

	<p><b>School of Arts &amp; Science</b>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 120-001</b>  <b>Europe: 1500-1789</b>  <b>2011F</b></p>
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## COURSE OUTLINE

Ω Please note: this outline will be electronically stored for five (5) years only. It is strongly recommended students keep this outline for your records.

### 1. Instructor Information

(a)	Instructor:	Susan Johnston
(b)	Office Hours:	Tuesday: 9:30 – 10:20, 2:30 – 3:00; Wednesday: 4:00 – 4:30; 5:30 – 6:00; Thursday: 9:30 – 10:20, 2:30 – 3:00; Friday 12:00 – 12:30, or by appointment
(c)	Location:	Young 323
(d)	Phone:	370 3363
(e)	Email:	<a href="mailto:JohnstoS@camosun.bc.ca">JohnstoS@camosun.bc.ca</a>
(f)	Website:	<a href="http://camosun.ca/learn/programs/history/johnston.html">http://camosun.ca/learn/programs/history/johnston.html</a>

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify critical events/issues in Europe from 1500-1789, including the development and transformation of the intellectual, political, scientific, religious, economic and social foundations of Europe from 1500 to the French Revolution.
2. Define modernization, and explain the growth of cities and nation-states, the development of modern economic systems, the nature of technological change and its social impacts, and challenges to intellectual and religious systems.
3. Explain the impact of Europeans in the global context including the interaction of, and conflicts between, Europeans and non-Europeans regarding issues such as imperialism, slavery, and Christianity and Islam.
4. Explain the emergence of modern ideologies, define them, and summarize subsequent ideological conflicts.
5. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.
6. Demonstrate critical thinking about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments.
7. Apply the methodology of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
8. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
9. Research, write and present ideas orally and in writing.

### 3. Required Materials

(a)	Texts	Kidner, Frank L. et al. <i>Making Europe: People, Politics, and Culture since 1300</i> . Boston and New York: Houghton Mifflin, 2009.
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(b)	Other	<p>Camosun College Department of Humanities History Style Guide (in History 120 Seminar Readings) is also available for download at:  <a href="http://camosun.ca/learn/programs/history/style_guide.pdf">http://camosun.ca/learn/programs/history/style_guide.pdf</a>  Susan Johnston's website has links to assignments, seminar notes, the course outline, history style guide: <a href="http://camosun.ca/learn/programs/history/johnston.html">http://camosun.ca/learn/programs/history/johnston.html</a></p>
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#### 4. Course Content and Schedule

##### Weekly Class Schedule

*Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class.*

Sep 06 Lecture (L): Introduction, Late Middle Ages I (Reading: Kidner et al [Kidner], Introduction)  
Sep 08 Seminar (S): Seminar Introduction, Writing History Essays I (bring the history style guide to class)

Sep 13 L: Late Middle Ages II (Kidner, Ch. 12), Library information session  
Sep 15 S: Reading List, Topic 1

Sep 20 L: Renaissance (Kidner, Ch. 12)  
Sep 22 S: Reading List, Topic 2

Sep 27 L: Reformations (Kidner, Ch. 14)  
Sep 29 S: Reading List, Topic 3

Oct 04 L: "Old" and "New" Worlds (Kidner, Ch 13)  
Oct 06 S: Reading List, Topic 4

**ARTICLE REVIEW DUE**

Oct 11 L: Seventeenth Century Statecraft (Kidner, Ch. 15, 16)  
Oct 13 S: Reading List, Topic 5

Oct 18 L: Absolutism and the Age of Louis XIV (Kidner, Ch. 16)  
Oct 20 S: Film

##### **Oct 25 Midterm examination**

**MIDTERM EXAM**

Oct 27 S: Film continued

Nov 01 L: The Scientific Revolution (Kidner, Ch. 17) **ESSAY PROPOSAL/LIBRARY TEST DUE**  
Nov 03 S: Reading List, Topic 6

Nov 08 L: The Enlightenment (Kidner, Ch. 17)  
Nov 10 S: Reading List, Topic 7

Nov 15 L: The Eighteenth Century State (Kidner, Ch. 16, 18,) **RESEARCH ESSAY DUE**  
Nov 17 S: Reading List, Topic 8

Nov 22 L: The Industrial Revolution (Kidner, Ch. 18)  
Nov 24 S: Reading List, Topic 9

Nov 29 L: Origins of the French Revolution (Kidner, Ch. 19)  
Dec 01 S: Reading List, Topic 10

Dec 06 L: The Early Revolution  
Dec 08 S: Course wrap-up

**EXAM REVIEW**

##### Course Content

## Lectures

Lectures will be scheduled for Tuesday. Lectures will contextualize or provide interpretations not contained in the course readings. You will be tested on lecture content.

