

**History 357: Europe from Reformation to Revolutions
Spring 2017**

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Eighteenth-Century Coffee House

This fully online course considers the social, intellectual, and cultural history of early modern Europe from the religious conflicts of the sixteenth century, through the economic and political crises of the seventeenth century, global expansion and the slave trade, the Scientific Revolution and Enlightenment challenges to traditional certainties, and the social, economic, and political revolutions of the late eighteenth and early nineteenth centuries. The course will be organized topically in two large chronological sections: 1450-1600 and 1600-1789. Students will seek to develop an integrated understanding of early modern European history within the broader context of the globalizing world of that period. Since we will be posting to the Discussion Board just every two weeks, not each week, students will need to be self-motivated, pace themselves, and work to stay on top of the readings, though I will still provide all of the usual feedback and support.

Required Texts (Available through PSU Bookstore, or online booksellers. Both Jacob and Wiesner-Hanks should be available on Course Reserve, but check up on the Wiesner-Hanks during Week One, as the library staff may not have listed it yet). Additional readings available to download at D2L under “Course Content” for the week for which they are each assigned. Prices below are based on the PSU Bookstore. Cheaper copies can be found, however.

Timothy Brook, *Vermeer’s Hat. The Seventeenth Century and the Dawn of the Global World*. (Bloomsbury Press, 2008) ISBN: 978-1-59691-599-2 (\$18.00) N.B.: There is an e-book version available for viewing/download at the PSU Library Website.

Margaret C. Jacob, *The Enlightenment. A Brief History with Documents*. (Bedford/St. Martin’s, 2001) ISBN: 0-312-17997-9 (\$22.00)

Merry E. Wiesner-Hanks, *Early Modern Europe 1450-1789*. Second Edition. (Cambridge University Press, 2013) ISBN: 978-1-107-64357-4 (\$39.99)

Course Requirements and Policies: You must submit both your Midterm and Final essay exams in order to pass this course. I do not accept late papers, except in extraordinary circumstances. If you need to arrange an extension, due to an emergency, please contact me *prior* to the due date. I do not provide students with incomplete grades, either. If you discover early on in the course that it is not the one for you, please choose to drop the course. No hard feelings. I would prefer that you do this than simply disappear and have to receive an “X” grade. If, however, you are struggling with the material for any reason, please be sure to contact me early on. I will work with you to help you grasp the course content, devise strategies to complete your discussion posts and to prepare/compose strong essays. While I do not reside in Portland, nor hold in-person office hours, I am available via email, or video conferencing. Just let me know! I cannot overstate the importance of communication!!!!

Plagiarism: As you know, all of your work must be original. When you cite the work of another author, you must give her/him their due by providing either a parenthetical citation, or a footnote/endnote. For the short paper assignments, I will accept either Chicago-style footnotes or parenthetical citations. Guidelines will be provided on our D2L course site, in the “Start Here” Module. Anyone who presents another person’s work as his or her own work is guilty of plagiarism and could potentially fail this course and face disciplinary action from Portland State University. When in doubt, always cite any sources from which you borrowed ideas, whether you are quoting directly, or paraphrasing. Always err on the side of caution! For a fuller definition of what constitutes plagiarism and the procedures followed by Portland State University in cases where it is suspected, please go the following website:
<http://www.pdx.edu/dos/conductcode.html#Code>

I have also posted a very helpful video on plagiarism at the Week One Course Content Folder.

See, especially, the section on “Proscribed Conduct,” Item #2, and “Procedures for Complaints” regarding cases of academic dishonesty.

Final Grade Criteria: The following point totals represent the *maximum* number of points that a student may earn for each category of class performance.

***Participation/Discussion: 50 points.** Discussion forums will be held roughly every two weeks during the term and will be worth ten points. *After the Scavenger Hunt in Week One*, discussion posts and reply to classmates are due in **Weeks Three, Five, Eight, and Ten**. See asterisks to identify these weeks. Please see below for more information on the Discussion/Participation component of this course and for the relevant discussion dates.

The Midterm and Final Exams are both worth 25 points.

