

COURSE SYLLABUS



COURSE TITLE: HIST-120: European History: 1450 to 1789

CLASS SECTION: 001

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person / on campus

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Christian Lieb

EMAIL: LiebC@camosun.bc.ca

OFFICE: Young 323 (Lansdowne)

HOURS: Monday and Wednesday 12:30-2:30, or by appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

In this course, students will trace the development of intellectual, political, scientific, religious, economic, and social foundations of modern Europe from the Renaissance to the French Revolution. It focuses on the growth of cities and increasing centralization of states leading to the Age of Absolutism; the emergence of Humanism and the Enlightenment as intellectual challenges to the existing order; and the religious upheavals of the Reformation and the conflicts that followed.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a 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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. Joshua Cole and Carol Symes, *Western Civilizations, vol. 2. Brief 5th Ed.*, New York and London: W.W. Norton & Company, 2020.
2. InQuizitive Online testing tools (and e-book)
3. Weekly Seminar Readings: available on the History 120 D2L site.
4. Camosun College, Department of Humanities History Style Guide: available on the History 120 D2L page.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Lectures: Monday 10:30-12:20 pm in Y-300

Seminar Group A: Wednesday 10:30-11:20 in Y-300

Seminar Group B: Wednesday 11:30-12:20 in Y-300

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. 6-12)

Wed. Sept. 8: Introduction and course business

Week 2 (Sept. 13-19)

☞ **Online Quiz #1** (📖 *Textbook Ch. 10*) – Mon. Sept. 13 (always at 10:00 am)

Mon. Sept. 13: LECTURE: Medieval Legacies and the Emergence of early Modern Europe.

Wed. Sept. 15: SEMINAR: 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.

☞ **Paper due on Wednesday Sept. 15 at Midnight** (Article Analysis #1, Option 1).

Week 3 (Sept. 20-26)

☞ **Online Quiz #2** (📖 *Textbook Ch. 11*) – Mon. Sept. 20

Mon. Sept. 20: LECTURE: The Renaissance in the Italian City States.

Wed. Sept. 22: SEMINAR: 📖 Rosa M. Salzberg, “‘Selling stories and many other things in and through the city’: Peddling Print in Renaissance Florence and Venice,” *Sixteenth Century Journal* Vol. 42, no. 3 (2011), 737-759.

Week 4 (Sept. 27-Oct. 3)

☞ **Online Quiz #3** (📖 *Textbook Ch. 12*) – Mon. Sept. 27

Mon. Sept. 27: LECTURE: The Rise of Spanish Power in Europe and Overseas.

Wed. Sept. 29: SEMINAR: 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.

☞ **Paper due on Wednesday Sept. 29 at Midnight** (Article Analysis #1, Option 2).

Week 5 (Oct. 4-10)

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

Mon. Oct. 4: LECTURE: Social conditions in the Holy Roman Empire and Beyond: the causes of the Multiple Reformations.

Wed. Oct. 6 SEMINAR: 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.

☞ **Paper due on Wednesday Oct. 6 at Midnight** (Article Analysis #1, Option 3).

Week 6 (Oct. 11-17)

Mon. Oct. 11: Thanksgiving Monday – no classes

☞ **Online Quiz #5** (📖 *Textbook Ch. 14*) – Tues. Oct. 12

Wed. Oct. 13: Midterm Exam will be posted on D2L at 10:00 am – opportunity for questions and clarifications for the online exam. Submit exam online by Monday Oct. 18 at 10:00 am.

Week 7 (Oct. 18-24)

Mon. Oct. 18: LECTURE: Reformation and Religious Conflicts

Wed. Oct. 20: SEMINAR: 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.


 **Paper due on Wednesday Oct. 20 at Midnight** (Article Analysis #2, Option 1).

Week 8 (Oct. 25-31)

 **Online Quiz #6** ( *Textbook Ch. 15*) – Mon. Oct. 25

Mon. Oct. 25: LECTURE: Thirty Years’ War in the Holy Roman Empire, 1618-1648.


Wed. Oct. 27: 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 9 (Nov. 1-7)

Mon. Nov. 1: LECTURE: Louis XIV’s Absolutist Reign in France.

Wed. Nov. 3: SEMINAR: 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.

 **Paper due on Wednesday Nov. 3 at Midnight** (Article Analysis #2, Option 2).

Week 10 (Nov. 8-14)

Mon. Nov. 8: LECTURE: Spain’s decline and England’s ascendancy.

Wed. Nov. 10: SEMINAR: 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), p. 1-21.

Week 11 (Nov. 15-21)

 **Online Quiz #7** ( *Textbook Ch. 16*) – Mon. Nov. 15

Mon. Nov. 15: LECTURE: Dynastic Rivalries in Europe: French territorial ambitions and the War of the Spanish Succession.

Wed. Nov. 17: Seminar: 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. 22-28)

 **Online Quiz #8** ( *Textbook Ch. 17*) – Mon. Nov. 22

Mon. Nov. 22: LECTURE: Changes in Europe’s Balance of Power at the Turn of the 18th Century: The Rise of Russia and Prussia.

Wed. Nov. 24: SEMINAR: 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.

☞ **Paper due on Wednesday Nov. 24 at Midnight** (Article Analysis #2, Option 3).