## Textbooks

The text for History 120 is *Making Europe: People, Politics, and Culture since 1300*. Before each class, skim the relevant chapter. After class, take notes on themes covered in lectures and seminars. Answer the questions at the end of each chapter as they may comprise part of the exams. **Note: *Making Europe* is also the text for History 122, so if you plan on taking this course, do not resell this text.**

## Tests and Examinations

You must complete a library test which will be handed out in week two and will become part of your essay proposal.

There will be a midterm exam on Tuesday October 26 plus a final exam during the formal examination period. Exams will consist of short answer, paragraph, and essay questions. Each exam is worth 20% of the grade for this course.

## Seminars

On Thursdays, the class will be divided into two sections to discuss documents and articles. **The Seminar Readings List is appended to this outline and will be posted to the instructor's website.** Seminar participation will make up 15% of the grade for this course. Seminars require your interaction with the group; they cannot be "made up". Therefore, **if you miss more than (3) three seminars, you will forfeit the 15% participation mark.**

Students must complete the assigned seminar readings plus the textbook chapter pertinent to the topic and come to seminar prepared to contribute to the discussion. Focus questions have been attached to each topic. Answering those questions will help you analyze the material. Students will be assessed on their oral contribution and their understanding of the arguments presented by the authors.

**In order to facilitate discussion, students will bring at least one question to ask other members of the seminar group.** Questions should be "big picture" questions which draw the documents together or focus on problems with interpretations of historical data. For example, two authors might disagree on a process or event. Your question would point out this inconsistency and focus attention on why that might be so. A question might also pull together the common theme of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does.

## Written Assignments:

### 1. Article Review: Due Thursday, October 6.

Students will write a 250 word article review on the secondary-source article included in seminar Topic 4: Thomas Grennes, "Columbian Exchange and the Reversal of Fortune", *CATO Journal* 27, 1 (Winter 2007): 91-107. **Instructions on writing the review are appended to this course outline.**

### 2. Research essay: Proposal due November 1; Final essay due November 15.

Students will write a research essay/project of approximately 1800 words (6 double-spaced typed pages) on one of the topics below:

Thomas Hobbes	Portuguese slave trade	Pope Alexander VI
Alchemy	Amish	Catherine de Medici
Martin Luther	John Calvin	Tycho Brahe
Bank of England	Francis Bacon	Bubonic plague
Edmund Burke	Mary Wollstonecraft	Voltaire

Condorcet	William III of Orange	Church of England
Machiavelli	Thirty Years War	Glorious revolution of 1688
Declaration of the Rights of Women		Rousseau
Philosophes	Columbian exchange	Society of Jesus
Christian humanism	Peter the Great	Marie Antoinette
Pascal	Prostitution	Homosexuality
Mary Queen of Scots	Women's roles	Dutch West Indies Company

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

The history style guide holds valuable information on researching, presenting, and citing information.

### Assignment and Marking Standards:

**Size:** The essay will contain no more than 1800 words, i.e., 5-6 double-spaced pages (not including footnotes and bibliography entries).

### Essay proposal: Due Tuesday, November 01

- **Introductory Paragraph:** The proposal will introduce the topic (who, what, when, where), explain what question/issue the paper will address, and lay out the approach/style of presentation. You do not need to formulate a thesis at this point as your thesis will be generated by your research.
- **Annotated Bibliography:** Include a properly formatted bibliography which includes a minimum of one primary source document or image, two scholarly books and three peer reviewed articles specific to the topic. A short summary explaining why the source is appropriate to the paper should be placed under each source. Attach a copy of the first page of each book and article plus one page from each source which contains either footnotes or endnotes.
- **Library Test:** You must also attach your library test.
- Even though late proposals will receive a zero for that portion of the course mark, essays will not be graded unless a proposal is first submitted.

