



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-120-001
European History: 1450 to 1789
Fall 2019

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Monday and Wednesday 12:30-1:30 and 2:30-3:30 & Tuesday 4:30-6:00
(c) Location	Young 323 (Lansdowne)
(d) Phone	250-370-3363
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	http://camosun.ca/learn/programs/history/

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

1. Joshua Cole and Carol Symes, *Western Civilizations*, vol. 2. Brief 4th Ed., New York and London: W.W. Norton & Company, 2017.
2. InQuizitive Online testing tools (and e-book)
3. Weekly Seminar Readings: available on the History 122 D2L site.
4. Camosun College, Department of Humanities History Style Guide: available on the History 122 D2L page.

4. Course Content and Schedule

Lectures: Tuesday 2:30-4:20 in Y-201

Seminar A: Thursday 2:30-3:20 in Y-201

Seminar B: Thursday 3:30-4:20 in Y-201

Lecture and Seminar Schedule

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

Week 1 (Sept. 2-8)

Tues Sept. 3 Introduction and course business

Thurs Sept. 5 Introduction to seminars

Week 2 (Sept. 9-15)

☞ **Online Quiz #1** (📖 *Textbook Ch. 10*) – Mon. Sept. 9

Tues Sept. 10 LECTURE: Medieval Legacies and the Emergence of early Modern Europe.

Thurs Sept. 12 SEMINAR: **Week 2:** The Plague

📖 Textbook p. 280-281 (“Responses to the Black Death”)

ON D2L: 📖 Kristina Lenz Nils Hybel, “The Black Death: Its origin and routes of dissemination,” *Scandinavian Journal of History* Vol. 41, No. 1 (Feb. 2016), p. 54-70.

Week 3 (Sept. 16-22)

☞ **Online Quiz #2** (📖 *Textbook Ch. 11*) – Mon. Sept. 16

Tues Sept. 17 LECTURE: The Beginnings of the Renaissance in the Italian City States.

Thurs Sept. 19 SEMINAR: **Week 3:** *Library Research Seminar* (in library computer room)

Week 4 (Sept. 23-29)

☞ **Online Quiz #3** (📖 *Textbook Ch. 12*) – Mon. Sept. 23

Tues Sept. 24 LECTURE: The Rise of Spanish Power in Europe and Overseas.

Thurs Sept. 26 SEMINAR: **Week 4:** The Suppression of Islam in the Iberian Peninsula

ON D2L: 📖 Francois Soyer, “Manuel I of Portugal and the End of the Toleration of Islam in Castile: Marriage Diplomacy, Propaganda, and Portuguese Imperialism in Renaissance Europe, 1495-1505,” *Journal of Early Modern History* Vol. 18 (2014), p. 331-356.

Week 5 (Sept. 30-Oct. 6)

☞ **Online Quiz #4** (📖 *Textbook Ch. 13*) – Mon. Sept. 30

Tues Oct. 1 LECTURE: Social conditions in the Holy Roman Empire and Beyond: the causes of the Multiple Reformations.

☞ **Paper Proposal and Annotated Bibliography due** (beginning of class)

Thurs Oct. 3 SEMINAR: **Week 5:** Protestant Movements and the Counter-Reformation

📖 Textbook p. 360 (“The Six Articles of the English Church”) and p. 363 (“The Demands of Obedience”)

ON D2L: 📖 Timothy George, “What the Reformers Thought They Were Doing,” *Modern Age Journal* (Fall 2017), 17-26.

Week 6 (Oct. 7-13)

☞ **Online Quiz #5** (📖 *Textbook Ch. 14*) – Tues. Oct. 7

Tues Oct. 8 LECTURE: Wars of Religion in France and Thirty Years' War in the Holy Roman Empire.

Thurs Oct. 10 SEMINAR:

📖 Textbook p. 382 ("The Devastation of the Thirty Years' War")

ON D2L: 📖 Geoffrey Mortimer, "Individual Experience and Perception of the Thirty Years' War in Eyewitness Personal Accounts," *German History* Vol. 20 No. 2 (June 2002), p. 141-160.