Midterm=due on Thursday, May 11, 2017.

Final Exam=due on Thursday, June 15, 2017

Fuller descriptions of the individual writing assignments, as well as writing guidelines, will be available on the Home Page as “News” items, early in the term. There is also an “Assignments” folder at the bottom of the weekly Course Content Folders. Papers should be uploaded to the two Dropbox folders, where you can then check to be sure that they uploaded properly. If you are not familiar with online courses, I recommend that you go to the Student Help tutorial for additional information on submitting assignments and other crucial issues for online students. If you are unsure, you can also attach a copy of your Word document to D2L email.

***More on Participation/Discussion:** 50 points. (Each discussion will be worth a possible 10 points, including *two original posts in response to the discussion questions and one substantive response to a classmate*. Posts are worth 4 points each, while responses to a classmate are worth two points. Students may substitute a **substantive question** to another student for a discussion response. Students are of course welcome to contribute additional posts and responses, if so motivated (though not necessarily for extra points). There is an asterix to highlight those weeks in which discussion posts are due.

If you are confused about something, you can post any questions of fact or interpretation, either on the "Questions for Professor Selwyn" section of the Discussion Board, or via D2L email. On any given week, there will often be more than two discussion questions, so feel free to respond to those two that interest you the most. The reading load may sometimes feel heavy, so learn to read the textbook efficiently, so that you can give your attention to the more challenging, but usually more stimulating primary and secondary sources. Note that Wiesner-Hanks provides chapter summaries at the end of each chapter and there is no shame in reading those first, it helps you to zero in on important material and focus your reading.

Online courses offer a unique opportunity to build a non-traditional learning community, but because we do not meet face to face, both students and instructor must be that much more committed to contributing to the course atmosphere for our class to achieve our shared learning objectives and be meaningful for each of us. We need to participate actively in the "virtual" classroom environment, as we engage with the readings and with one another online. This means that each of us must participate in *each* discussion with substantive comments/posts that help to illuminate the course readings and the larger themes that they bring to life. Let's commit ourselves to creating an informal, but intellectually serious, and lively learning community in which all participants can engage. I welcome your feedback throughout the term on ways to improve our class community.

For my part, I promise to read all students' posts with great care, and participate in all discussions, although I cannot respond to each post each week. If you have an individual question or matter to discuss with me, you are welcome to write me via D2L mail. I will check my mail at least twice a day and respond to you in a timely manner (normally within 12 hours, or less).

As noted above, students should plan to respond to two discussion questions (and/or make original posts relevant to the week's readings/key themes) and also offer at least one substantive response/critique of fellow students' posts. These critiques are *not* intended to be personal attacks, nor should students feel shy about debating points of interpretation from the readings. Rather, they are intended to help each of us to read carefully and thoughtfully and help our classmates to do the same. We are critiquing one another's arguments, *not* individuals.

In our classes, students will rely upon one another's participation for their own success, so please do your part! **Discussion posts should go up early in the week to give ample time for responses and all posts should be in by the end of the weekend (Sunday evening)**, so that we can move on to the next topic/set of readings. If I find that students are not posting/responding with critiques in a timely manner, I reserve the right to "lock" discussion topics" with ample advanced notice given to all students. In the event that a student does not have sufficient posts to which to respond with a critique, you are invited to make an additional post(s), and the class will address this matter as a group and come up with a collective solution.

Please note that responses to fellow students' posts that do not contribute anything substantive, such as: "Great comment, Jane, I hadn't thought of that;" or that are vague, like: "I agree with you that Wiesner Hanks' description of the witch trials is interesting," will not earn one points.

Try to be expansive in your comments and **use text material as often as possible to illustrate and support your arguments**. You need not provide extended quotes, but do provide specific examples.

Assignment Due Dates:

Midterm will be due on Thursday, May 11, 2017.