### Final essay: Due Tuesday, November 15

- Your final essay will include a title page and correctly formatted footnotes and bibliography. The required sources may be supplemented by other scholarly books, peer reviewed articles, primary source documents taken from seminar readings or elsewhere. You may also use the textbook and reference works to define the topic. These extra sources must be included in your final bibliography. The essay must contain a minimum of 20 footnotes -- the citing of specific information, ideas, or quotes. **Attach the marked copy of the original proposal to the back of the essay.**
- Grammar, spelling, and organization are critical to a good paper. Marks will be lost for deficiencies in these areas.
- The 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.

- **This essay is due by 4:30 p.m. on November 15. You may hand in your essay early. Unless you have contacted me in advance of the due date to discuss your situation, late work will not be accepted without supporting documentation from a health professional.**
- **Plagiarism: a form of cheating and a serious academic offence that will result in a grade of 0 for the paper and can result in failure of the course. The instructor will inform the Dean of Arts & Science of any case of plagiarism.** Plagiarism is theft of another scholar's work. Plagiarism is easy to avoid provided that you acknowledge all scholarly material that is not your own work. You must do all your own research, you may not quote from or use ideas from other people's work without acknowledging them in a citation, you may not submit for this course a paper you have submitted for another, you may not submit on your own behalf a paper written by another person, and you may not cut and paste information from internet sources. As students will have the opportunity to ask questions about plagiarism and cheating in class, the instructor will accept no excuses if the student does cheat or plagiarize.

## 5. Basis of Student Assessment (Weighting)

Written Assignments	Due Date	Weighting
Article Review	Oct. 06	10%
Mandatory Essay Proposal	Nov. 01	05%
Research essay	Nov. 15	30%
<b>Exams</b>		
Library Test	Oct. 07	0% (part of essay proposal)
Midterm Exam	Oct. 26	20%
Final Exam	in exam period	20%
<b>Seminar</b>		
Seminar Participation	on going	15%

## 6. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

### LIBRARY RESOURCES FOR HISTORY

Camosun Libraries can help with your research. When you need reliable books, articles and websites for essays and research projects, ask a librarian to help you find suitable items. You can go to the Information Desk in the library, or use the online service called AskAway. There is a link to AskAway, as well as the catalogue and library hours, on the [library's homepage](http://www.camosun.ca/library) at [www.camosun.ca/library](http://www.camosun.ca/library).

The Library gives you access to thousands of articles through online databases. To find articles that are relevant to History topics, click on "Databases by subject" or "Databases A to Z." These databases will be useful:

1. *Academic Search (EBSCO)* –journals with an academic focus, many full-text
2. *JStor* – full-text, academic journals
3. *Humanities Index* – index only, some full-text

You can read the articles on any computer with an internet connection, but to gain access you will need your student number (C#####) and library password.

## History 120 Seminar Readings

Each week, read the relevant sections of the textbook as well as the following list of readings. Use the detailed table of contents and the index to find your topics. The textbook will provide the context for the readings.

### Topic One: Setting the Stage

Modern History Sourcebook, John of Salisbury, *Policraticus*, Book Four (selections):

<http://www.fordham.edu/halsall/source/salisbury-poli4.html>

Saint Bernard of Clairvaux, *The Love of God*, Chapter One, Paragraphs One and Two:

<http://www.pathsoflove.com/bernard/on-loving-god.html>

Peter Abelard, "The Dialectical Method: *Sic et Non*:" [http://www.historyguide.org/ancient/sic\\_et\\_non\\_b.html](http://www.historyguide.org/ancient/sic_et_non_b.html)

Thomas Aquinas, "Whether God Exists?" [http://www.ccel.org/ccel/aquinas/summa.FP\\_Q2\\_A3.html](http://www.ccel.org/ccel/aquinas/summa.FP_Q2_A3.html)

Thomas Aquinas, "Whether Woman Was Fittingly Made From the Rib of Man?"