Week 7 (Oct. 14-20)

Tues Oct. 15 MIDTERM EXAM, 1 hour, 50 minutes

Thurs Oct. 17 SEMINAR: How to write a Research Paper

ON D2L: 📖 History Department Style Guide and Instructions for Writing a Research Paper

Week 8 (Oct. 21-27)

☞ **Online Quiz #6** (📖 *Textbook Ch. 15*) – Mon. Oct. 21

Tues Oct. 22 LECTURE: Peace of Westphalia and Political and Territorial Reorganization of Europe.

Thurs Oct. 24 SEMINAR: Week 8: Dutch War of Independence

ON D2L: 📖 Violet Soen, "Reconquista and Reconciliation in the Dutch Revolt: The Campaign of Governor-General Alexander Farnese (1578-1592)," *Journal of Early Modern History* Vol. 16 (2012), 1-22.

Week 9 (Oct. 28-Nov. 3)

Tues Oct. 29 LECTURE: Louis XIV's Absolutist reign in France and its Spread across Europe.

Thurs Oct. 31 SEMINAR: Week 9: The English Civil War

📖 Textbook p. 386 ("Cardinal Richelieu on the Common People"), p. 388-389 ("Debating the English Civil War"), and 390-391 ("The Execution of a King")

ON D2L: 📖 Mark Stoye, "English 'Nationalism', Celtic Particularism, and the English Civil War," *The Historical Journal* Vol. 43, No. 4 (Dec. 2000), p. 1113-1128

Week 10 (Nov. 4-10)

Tues Nov. 5 LECTURE: Spain's decline and England's ascendancy & The Golden Age of the Dutch Republic.

☞ **Research Paper due** (beginning of class)

Thurs Nov. 7 SEMINAR: Week 10: Economic Decline in Italy

On D2L: 📖 Stefano D'Amico, "Crisis and Transformation: Economic Organization and Social Structures in Milan, 1570-1610," *Social History* Vol. 25, No. 1 (Jan. 2000), p1-21

Week 11 (Nov. 11-17)

☞ **Online Quiz #7** (📖 *Textbook Ch. 16*) – Mon. Nov. 11

Tues Nov. 12 LECTURE: Dynastic Rivalries in Europe: French territorial ambitions and the War of the Spanish Succession.

Thurs Nov. 14 Seminar: Week 11: French Hegemony in Europe

On D2L: 📖 Philip McCluskey, "From Regime Change to Réunion: Louis XIV's Quest for Legitimacy in Lorraine, 1670-97," *The English Historical Review* Vol. 126, No. 523 (Dec. 2011), p. 1386-1407.

Week 12 (Nov. 18-24)

☞ **Online Quiz #8** (📖 *Textbook Ch. 17*) – Mon. Nov. 18

Tues Nov. 19 LECTURE: Changes in Europe's Balance of Power at the Turn of the 18th Century: The Rise of Russia and Prussia.

Thurs Nov. 21 SEMINAR: Week 12: Enlightened Absolutism in Prussia and Russia

📖 Textbook p. 419 ("The Revolt of the Streltsy and Peter the Great")

ON D2L: 📖 Evgenii V. Akelev and Leann Wilson, "The Barber of All Russia: Lawmaking, Resistance, and Mutual Adaptation during Peter the Great's Cultural Reforms," *Kritika: Explorations in Russian and Eurasian History* Vol. 17, No. 2 (Spring 2016), p. 241-275.

Week 13 (Nov. 25-Dec. 1)

👉 **Online Quiz #9** (📖 *Textbook Ch. 18*) – Mon. Nov. 25

Tues Nov. 26 LECTURE: Costly Wars, Scientific Discoveries and the Enlightenment: The Path to the French Revolution.

Thurs Nov. 28 SEMINAR: Week 13: French Revolution

📖 Textbook p. 484 ("What is the Third Estate") and p. 486 ("Declaration of Rights of Man and of the Citizen")

ON D2L: 📖 Lauren Grote, "Reason, Rhetoric, and Radicals: The French Revolution as the Origin of Modern European Feminism," *History Matters* No. 12 (May 2015), p. 14-34.

Week 14 (Dec. 2-8)

Tues Dec. 3 LECTURE: Revolution in France, 1789-1792.

