



School of Arts & Science  
HUMANITIES DEPARTMENT

HIST 120-001  
European History: From Renaissance to Revolution  
2015F

## 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:	Monday 1:00-1:20; Tuesday 12:30 to 1:30; Wednesday 1:00 to 1:20; Thursday 1:00 to 1:20; or by appointment.		
(c)	Location:	Young 319		
(d)	Phone:	(250) 370-3360		
(e)	Email:	<a href="mailto:JohnstoS@camosun.bc.ca">JohnstoS@camosun.bc.ca</a>		
(f)	Website:			

### 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

**Text:** Kidner, Frank L. et al. *Making Europe: People, Politics, and Culture since 1300, 2<sup>nd</sup> Edition*. Boston and New York: Houghton Mifflin, 2013.

**Other:**

*Camosun History Style Guide*. Download at: <http://camosun.ca/learn/subjects/history/>

History 120 D2L site: contains the course outline, assignments, seminar notes and readings, history style guide etc.

### 4. COURSE CONTENT AND SCHEDULE

#### COURSE CONTENT

**LECTURES:** Each week you will attend a two-hour lecture and a one-hour seminar. Prepare for class by reading the appropriate textbook chapter and assigned readings beforehand. Lectures will add material and ideas beyond what the book covers.

**TEXTBOOKS:** The textbook is *Making Europe: People, Politics, and Culture since 1300, 2<sup>nd</sup> Edition*. Before each class, skim the relevant chapter. After class, take notes on themes covered in lectures and seminars. Pay attention to questions and summaries throughout the chapter as they may be used to form short answer and essay questions for the exams. **Note: *Making Europe* is also the text for History 122, so if you plan on taking 122, do not resell this book.**

**EXAMINATIONS:** There will be a midterm exam on **Wednesday October 28** 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 Mondays, the class will divide into two sections to discuss documents and articles. **The Seminar Readings List is appended to this outline and the links are available through the History 120 D2L site.** 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 entire 15 percent participation mark.**

Students will be assessed on their oral contribution and their understanding of the arguments presented by the authors. Complete the assigned seminar readings plus skim 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. In order to understand the authors' arguments, be prepared to answer the following questions. Who created the source, and why? What are the author's likely biases and assumptions? Who was the source's intended audience? How does each source connect with the others?

**In order to facilitate discussion, 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.

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

**Week 1**

Sept. 09 Introduction to HIST120; Setting the Stage: Late Middle Ages

**Week 2**

Sept. 14 S: Reading List, Topic 1

Sept. 16 L: Renaissance (Kidner, Ch.12); Reformations (Kidner, Ch.14)

**Week 3**

Sept. 21 S: Reading List, Topic 2

Sept. 23 L: Reformations continued; “Old and “New Worlds” (Kidner, Ch.13)

**Week 4**

Sept. 28 S: Reading List, Topic 3

Sept. 30 L: “Old” and “New” Worlds cont. (Kidner, Ch.13); Writing History Essays (Style Guide)

**Week 5**

Oct. 05 S: Reading List, Topic 4; **ARTICLE REVIEW DUE**

Oct. 07 L: Seventeenth Century Statecraft (Kidner, Ch.15, 16)

**Week 6**

**Oct. 12 THANKSGIVING DAY NO CLASS**

Oct. 14 L: Absolutism (Kidner Ch.16) **ESSAY PROPOSAL DUE**

**Week 7**

Oct. 19 S: Reading List, Topic 5

Oct. 21 L: Film: *Le Retour de Martin Guerre*

**Week 8**

Oct. 26 S: Discussion of *Le Retour de Martin Guerre*

**Oct. 28 MIDTERM EXAM**

**Week 9**

Nov. 02 S: Reading List, Topic 6

Nov. 04 L: The Scientific Revolution; Enlightenment (Kidner, Ch.17)

**Week 10**

Nov. 09 S: Reading List, Topic 7

**Nov. 11 REMEMBRANCE DAY NO CLASS**

**Week 11**

Nov. 16 S: Reading List, Topic 8; **RESEARCH ESSAY DUE**

Nov. 18 L: Enlightenment cont.; Eighteenth Century State (Kidner, Ch.16, 18)

**Week 12**

Nov. 23 S: Reading List, Topic 9

Nov. 25 L: Eighteenth Century State cont.; Early Industrialization (Kidner, Ch. 18)

**Week 13**

Nov. 30 S: Reading List, Topic 10

Dec. 02 L: Early Industrialization cont.; Origins of the French Revolution (Kidner, Ch. 19)

**Week 14**

**Dec. 07 EXAM REVIEW**

Dec. 09 L: The Early Revolutions

## 5. Basis of Student Assessment (Weighting)

Written Assignments	Due Date	Weighting
Article Review	Oct. 05	10%
Essay Proposal	Oct. 14	05%
Research essay	Nov. 16	30%
<b>Exams</b>		
Midterm Exam	Oct. 28	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
I	<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.
IP	<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.)
CW	<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.