[http://www.ccel.org/ccel/aquinas/summa.FP\\_Q92\\_A3.html](http://www.ccel.org/ccel/aquinas/summa.FP_Q92_A3.html)

Thomas Aquinas, "Whether a Woman Can Baptize?"

[http://www.ccel.org/ccel/aquinas/summa.TP\\_Q67\\_A4.html](http://www.ccel.org/ccel/aquinas/summa.TP_Q67_A4.html)

Modern History Sourcebook, Peter Abelard, *The Story of My Misfortunes*, Chapter 6 and 8: Abelard and

Heloise <http://www.fordham.edu/halsall/source/abelard-sel.html>

Jean de Venette, "The Plague in France": <http://www.historyguide.org/ancient/plague.html>

Florentine Chronicle of Marchionne di Coppo di Stefano Buonaiuti:

[http://www.brown.edu/Departments/Italian\\_Studies/dweb/plague/perspectives/marchionne.php](http://www.brown.edu/Departments/Italian_Studies/dweb/plague/perspectives/marchionne.php)

Matteo Villani, "God's Hand Was Unstrung": <http://alchemipedia.blogspot.com/2009/11/matteo-villani-chronicler-florence-d.html>

Giovanni Boccaccio, *Decameron*, "First Day--Introduction":

[http://www.brown.edu/Departments/Italian\\_Studies/dweb/texts/DecShowText.php?myID=d01intro&lang=eng](http://www.brown.edu/Departments/Italian_Studies/dweb/texts/DecShowText.php?myID=d01intro&lang=eng)

### Questions to Guide Your Reading

1. How does John of Salisbury view political responsibility? From where does he see that kings derive their authority?
2. How do Aquinas, Saint Bernard, and Abelard determine what is "true"?
3. How does Aquinas view women? Compare his view with that reflected in the account of Abelard and Heloise.
4. Consider the impact of the Black Death on individuals and on society: How do people respond to the plague? How do they understand the "cause" of plague? Do they address the cause? How does the plague affect the structures and institutions of society?

### Topic Two: Renaissance

Leonardo Bruni, *the tractate of lionardo bruni d'arezzo, de studiis et literis*:

<http://history.hanover.edu/texts/bruni.html>

Modern History Sourcebook, Francesco Petrararch, "To Posterity":

<http://www.fordham.edu/halsall/source/petrarch1.html>. (read the first letter)

Pico Della Mirandola, *Oration on the Dignity of Man* (1486):

<http://www.myeport.com/published/u/hs/uhse003/collection/9/3/upload.c-uhse003-9n3.PDF>

Marsilio Facino, "The Soul of Man":

<http://www.myeport.com/published/u/hs/uhse003/collection/9/4/upload.c-uhse003-9n4.PDF>

Vespasiano, "The Rule of Cosimo d'Medici:

<http://www.myeport.com/published/u/hs/uhse003/collection/9/5/upload.c-uhse003-9n5.PDF>

Savonarola, "This Will Be Your Final Destruction":

<http://www.myeport.com/published/u/hs/uhse003/collection/9/6/upload.c-uhse003-9n6.PDF>

Niccolò Machiavelli, *The Prince*: <http://www.myeport.com/published/u/hs/uhse003/collection/9/2/upload.c-uhse003-9n2.PDF>

Susan Johnston website: History 120, Seminar notes, Topic 3

### Questions to Guide Your Reading

1. What is meant by humanism? Compare the ideas of Bruni, Petrarch, Ficino, and Pico Della Mirandola. Did they reject Christian doctrines?
2. Compare the concepts of power expressed by Vespasiano, Savonarola, and Machiavalli. How do their views compare to those of John of Salisbury?
3. Compare renaissance views of men and women with those of earlier thinkers such as Aquinas.

### Topic 3: Protestant and Catholic Reformations

#### The Problem

Archbishop Albert of Mainz, Instruction for the Sale of Indulgences (1517): <http://biblelight.net/instruc.htm>

Johann Tetzel, "How Many Sins Are Committed in a Single Day?"

