mcgraw-hill.com/sites/0073385530/information\\_center\\_view0/supplements.html](http://highered.mcgraw-hill.com/sites/0073385530/information_center_view0/supplements.html) and contains a number of useful items such as study aids, review questions, and online quizzes.

### Required Text

In the bookstore, there is a custom edition for this course, which combines Chambers, et al., *The Western Experience*, vol. B: the Early Modern Era, 10<sup>th</sup> edition, and selected chapters from Dennis Sherman, *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*, 8<sup>th</sup> edition. **This book is shelved under my name (Konnert), even though I didn't write it.**

### Grading

Your grade for the course will be determined in the following manner:

Online quizzes.....	10%
Historical Analysis Paper.....	30%
Midterm test (Monday October 26).....	30%
Final exam (scheduled by registrar) .....	30%
	100%

Grades will not be rounded, so don't even ask.

## Online Quizzes

Throughout the term, there will be a series of six online quizzes, worth a total of 10% of your final grade. The questions will be multiple choice and true/false, and will be based on the readings from the Sherman book (in the back of the single volume combined textbook). You will find them in “Quizzes” under the “Assignments” tab in D2L. Each quiz will be available for a specific two-week window, as noted in the Course Outline below.

## Exams

There are two exams in this course: a midterm exam on Monday October 26, and a final exam scheduled by the registrar. Both exams will consist of both short answers and an essay. In both types of questions, there will be choice. For both exams, you will be given ahead of time a study guide from which the questions on the exams will be selected. The final exam will not be cumulative.

## Historical Analysis Paper

Students will write at least one short paper of about 1500-1800 words (5-7 pages, double-spaced). You will select your topic from either of the lists below. Your paper is due on **October 30**. If you are not happy with your grade and would like to try again, you may select a topic from the other list, and the better of the two grades will count towards your final grade. If you choose to write a second paper, it will be due on **December 4**.

The goal of this assignment is to analyze and to integrate the primary and secondary source readings in Sherman, *Western Civilization* into the overall course material. It is therefore not necessary to consult any sources other than the books assigned for this course. Analysis of the sources, both primary and secondary, must be **specific** and **explicit**. Formal endnotes or footnotes and a bibliography are not necessary, as long as the references are to the Sherman and Chambers books. You may simply cite them in parenthesis, such as (Sherman, p. 17). You are, however, free to consult other resources. If you do, they should be acknowledged in endnotes or footnotes and a bibliography, according to *The History Student's Handbook*, available online at <http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1.pdf>. For the purposes of these essays, internet sources are not acceptable.

Assignments are due on the date indicated. Late assignments will be penalized at the rate of 1/3 of a grade per day, unless an extension is granted by the instructor **prior** to the due date. If you cannot turn them in to me in person, put them in the red box on the wall outside the History Department Office (SS 656). **Assignments are to be submitted both electronically and on paper.** Electronic copies are to be submitted via the “Dropbox” function in D2L, while paper copies are to be submitted in person in class. Electronic copies must be submitted before 4:00 on the due date (D2L automatically records the time and date of submission). Failure to meet either of these criteria will result in late penalties. Papers are to be typed, double spaced, on one side of the page. **IT IS THE PAPER COPY WHICH WILL BE GRADED AND RETURNED TO YOU.**

## List #1

1. Discuss Burke's critique of Burckhardt's view of the Renaissance. (Sherman, ch. 1). Which, in your view, is better supported by the primary source documents, particularly those of Petrarch, Vergerio, and Castiglione?
2. Compare and contrast the interpretations of the Reformation of Cameron and Elton (Sherman, ch. 2). To what extent do they complement or contradict each other? Support your views with illustrations and examples from the selections from the works of Luther and Calvin in Sherman, Chapter 2.
3. Discuss Olin's use of the terms "Counter Reformation" and "Catholic Reformation." How do you see elements of each based on the works of Ignatius Loyola ("The Constitution of the Society of Jesus") and St. Teresa of Avila? (Sherman, ch. 2)
4. Compare and contrast the views of political authority expressed by James I and those represented in the petition of the House of Commons. Based on the excerpt from *Leviathan*, how might Thomas Hobbes have responded to each document? (Sherman, ch. 4)
5. How are the principles espoused by von Hornick and the Great Elector illustrated in Saint Simon's description of court life at Versailles? (Sherman, ch. 5) What does this tell you about the nature of absolutism?
6. Compare and contrast the scientific methods espoused by Descartes and Newton (Sherman, ch. 6). Why might established churches find these methods threatening, as evidenced in Galileo's letter and the church's condemnation of his views?