Thurs Dec. 5 SEMINAR: Week 14: Exam Review

Dec. 9-17, 2019: FINAL EXAM PERIOD – EXAM DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM. *Please do not make plans (or have a family member make plans on your behalf) for the December holiday break until you know the dates for your exams.*

5. Basis of Student Assessment (Weighting)

👉 Course Description:

This course is an introductory overview of Modern European History from the Renaissance to the French Revolution. Over the term, we will start with a survey of Europe at the transition from the Middle Ages to the Modern Period, including the influence of the Church and the rise of the Spanish Empire, the emergence of new powers like England and France, and the decline of older powers including the Holy Roman Empire. From there, we will follow historical events through the Reformation, the Religious and Dynastic Wars of the 17th and 18th centuries to the French Revolution of 1789. In terms of the cultural and scientific dimensions of the development of Modern Europe, we will cover the Renaissance, Humanism, and the Enlightenment that contributed to the decline of medieval belief systems across the continent, setting the stage for the gradual ascendancy of European powers in the wider global system.

👉 Course Requirements:

To pass the course, you are expected to submit short papers and attend the in-class discussions every Thursday. You must complete the weekly "InQuizitive" online quizzes and the midterm exam. In addition, submitting the annotated bibliography and the research paper (only accepted as hard copies), and writing the final exams would complete the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet some of these requirements, please come and talk to me or e-mail me

(ideally) before the deadline or exam so that we can find a solution. **Late penalties for assignments are 5% per day**, so please start early.

Please be aware that the instructors have no influence over the scheduling of the final exam during the examination period (December 10-18, 2018). Therefore, you should not make any travel plans or work arrangements until the final examination timetable has been posted.

A) **Online Quizzes:**

The “InQuizitive” quizzes will be facilitated through the Norton online platform (<https://digital.wwnorton.com/westciv4brv2>). The dates and readings for these quizzes are listed in the course outline and in the online calendar which you can access using your course access key and the **Student Set ID: 59466**

With the “Student Access Code” bundled with your textbook, you need to sign into the online platform to self-register for access to the e-version of the book and the online components (i.e. the online quizzes). To receive full points for this component you need to complete at least 8 out of the 9 quizzes. **More details on how to navigate the online portion will be provided on the first day of classes.**

B) **Discussion Groups:**

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one page) commentary containing the following points:

- **Briefly summarize the sources**
- **Identify the main themes of the sources (what do they tell you about the issues?)**
- **Write a short paragraph in which you outline the most important question(s) that the reading(s) raised for you.**

This short paper will help you to focus your thoughts for the discussions and will train you to identify the main arguments (and biases) of the texts you read. These short commentaries will not be graded individually but will assist in determining the quality of your participation (of course, only in addition to the oral participation during the discussions – see below).

The discussion groups count for 15% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

*******Students who miss more than three seminars will forfeit their entire seminar mark*******

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors’ thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments.

C) Paper Proposal and Annotated Bibliography:

To choose a topic for your later research paper, use one of the primary documents from your textbook starting with “Analyzing Primary Sources: A Declaration of Scottish Independence” in Chapter 10 on page 274 as the earliest document to “Competing Viewpoints: Debating the French Revolution: Edmund Burke and Thomas Paine” in Chapter 18 on pages 490-491 as the last document for this assignment. (see the table of contents on pages XVIII-XIX in Joshua Cole and Carol Symes, *Western Civilizations, vol. 2*. Brief 4th Ed., New York and London: W.W. Norton & Company, 2017. **Please make sure to use a document on European History, given the focus of this course** (i.e. “Enslaved Native Laborers at Potosi”, or “The American Declaration of Independence” would not work, unless you find a way to clearly place them in a European context, such as Spanish colonial policy, or British intellectual influences on the ideas of American leaders, respectively.

You will develop a research question (or a hypothesis) that you want answered and find appropriate historical studies in the library (if there are not enough sources at the Camosun library, go to the UVic library – you can get access with your Camosun card, so ask at their Help or Loan desks for the process) to provide sufficient evidence for your specific topic. In addition to the primary document, you need to find a minimum of five secondary sources. For secondary sources, please use only books and articles from academic journals – no websites, please, because those generally provide only very short summaries and are not usually peer reviewed. As an indicator of academic sources, please use only material that is thoroughly footnoted (i.e. where the sources of the information are provided throughout the text). In the case of journal articles and book chapters, please use contributions that are at least 15 pages long (avoid popular journals like *History Today* and *History Teacher*). **This paper will likely be about 1 page in length for the proposal part (explain what the primary source says about the topic and what you are planning to do) and about 1-2 pages for the annotated bibliography. You must use the History Department Style Guide to list the sources you found and provide a couple of sentences for each book or article to explain how these will help you to address your research question).** More details will follow in class before the paper is due.