<http://www.myeport.com/published/u/hs/uhse003/collection/15/3/upload.c-uhse003-15n3.PDF>

#### Protestant Reformation

Modern History Sourcebook, Martin Luther, "Letter to the Archbishop of Mainz," (1517):

<http://www.fordham.edu/halsall/source/lutherltr-indulgences.htm>

Modern History Sourcebook, Martin Luther, "95 Theses" (1517):

<http://www.fordham.edu/halsall/source/luther95.txt>

Martin Luther, Excerpts: "Address to the Christian Nobility of the German Nation" (1520):

<http://www.thenagain.info/Classes/Sources/Luther.html>

Martin Luther, Excerpts: "Address at the Diet of Worms" (1521): [http://www-](http://www-personal.ksu.edu/~lyman/english233/Luther-Diet_of_Worms.htm)

[personal.ksu.edu/~lyman/english233/Luther-Diet\\_of\\_Worms.htm](http://www-personal.ksu.edu/~lyman/english233/Luther-Diet_of_Worms.htm)

Modern History Sourcebook, John Calvin, "Predestination: Institutes of the Christian Religion (1536): read section V. <http://www.fordham.edu/halsall/mod/calvin-predest.html>

Kidner, Chapter 14: "Voice," 394-395.

Susan Johnston website: History 120, Seminar notes, Topic 3.

#### Catholic Reformation

Kidner, Chapter 14: "Choice," 382-383.

Society of Jesus, "Constitution" (1540) [first 4 paragraphs]:

[http://www.bibliotecapleyades.net/vatican/esp\\_vatican13.htm](http://www.bibliotecapleyades.net/vatican/esp_vatican13.htm)

Modern History Sourcebook: Ignatius Loyola, "Spiritual Exercises (1548):

<http://www.fordham.edu/halsall/source/loyola-spirex.html>

The Council of Trent (1545-1563), Profession of Faith: <http://www.vaticaninexile.com/PF/Trent.html>

The Council of Trent (1563) Final Oration: <http://www.ewtn.com/library/COUNCILS/TRENTORA.HTM>

Modern History Sourcebook: Tridentine Index of Books (1564): <http://www.fordham.edu/halsall/mod/trent-booksrules.html>

#### Questions to Guide Your Reading

1. What do the documents written by Archbishop Albert and Johann Tetzel suggest about the state of the papacy and of the Roman church?
2. To what did Luther object in the Roman Church, and what did he see as key to salvation? Explain the arguments leading to the Edict of Worms.
3. Describe the chief characteristics of Calvinism.
4. Explain the Catholic Reformation and describe the roles which The Society of Jesus and the Council of Trent played in it. Did the Roman church accept the criticism of the reformers or did they dig in to maintain the correctness of their positions?

### Topic 4: Europeans Leave Europe

Susan Johnston website, History 120, Seminar notes, Topic 4.

Kidner, "Chapter 13: "Choice," 350-351; "Voice," 368-369

Thomas Grennes, "Columbian Exchange and the Reversal of Fortune", *CATO Journal* 27, 1 (Winter2007): 91-107. Read pages 91- 99, 105-107.

<https://libsecure.camsun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=25188938&login.asp&site=ehost-live>

Modern History Sourcebook, Christopher Columbus, Read October 11 through October 19 in *Log of the First Voyage* (1492): <http://www.fordham.edu/halsall/source/columbus1.html>



Modern History Sourcebook, Fray Bernardino De Sahagún, Excerpts from the *Florentine Codex* aka *Codex Florentino*: <http://www.fordham.edu/halsall/mod/aztecs1.html>;  
<http://chnm.gmu.edu/worldhistorysources/sources/florentinecodex.html>

### Questions to Guide Your Reading

1. How does Columbus evaluate the people he encounters? What role does Christianity play in his views?
2. How is Montezuma's reaction portrayed in the *Codex Florentino*? What is its bias? Compare this account with that of Cortes. Using these sources, what image is created of Aztec society?
3. What is the Columbian Exchange? What was exchanged? Why didn't the author elaborate on disease transference?

### Topic 5: Absolutism

Thomas Hobbes, "Excerpts from" *Leviathan* (1651): use the first link if possible. If that link is broken use the second link. You do not need to read both.