## List #2

1. Compare and contrast Porter's and Becker's interpretations of the Enlightenment. (Sherman, ch. 8) Which seems better justified to you on the basis of the primary source documents?
2. Evaluate the origins and purpose of the early stages of the French Revolution on the basis of Arthur Young's observations, "The Cahiers: Discontents of the Third Estate," Sièyes' "What is the Third Estate?", "Revolutionary Legislation: Abolition of the Feudal System," and "The Declaration of the Rights of Man and the Citizen." (Sherman, ch. 9) Relate your observations to the interpretations of Lefebvre, Sutherland, and Doyle.
3. Evaluate Robespierre's justification of the Reign of Terror, taking into account maps and charts 9.1-9.2. (Sherman, ch. 9) How might this appeal to someone like François-Xavier Joliclerc. Does the Terror seem to you a fundamental break from the ideas represented in the other documents in the chapter (see question 2 above)?
4. On the basis of the primary source documents in Sherman, ch. 10, discuss Blanning's and Lyons' assessment of Napoleon's relationship to Revolutionary principles. Did he uphold or betray or betray the principles of the Revolution? Some of each? If so, which did he uphold and which did he betray?

5. On the basis of the documents and readings in Sherman, Ch.11, discuss the social impact of the Industrial Revolution. How did changing conditions affect different groups in society, and what were their responses to these changes?

## Course Outline and Reading Assignments

### I. INTRODUCTION TO THE COURSE; THE MEDIEVAL LEGACY (Sept. 9-16)

Reading: Chambers, Chapter 11, pp. 341-353, 385-391, 397-415

### II. RENAISSANCE; REFORMATION; WARS OF RELIGION (Sept. 18- Oct. 2)

Reading: Chambers, pp. 327-340, Chapter 13, pp. 419-433

Sherman, Chapters 1, 2 (**online quiz available Sept. 11-25**)

### III. ABSOLUTIST AND LIMITED GOVERNMENTS (Oct. 5-19)

Reading: Chambers, pp. 433-445, 480-488, 498-507

Sherman, Chapters 4, 5 (**online quiz available Oct. 2-16**)

### IV. THE SCIENTIFIC REVOLUTION (Oct. 21-23)

Reading: Chambers, pp. 449-469

Sherman, Ch. 6 (**online quiz available Oct. 19-Nov. 2**)

## MIDTERM EXAM MONDAY OCTOBER 26

### V. THE ENLIGHTENMENT; ABSOLUTISM IN CENTRAL AND EASTERN EUROPE: ENLIGHTENED DESPOTISM (Oct 28- Nov. 9)

Reading: Chambers, Chapter 19, pp. 489-498, 568-572

Sherman, Ch. 8 (**online quiz available Oct. 26-Nov. 9**)

### VI. THE ORIGINS OF THE FRENCH REVOLUTION; THE FRENCH REVOLUTION; NAPOLEON; THE NAPOLEONIC WARS (Nov. 16-25)

Reading: Chambers, pp. 567, 572-596, Chapter 21

Sherman, Chs. 9-10 (**online quiz available Nov. 13-27**)

### VII. THE LIFE OF THE PEOPLE--ECONOMIC AND SOCIAL HISTORY (Nov. 27-30)

Reading: Chambers, pp. 469-476

### VIII. THE TRANSFORMATION OF EVERYDAY LIFE--THE INDUSTRIAL REVOLUTION (Dec. 2-7)

Reading: Chambers, pp. 515-529

Sherman, Chapter 11 (**online quiz available Nov. 27-Dec. 11**)

## **Important Departmental, Faculty, and University Information**

### **Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Writing Support:**

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: [hist.ucalgary.ca](http://hist.ucalgary.ca).

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for

that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### **Universal Student Ratings of Instruction:**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI Surveys.

### **Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

### **Other Useful Information:**

Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca),  
[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

*Safewalk and Campus Security*: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

*Freedom of Information*: <http://www.ucalgary.ca/secretariat/privacy>

*Emergency Evacuation Assembly Points*:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

*Safewalk*: <http://www.ucalgary.ca/security/safewalk>

*Student Union Information*: <http://www.su.ucalgary.ca/>

*Graduate Student Association:* <http://www.ucalgary.ca/gsa/>

*Student Ombudsman Office:* <http://www.ucalgary.ca/provost/students/ombuds>

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