## 8. 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.

### WRITTEN ASSIGNMENTS:

You must adequately reference all sources used in your research and writing. Students must use the citation and bibliography format in the Camosun History Style Guide. Students uncertain about the correct referencing style should consult the instructor. **Failure to use the correct format for footnotes or to append a bibliography will result in a 10% grade reduction. Failure to provide adequate footnotes for your research essay or critical article review will result in a grade of 0 (see Plagiarism below).**

### Article Review: Due Wednesday, October 05

**Purpose of assignment:** Students will write a 250 word article review on the **secondary-source article** included in seminar Topic 4. In the review you will identify Nunn and Qian's thesis, show how they 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.

**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. For the purposes of this assignment only, put the bibliography on the title page.

**Footnoting and Bibliography:** Use the Camosun history department style-guide available through the course D2L site to correctly format your notes and your bibliography. 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 argument: the author's thesis and main points

**Helpful hints:** Read the first and last few paragraphs in the article. Note the points you think are critical. Then carefully read the whole article, 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 the author 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 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 instructor Paula Young 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 put your bibliography on your title page!**

**Research essay: Proposal due October 14; Final essay due November 16.**

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	England's Poor Laws	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
Philosophes	Rousseau	Columbian exchange
Society of Jesus	Christian humanism	Peter the Great
Marie Antoinette	Pascal	Prostitution
Homosexuality	Mary Queen of Scots	Women's roles
Amish	Dutch West Indies Company	Declaration of the Rights of Women

You may choose your own topic but you must see me before the proposal due date to have your "special topic" approved. The Camosun history style guide, a required text, holds valuable information on researching, presenting, and citing information.

**Essay proposal: Due Wednesday, October 14**

- **Introductory Paragraph:** The proposal will introduce the topic (who, what, when, where) and explain what issue the paper will address. 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.
- 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 Monday, November 16**

- **Format:** 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 even if your topic has changed substantially.**
- Grades 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. Grammar, spelling, and organization are critical to a good paper. Marks will be lost for deficiencies in these areas.
- **Your essay is due by 4:30 p.m. on November 16. Unless you have contacted me 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.
- **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 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 Complete (EBSCO)* –journals with an academic focus, many full-text
2. *JStor* – full-text, academic journals
3. *Humanities Index* – index only, some full-text
4. *Historical Abstracts with Full Text*
5. *ACLS Humanities E-book*

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. The textbook will provide the context for the readings. Use the detailed table of contents and the index to find your topics.**

### 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)

### Topic One 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 Ficino, "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, Seminar Notes, Topic 2.

### Topic Two 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 Machiavelli. 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 Three: 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.asp>



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: "Learning from a Primary Source," 414-415.

Susan Johnston, Seminar notes, Topic 3.

### **Catholic Reformation**

Kidner, Chapter 14: "A New Direction," 417.

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://catholicour.org/?page\\_id=62](http://catholicour.org/?page_id=62)

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>

Susan Johnston, Seminar notes, Topic 3.

### **Topic Three 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 Four: Europeans Leave Europe**

Susan Johnston, Seminar notes, Topic 4.

Kidner, "Chapter 13: "A New Direction," 386; "Learning from a Primary Source," 387.

Nunn, Nathan, and Nancy Qian. "The Columbian Exchange: A History of Disease, Food, and Ideas." *Journal of Economic Perspectives* 24, 2 (Spring 2010): 163-188. *Historical Abstracts with Full Text*, EBSCOhost (accessed May 30, 2012).

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=30h&AN=50355597&site=ehost-live> **Note: write your article review on this article.**

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>

### **Topic Four 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? What was the impact on Europe?

### **Topic Five: Absolutism**

Thomas Hobbes, "Excerpts from" *Leviathan* (1651):

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

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

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

Kidner, Making Europe, Chapter 16: "A New Direction," 468; "Learning from a Primary Source," 472-473.  
Modern History Sourcebook, Duc de Saint-Simon: The Court of Louis XIV:

<http://www.fordham.edu/Halsall/mod/17stsimon.asp>

Modern History Sourcebook, The Duchess of Orleans: Versailles Etiquette, 1704:

<http://www.fordham.edu/halsall/mod/1704duchess.html>

### Topic Five 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 Six: 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)

Global Ministries of the United Methodist Church, John Wesley, Thoughts on Slavery.

<http://www.umcmission.org/Find-Resources/Global-Worship-and-Spiritual-Growth/The-Wesleys-and-Their-Times/Thoughts-Upon-Slavery>

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, "A New Direction" 540; "Learning from a Primary Source," 542.

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>

### Topic Six 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 Seven: 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>.

Susan Johnston, Seminar Notes, Topic Seven

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>

### Topic Seven 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 Eight: 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>

### **Topic Eight 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.asp>

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>

### **Topic Nine 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 Ten: 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/1773marieantonette.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, 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.asp>

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.asp>

### **Topic Ten 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?