Paper Proposal:

- Provide some background information about the larger topic (what is the paper about?).
- State your research question or hypothesis.
- Show how you plan to focus your question on a specific aspect of this topic.
- Explain what your primary source can tell you about your topic.
- Briefly summarize the content of the primary source.

Annotated Bibliography:

- One primary document from the Cole / Symes textbook (cite it properly using the style guide)
- At least five secondary sources (books or articles written by historians):
 - Articles from academic journals (minimum 15 pages)
 - Books published by a university press
 - Articles and books should have footnotes and be published after 1980

Under each source listed in your bibliography, explain in one or two sentences why the source is relevant for your topic.

The paper is due at the beginning of class on Tuesday October 1, 2019.

D) Midterm Exam:

The midterm exam will focus on especially on lectures and discussions and to a lesser degree on the textbook readings covered up to that point in the course. It will consist of multiple-choice questions, short and longer essay responses. More details will be provided in class before the exam. Generally, students who attend all the lectures and do the readings thoroughly tend to do well on the exams. **The Midterm will take place in the regular classroom during class time on Tuesday October 15, 2019.**

E) Research Essay:

The research essay will be about 1,500-2,000 words in length, written on a topic corresponding to **one** of the documents from your textbook starting with the primary source on page 274 as the earliest and the ones on pages 490-491 as the last documents. See the instructions for the Primary Source Analysis and Annotated Bibliography assignment for more details on minimum requirements (**i.e. one primary source from the textbook and at least five academic and recent secondary sources**). For secondary sources, please use only books or articles from academic journals – no internet sites, because those generally provide only very short summaries and are not usually peer reviewed.

This essay will have a thesis statement at the end of the first paragraph which will clearly establish your argument in one sentence. This should be followed by an analytical discussion of the problem that is raised in the primary document, and a short conclusion in which you summarize your findings. You will use the secondary sources for factual evidence to support your argument, which should clearly correspond to your thesis statement and be arranged in a logical progression.

The academic standards of the history department as outlined in the Department Style Guide (copy on D2L) will apply – i.e. you must use footnotes. Please provide a separate cover page with your name and student number, the name and number of the course, the name of the instructor, and the title of the essay. The bibliography must be on a separate page at the end of the essay. Since some of the topics might be more popular than others, make sure that you start early so that you will be able to get the necessary readings for your essay.

Papers without proper footnotes will be returned to students – late penalties will apply
Essay is due at the beginning of class on Tuesday November 5, 2019.

F) Final Exam:

The final exam will not be a simple matter of regurgitating names and dates, but you will be asked to identify the contexts of the major themes covered in the lectures, the textbook, and discussion groups for the second half of the term. The final exam will be structured in the same manner as the midterm, so have a look at the comments you will receive on the earlier exam as part of your preparation. The most effective way to prepare for the exam is to attend all discussion groups and lectures as well as to read the assigned chapters in the textbook for each class. **The final exam will take place during the examination period, December 9-17, 2019.**

Each week you will attend a two-hour lecture and a one-hour seminar. Prepare for class by reading the assigned readings beforehand. Each chapter of the textbook opens with story lines, a chronology, and core objectives. Lectures will add material and ideas beyond what the book covers. Pay attention to questions and summaries throughout the chapter as they may be used to form short answer and essay questions for the examinations. Seminar readings are taken from the assigned texts plus online sites; except for the primary sources from the Cole & Symes textbook, all of the readings are linked on D2L (see details in the course schedule below).

Grade break-down for the course:

☞ Online "InQuizitive" quizzes	10 %
☞ Paper proposal and annotated bibliography	10 %
☞ Midterm Exam	15 %
☞ Discussion groups and small assignments	15 %
☞ Research paper (1,500-2,000 words)	25 %
☞ Final exam (during exam period in April)	25 %

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at

<http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

B. 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 <http://camosun.ca/about/policies/index.html> for 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.