<http://www.thenagain.info/Classes/Sources/Hobbes.html>; Modern History Sourcebook,  
<http://www.fordham.edu/halsall/mod/hobbes-lev13.html>

Modern History Sourcebook, Jean Domat, "On Social Order and Absolute Monarchy,"  
<http://www.fordham.edu/halsall/mod/1687domat.html>

Jacques Benigne Bossuet, "Divine Right of Kings,"  
<http://history.hanover.edu/courses/excerpts/111boss.html>

Kidner, *Making Europe*, Chapter 16: "Choice," 444; "Voice," 448-449.

Modern History Sourcebook, Duc de Saint-Simon: The Court of Louis XIV:  
<http://www.fordham.edu/halsall/mod/17stsimon.html>

Modern History Sourcebook, The Duchess of Orleans: Versailles Etiquette, 1704:  
<http://www.fordham.edu/halsall/mod/1704duchess.html>

### Questions to Guide Your Reading

1. What is *Leviathan*? What is Hobbes view of human nature, and how must humans be governed?
2. What principles lie behind Bishop Bossuet's theory of government? Why did he adopt such principles? How do his ideas differ from Domat?
3. How does Domat prove that government is necessary? Who does Domat mean by the 'sovereign'? What is the basis of his/her power?
4. How did Louis XIV see his role? Why Versailles? How does court etiquette demonstrate power?

### Topic 6: Impact of Slavery

Modern History Sourcebook, Pope Paul III, Sublimus Dei (May 29, 1537):  
[http://www.newadvent.org/library/docs\\_pa03sd.htm](http://www.newadvent.org/library/docs_pa03sd.htm)

Modern History Sourcebook, John Wesley, Thoughts upon Slavery (1774): <http://gbgm-umc.org/umw/wesley/thoughtsuponslavery.stm>

Modern History Sourcebook, **WEB Excerpts from Slave Narratives**, edited by Steven Mintz:  
John Barbot, "Prepossessed of the Opinion...That Europeans are Fond of Their Flesh":  
<http://www.vgskole.net/prosjekt/slavrute/1.htm>

Kidner, *Making Europe*, Chapter 18, "Choice," 508-509; "Voice," 520-521

Recovered Histories, Pro-slavery Lobby: <http://www.recoveredhistories.org/storiesproslavery.php>. Read the background information.

Images: "Plan and Sections of a Slave Ship," Image Reference E014, Broadside collection, Rare Book and Special Collections Division, Library of Congress (Portfolio 282-43 [Library of Congress, Prints and Photographs Division, LC-USZ62-44000]: as shown on [www.slaveryimages.org](http://www.slaveryimages.org), sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library.  
<http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/E014.JPG>

### Questions to Guide Your Reading

1. Read your textbook on slavery as well as the selections mentioned above (use the index because slavery is scattered through the text). Why did slavery become part of the European economy?

2. What do the documents tell you about slavery and arguments for and against the practice?

### Topic 7: Enlightenment Beliefs

Modern History Sourcebook, Condorcet: The Future Progress of the Human Mind:

<http://www.fordham.edu/halsall/mod/condorcet-progress.html>

Modern History Sourcebook, Voltaire, "Patrie", in *The Philosophical Dictionary* (1756):

<http://www.fordham.edu/halsall/mod/1752voltaire.html>

Modern History Sourcebook, Voltaire: A Treatise on Toleration (1763):

[http://public.wsu.edu/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/voltaire.html](http://public.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_2/voltaire.html)

Modern History Sourcebook, Jean Jacques Rousseau: A Dissertation on the Origin and Foundation of the Inequality of Mankind, 1755[extended excerpts]: <http://www.fordham.edu/halsall/mod/rousseau-inequality1-2.html>

Modern History Sourcebook, Salon Life: <http://www.fordham.edu/halsall/mod/18salons.html>

Modern History Sourcebook, The First English Coffee-Houses, c. 1670-1675:

<http://www.fordham.edu/halsall/mod/1670coffee.html>

### Questions to Guide Your Reading

1. What is the essential aspect of Humanity for Condorcet? Why? What predictions does he make for the future? Did they come true?
2. What does Voltaire believe about patriotism and belonging to one nation? How does he view humanity?
3. What does Rousseau add to the discussion about humanity?
4. Who used the salons and coffee houses? What purpose did they serve? How did they differ?

