

# History 120 Europe From 1500-1789

## INSTRUCTOR INFORMATION

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## REQUIRED MATERIALS

There is one lecture each week, on Tuesday. At registration, each student will have selected a seminar, either on Monday or Wednesday.

Each week, you will be required to read from the following books.

1. The background material for lectures is found in *The West Transformed* by Hollister, McGee and Stokes. For study purposes, questions will be provided; these will be the basis for your tests.
2. Seminar discussions are from material out of the Course Pack, available in the bookstore. Questions for discussion will be provided.
3. For your research project/paper, you will follow the guidelines as laid out in *A Short Guide to Writing about History*, by Richard Marius and Melvin E. Page.

## COURSE CONTENT AND SCHEDULE

### WEEK OF

Sept 6	Introduction
Sept 13	Late Middle Ages Lecture (L): Hollister, McGee, Stokes (HMS), ch. 11 Seminar (S): Coursepack, Lesson 1
Sept 20	European Renaissance L: HMS, ch. 12 S: Coursepack, Lesson 2
Sept 27	Reformations L. HMS, ch. 13 S. Coursepack, Lesson 3
Oct 4	The "Old" and "New" Worlds L: HMS, ch 14 S: Coursepack, Lesson 4 <b>ESSAY PROPOSAL DUE</b>
Oct 11	Seventeenth Century Statecraft L: HMS, ch. 15 S: None

- Oct 18            **Mid-term**  
                          S: Writing your essay
- Oct 25            Absolutism and the Age of Louis XIV  
                          L: HMS, ch. 16  
                          S. Coursepack, Lesson 5
- Nov 1             Scientific Revolution  
                          L: HMS, ch. 17  
                          S: Coursepack, Lesson 6
- Nov. 8            Enlightenment  
                          L: HMS, ch. 18  
                          S: Coursepack, Lesson 7
- Nov 15The Eighteenth Century State  
                          L: HMS, ch. 19  
                          S: Coursepack, Lesson 8  
                          **ESSAY DUE**
- Nov 22Industrial Revolution  
                          L: HMS, ch. 20  
                          S: Coursepack, Lesson 9
- Nov 29The French Revolution  
                          L: HMS, ch. 21  
                          S: Coursepack, Lesson 10
- Dec 7             Backward and Forward  
                          S: Wrap-up

**STUDENT ASSESSMENT (ASSIGNMENTS)**

- |                           |     |
|---------------------------|-----|
| 1. Two tests              | 50% |
| 2. Seminars               | 15% |
| 3. Research Project/Essay |     |
| proposal (mandatory)      | 5%  |
| paper                     | 30% |

1. The tests will be non-cumulative, will cover both lecture and seminar material, and will contain both short-answer and essay questions drawn from both lecture (see attached) and seminar questions. They will be worth 25% each.
2. For each seminar, student attendance will be monitored, with more than three absences resulting in a failing grade for the seminar portion of course requirements. Students will also be required to make short presentations.

3. Students will be required to do a major research essay/project of approximately 2000 words (7-10 pages on a topic chosen from the list below.

Hobbes  
Portuguese slave trade  
alchemy  
Pope Alexander VI  
Amish  
Crystal Palace  
Martin Luther  
John Calvin  
Tycho Brahe  
Bank of England  
Francis Bacon  
bubonic plague  
Edmund Burke  
Mary Wollstonecraft  
Voltaire  
Weber thesis  
Mary Queen of Scots  
Catherine de Medici  
Condorcet  
Commune of Paris  
William II of Orange  
Dutch West Indies company  
Declaration of the Rights of  
Women/Citizen  
Thirty Years War  
Glorious revolution of 1688  
Church of England  
Machiavalli  
Rousseau  
philosophes  
Columbian exchange  
Society of Jesus  
Christian humanism  
Peter the Great  
Marie Antoinette  
Pascal  
prostitution  
homosexuality  
Mary Shelley  
sans culottes  
women's roles

While incorporating research and citing techniques of the traditional term paper, as well as delivering a clearly identifiable thesis with supporting information, the paper will be presented in an alternate style. Examples of alternative styles are letter, diary, travel account (a traveller from somewhere else witnessing the person or events), epic poem, television/movie script (documentary), apology/sermon.

Read carefully the selections from Marius and Page on researching and presenting information. Late work will not be accepted.