Week 13 (Nov. 29-Dec. 5)

☞ **Online Quiz #9** (📖 *Textbook Ch. 18*) – Mon. Nov. 29

Mon. Nov. 29: LECTURE: Costly Wars, Scientific Discoveries and the Enlightenment: The Path to the French Revolution.

Wed. Dec. 1: SEMINAR: 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. 6-12)

Mon. Dec. 6 LECTURE: Revolution in France, 1789-1792.

Wed. Dec. 8 SEMINAR: Exam Review

Final Exam questions will be posted on D2L at noon on Dec. 8.

Dec. 13-11, 2021: FINAL EXAM PERIOD –

☞ **Final Exam is due online at Midnight on Dec. 15, 2021.**

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

| DESCRIPTION | WEIGHTING |
|---|--------------|
| ☞ Online “InQuizitive” quizzes | 10% |
| ☞ Discussion groups and small assignments | 20% |
| ☞ Two Article Analyses (2x15%) | 30% |
| ☞ Midterm Exam | 20% |
| ☞ Final Exam | 20% |
| | TOTAL |
| | 100% |

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

☞ **Course Requirements:**

To pass the course, you are expected to submit short papers and attend the in-class discussions every Wednesday. You must complete the weekly “*InQuizitive*” online quizzes (most weeks – see schedule), two article analyses, and the midterm and final exams. All assignments need to be submitted electronically on D2L. 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.

A) **Online Quizzes (10%):**

The “InQuizitive” quizzes will be facilitated through the Norton online platform (<https://digital.wwnorton.com/westciv5brv2>). 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: 325902** (same as for Hist. 122 in the Winter term)

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 (20%):**

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 20% 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).

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) **Article Analyses (30% - 2x15%)**:

You will be writing two article analyses (750-1000 words each). You will have the choice to write on one of three assigned articles (see schedule above and D2L for details on the options) before the midterm and one after the midterm exam. The deadline for the article analysis is the week when that article was assigned. In each article analysis, you will be asked to:

- Identify the main argument - what exactly is the thesis statement?
- Briefly summarize the article (i.e. what does it tell you about the topic)
- In the next section, please identify what types of sources the author used and discuss how convincingly the article was supported with specific evidence.
- Each article topic will have a short introduction and guiding questions on D2L (see the weekly entries for more details). Please answer these questions in your response, supported by specific evidence from the reading.
- All information taken from the articles need to be properly footnoted with the exact page number for the source of the details – see History Department Style Guide on D2L.

Guiding questions are posted on D2L in the weekly schedule, so please make sure to look for those. This will help you to focus your thoughts for the reading of academic journal articles and will train you to identify the main arguments and factual evidence presented in the texts. For an excellent grade, the article analysis should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts and analysis, support your response with specific evidence from the reading, and cite that evidence with footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting – please see the History Department Style Guide on D2L for more details.**

Please be aware that students are expected to read all of the assigned readings, even though you are only required to respond to two of them with these article analyses. All the assigned readings are fair game for the exams.

D) **Midterm Exam (20%)**:

In lieu of the regular in-class midterm exam we will have two 500-word essay responses that will include questions on material from lectures, articles, and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook and discussion article readings and the material from the lectures to demonstrate contextual understanding of developments relevant to the course. The questions for the two papers will be posted on D2L five days before the due date and students will submit their responses online through the **D2L submission box at 10:00 am on Monday October 18, 2021** – please combine the two responses into a single Microsoft Word or PDF document.

E) **Final Exam (20%):**

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures, textbook and discussion readings, and to discuss these with reference to significant names, dates and locations in this take-home exam. As with the Midterm, context and questions will be posted on D2L – in this case, a week prior to the due date.

The Final Exam is due in the D2L submission box at Midnight on Wednesday December 15, 2021 – combine the two responses into a single Microsoft Word or PDF document.

Due dates: Assignments must be submitted to the online submission box on D2L at the time and date listed below

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or family affliction, please make sure to inform the instructor by e-mail as soon as possible – ideally before the deadline. **No assignments will be accepted after the final class day on December 8, 2021 without prior permission from the instructor.**

Note: If you find you are unable to complete an assignment, please e-mail me prior to the due dates, or as close to them as possible. It is the student's responsibility to inform me of any difficulties completing course components.

A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

More information can be found in the Arts and Science Academic Honesty Guidelines, posted in the Course Overview on D2L.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

| | |
|-------------------------------------|---|
| Academic Advising | http://camosun.ca/advising |
| Accessible Learning | http://camosun.ca/accessible-learning |
| Counselling | http://camosun.ca/counselling |
| Career Services | http://camosun.ca/coop |
| Financial Aid and Awards | http://camosun.ca/financialaid |
| Help Centres (Math/English/Science) | http://camosun.ca/help-centres |
| Indigenous Student Support | http://camosun.ca/indigenous |
| International Student Support | http://camosun.ca/international/ |
| Learning Skills | http://camosun.ca/learningskills |
| Library | http://camosun.ca/services/library/ |
| Office of Student Support | http://camosun.ca/oss |
| Ombudsperson | http://camosun.ca/ombuds |
| Registration | http://camosun.ca/registration |
| Technology Support | http://camosun.ca/its |
| Writing Centre | http://camosun.ca/writing-centre |

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services->

and-support/e-2.9.pdf and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.