### Topic 8: Enlightenment Politics

Modern History Sourcebook, John Locke, Excerpts from Two Treatises of Government (1690):

<http://www.fordham.edu/halsall/mod/1690locke-sel.html>

Then Again, John Locke, Excerpts from Two Treatises: <http://www.thenagain.info/Classes/Sources/Locke-2ndTreatise.html>

Modern History Sourcebook, Montesquieu, Spirit of the Laws (1748):

<http://www.fordham.edu/halsall/mod/montesquieu-spirit.html>

Modern History Sourcebook, Jean Jacques Rousseau, the Social Contract (1763):

<http://www.fordham.edu/halsall/mod/Rousseau-soccon.html>

Modern History Sourcebook, Catherine the Great (Russia):

<http://www.fordham.edu/halsall/mod/18catherine.html>

Modern History Sourcebook, Frederick II: Essay on Forms of Government:

<http://www.fordham.edu/halsall/mod/18fred2.html>

### Questions to Guide Your Reading

1. What does Locke mean by liberty? What law governs all? Who wrote this law?
2. Compare the views of Locke, Montesquieu, and Rousseau with respect to both the origin and proper exercise of political power. How do they differ?
3. How do the ideas of enlightenment despots such as Catherine the Great and Frederick differ from the ideas of Locke, Montesquieu, and Rousseau? What connects the two monarchs to the enlightenment?

### Topic Nine: The Economic Enlightenment and Early Industrialization

Modern History Sourcebook: Adam Smith, *The Wealth of Nations* (1776):

<http://www.fordham.edu/halsall/mod/adamsmith-summary.html>

Modern History Sourcebook: Thomas Mun: England's Treasure By Forraign Trade (1664)

<http://www.fordham.edu/halsall/mod/1664mun-engtrade.html>

Modern History Sourcebook: Adam Smith, The Principle of the Mercantile System (1776):

<http://www.fordham.edu/halsall/mod/1776asmith-mercsys.html>

Modern History Sourcebook: William Radcliffe, On Power Looms (1828):

<http://www.fordham.edu/halsall/mod/1828looms.html>

Modern History Sourcebook: Leeds Woollen Workers Petition (1786):

<http://www.fordham.edu/halsall/mod/1786machines.html>

Modern History Sourcebook: Observations on the Loss of Woollen Spinning (1794):

<http://www.fordham.edu/halsall/mod/1794woolens.html>

### Questions to Guide Your Reading

1. Compare Smith and Mun on mercantilism. How do they differ? What does Smith see as the central problem with mercantile capitalism? What is his solution?
2. What was the effect of early industrialization on English workers?

### Topic 10: Toward Revolution

Liberty, Equality, Fraternity: Exploring the French Revolution, Marquis de Mirabeau, "Tension between the Rich and Poor" (1756): <http://chnm.gmu.edu/revolution/d/356/>

Liberty, Equality, Fraternity: Exploring the French Revolution, Condolences from the community and congregation of Lignère la Doucelle, Attack on Seigneurial Dues:

<http://chnm.gmu.edu/revolution/d/558/>

Liberty, Equality, Fraternity: Exploring the French Revolution, Louis-Adrien Le Paige, Legislation and Public Police Powers (1753): <http://chnm.gmu.edu/revolution/d/248/>

Modern History Sourcebook, Marie Antoinette, Letter to Her Mother (1773):

<http://www.fordham.edu/halsall/mod/1773marieantoinette.html>

Modern History Sourcebook, Madame Campan, Memoirs of the Private Life of Marie Antoinette (1818):

<http://www.fordham.edu/halsall/mod/1818marieantoinette.html>

Liberty, Equality, Fraternity: Exploring the French Revolution, Calonne, "Programs of Reform," Address to Assembly of Notables (1787): <http://chnm.gmu.edu/revolution/d/258/>

Modern History Sourcebook, Arthur Young, Travels During the Years 1787, 1788 and 1789:

<http://www.thenagain.info/Classes/Sources/Young.html>

Modern History Sourcebook, Jean-Marie Roland de la Platière, The State of the French Economy (1789):

<http://www.fordham.edu/halsall/mod/1789platiere.html>

Liberty, Equality, Fraternity: Exploring the French Revolution, Calonne, "Programs of Reform," Address to Assembly of Notables (1787): <http://chnm.gmu.edu/revolution/d/258/>

Liberty, Equality, Fraternity: Exploring the French Revolution, Condolences from the community and congregation of Lignère la Doucelle, Attack on Seigneurial Dues:

<http://chnm.gmu.edu/revolution/d/558/>

Modern History Sourcebook, Abbé Sieyès, What is the Third Estate? January 1789:

<http://www.fordham.edu/halsall/mod/sieyes.html>

Liberty, Equality, Fraternity: Exploring the French Revolution, Declaration of the Rights of Man and Citizen, 26 August 1789: <http://chnm.gmu.edu/revolution/d/295/>

Modern History Sourcebook, Edmund Burke, Reflections on The Revolution in France, 1791:

<http://www.fordham.edu/halsall/mod/1791burke.html>

### Questions to Guide Your Reading

1. What was life like in France in the 1770s and 1780s?
2. What political and economic tensions existed?
3. What attempts were being made to improve the economy?
4. What did the Third Estate want?
5. Compare the Declaration of the Rights of Man and Citizen with Burke's Reflections. Are there any commonalities?

## HOW TO WRITE A REVIEW OF A HISTORY ARTICLE (revised June 11, 2010)

**Purpose of assignment:** In the article review you will identify a historian's thesis, show how s/he used historical evidence and provide a brief critique of the article. You will only read this article and you may not draw on other sources for your analysis. Warning: you may well have to read the article at least twice to fully understand the argument.

**Format:** double-space, 1" margins, 12 point font. Length: 250 words (excluding title page, footnotes and bibliography). **Use the past tense.** Include a title page.

**Footnoting and Bibliography:** Use the Camosun history department style-guide in the front of your course reading package or on-line: [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf) to correctly format your notes and your bibliography.

**Plagiarism:** You **must** footnote when directly quoting or paraphrasing the author's words or ideas. Show me where in the article, the author stated the thesis, main points, or used a particular source.

### CONSTRUCTING THE REVIEW:

This short essay will consist of two paragraphs, each about 5-6 sentences in length.

#### PARAGRAPH 1 – identify the author's thesis (or main points or argument)

**Helpful hints:** Read the first and last few paragraphs in the article. Underline and note the points you think are critical. Then carefully read the whole article, underlining and noting the main points and sub-points. When you finish reading, compare the notes you made when you read the beginning and end of the article with the notes you made throughout. Do not worry if it takes more than one read! Think again about the question he/she may be answering then formulate a thesis statement or argument by answering the question.

A historian may also identify part of her/his argument or thesis is by referring to the works of other historians and then disputing and/or qualifying their findings by presenting new evidence. Watch out for this and include it in your thesis statement if appropriate.

**Paragraph 1 format** - Begin your essay as follows: In "name of article," Joe Smith (author's name/s) argued that... - then set out the author's argument. The argument usually contains three clear points. For example, this is how I articulated Arthur Silver's thesis in his article "Quebec and Confederation":

In "Quebec and Confederation," Arthur Silver argued that Quebec joined Confederation because powerful politicians such as Cartier believed that the British North America Act gave Quebec control over language and cultural issues and protected its distinctiveness. In addition, Silver argued that Cartier saw the union with Canada as the only viable option for Quebec at the time; Quebec did not want to risk annexation to the United States, nor was it able to be independent. Politicians in Quebec viewed confederation as a temporary union until Quebec was able to support itself economically and militarily.

#### PARAGRAPH 2 – identify the main sources the author used and provide a brief critique of the article.

The author likely used a mix of primary and secondary sources. Your task will be to **identify the sources** he/she used the most. In your **critique**, consider the following questions: Did the author support his/her thesis with sources? Did the author draw a conclusion but fail to support it? Was there an identifiable bias?

**Remember to attach a bibliography!**