### Assignment and Marking Conditions and Standards

1. The essay will contain no more than 2500 words (i.e., 7-10 pages).
2. Topics must be chosen by October 4. Students must submit a proposal with a list of sources (minimum of five books and two academic articles, specific to the topic\*). Attached will be a photocopy of the first two pages of each source and a short summary explaining why that source is appropriate for the paper. While you may use reference works to define the topic, the sources used for the essay must be academic books and articles focussed on the topic. Papers will not be considered unless a proposal is first submitted. Late work is not accepted without prior consultation with the instructor.
3. The final product must contain a minimum of 25 footnotes -- the citing of specific information, ideas, or quotes. It will include a title page and proper footnote and bibliographical style. Attached to the back will be a copy of the original proposal.
4. Two copies of the essay must be handed in, one to be kept on file by the instructor for five years.
5. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.
6. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.
7. The last date to hand in the essay will Nov. 15. Late work will not be accepted.

### **GRADING SYSTEM**

A+ = 95-100	B- = 70-74
A = 90-94	C+ = 65-69
A- = 85-89	C = 60-64
B+ = 80-84	D = 50-59
B = 75-79	F = 0-49

### **LECTURE POINTS and QUESTIONS**

Part Three (pp. 381-3)

1. How does the book characterize Europe in the 14th and 15th centuries? Why do they call it "An Age of Transition?"

Ch. 11

Note that the book sees this era as one of crisis and transition.

1. It delineates three major crises:

- a. What were the signs of **economic** transition in this era. Describe the nature of the commercial revolution that followed.
  - b. What was the **political** crisis of the period? Briefly explain how this crisis was manifest in the ‘western kingdoms’, in the Holy Roman Empire, in Italy, and in the Eastern Borderlands.
  - c. Describe the major **spiritual/cultural** crises of the time.
2. The transition described by the authors led to what has been called the Renaissance.
    - a. Describe the economic, political, and technological signs that suggest, to the authors, that such change was happening.

### Ch. 12

On pg. 429, the authors suggest that the Renaissance was “less a wholly new beginning than an exciting transition...”

1. What do they mean, and does the chapter support this view?
2. What was unique about Italy during this period? Did it make sense that the changes to which the authors allude occurred here?
3. What was Renaissance humanism? Was it a rejection of Christian values?
4. Describe politics in Renaissance Italy. How did it reflect the humanist/renaissance spirit? Why did Italy ‘fall’?
5. What was special about the arts and technology in renaissance Italy?
6. What happened to renaissance ideals when they spread north?

### Ch. 13

Note the difference between ‘religion’ and ‘ideology,’ as pointed out on pg. 468. Note also the state of politics at the time.

1. What were some of the religious currents in the early 16th century?
2. How did Luther challenge the Catholic Church? On which points of doctrine did he disagree? How did Zwingli and the more radical reformers compare to Luther?
3. Describe the nature of Calvin’s challenge. What were some of his key doctrines?
4. Describe the political fallout of Luther’s challenge. (pp. 483ff) .
5. Describe the nature and extent of the Catholic response to Protestantism.
6. How did England and Scotland break from Catholicism? How did these situations compare with those in France and the Netherlands?
7. What was the influence of the reformation on society and culture?

### Ch. 14

1. Who were the first Europeans to engage on overseas exploration, and why did they do so? Note impacts and statements by authors on pp. 514-515 about why Europeans, and not the Chinese (e.g.) went overseas. Explain the first contacts and the results on Africa, India, and east Asia, before the Americas were cast into the loop.
2. What kind of world did Columbus and the Spanish who followed him encounter in the Amerindian world?
3. What was the consequence of the encounter? Explain the Columbian exchange. How did Europeans explain what they encountered?
4. What do the authors mean by the ‘long 16th century?’ What demographic and economic realities characterize this era? Note agriculture, early capitalism, and changes in productive systems.

### Ch. 15

1. Note and understand what the authors mean by ‘absolutism’ and ‘constitutionalism’. What three factors led to the drive to absolutism? Compare the use and effectiveness of absolutism in Spain, France, the Holy Roman Empire, and Russia.
2. How close did the Dutch and English come to absolutism? Why did they avoid it?
3. Why did European war break out between 1600 and 1660? How were the issues resolved, and why was this resolution important for Europe’s future?