Final Exam will be due on Thursday, June 15, 2017

(Descriptions of written assignments are at the Home Page under "News." The prompts can also be viewed at the Assignments Folder, as well as the Drop Box. Papers should be submitted through the "Assignment Drop Box;" if in doubt, you may also wish to attach your Word-formatted essay to an email message. If you are unfamiliar with D2L, please take advantage of the student tutorial, which you can access by clicking on the "Help" icon on the top right of the Home Page.

Course Schedule

Please note: All reading should be completed by the beginning of the week for which the texts are assigned. Each academic "week" ends on Sunday evening, by which time all discussion posts should have been submitted. If you have a real emergency and need a bit of extra time, I will allow each student one "freebie" late set of posts, but please do not abuse the privilege. Let me know in advance (if possible) that you will need an extra day or two. Students who miss a given week's posts may not go back at the end of the term and make them up, as this is not fair to students who also juggle challenging schedules and posted on time. As I mentioned, given that posts will be due only every other week, students are encouraged to stay on top of the readings and be highly organized. Let me know how I can help you accomplish this.

Part One

***Week One (4/3-4/9):** Introductions; Orientation to History 357: Scavenger Hunt;

Reading: Merry Wiesner-Hanks, "Introduction" & Ch. 1, *Early Modern Europe 1450-1789*.

Discussion Questions:

1. Please introduce yourself to the class, let folks know what brought you to History 357, and what you hope to learn in the course. If there is an album, or song that is playing in your head lately, let us know about that, as well. No extra points for your introduction, but this is a really important part of building the community online.
2. Complete the Scavenger Hunt at the Week One Discussion Board (10 points)

Week Two (4/10-4/16): Defining the early modern period in European history: A Topical Overview.

Reading: Wiesner-Hanks, Chapters 2 & 3 (If you have not finished the Introduction and Ch. 1, be sure to complete those, as well). See Week Two Content Folder on D2L for things to consider as you read.

***Week Three (4/17-4/23): Cultural and Religious Revolutions?**

Reading: Wiesner-Hanks, *Early Modern Europe 1450-1789*, Chapters 4 & 5

Discussion Questions:

1. What were the significant developments in the cultural life of Europe between ca. 1450-1600 and how did they reflect upon the social, political, and economic realities of the period? Provide specific examples.
2. Overall, did the religious reformations of the sixteenth and early seventeenth centuries represent a turn toward modernity, a continuation of medieval practices, or something in between? Explain your response with specific examples from the text, including an analysis of one of the primary sources that is included in this chapter, discussing how it reflects larger dynamics in the religious reforms of the period. (Basically, describe the source and link it to larger themes about religious change, or continuity).

Week Four (4/24-4/30): Economic and Technological Changes in Europe, ca. 1450-1600, and the Colonial Impulse.

Reading: Wiesner Hanks, Chapters 6 & 7; begin Brook, *Vermeer's Hat. The Seventeenth Century and the Dawn of the Global World*.

***Week Five (5/1-5/7): Europe in the Globalizing World of the Seventeenth Century**

Reading: Finish Brook, *Vermeer's Hat. The Seventeenth Century and the Dawn of the Global World*.

Discussion Forum:

1. What are some of the larger themes of "globalization" and economic change that Wiesner-Hanks explores in Chapters Six and Seven of *Early Modern Europe*? Select at least one primary source from these chapters that highlights these dynamics effectively and explain your choice.
2. In *Vermeer's Hat*, author Timothy Brook uses the paintings of the Dutch painter, Vermeer, to reflect upon larger economic and cultural themes of a globalizing world in the seventeenth century. Using generous examples from the book, evaluate how well he does this and discuss some of his key arguments.

Part II: 1600-1789 (And Beyond)

Midterm Due on Thursday, May 11th at 11:59PM

Week Six (5/8-5/14): New Challenges to the Social and Political Order

Reading: Wiesner-Hanks, *Early Modern Europe*, Chapters 8 & 9

Week Seven (5/15-5/21): Revisiting Cultural and Religious Transformations, 1600-1789

Reading: Wiesner-Hanks, *Early Modern Europe*, Chapters 10-11

***Week Eight (5/22-5/28): Intellectual Revolutions: The Enlightenment**

Reading: Margaret Jacob, *The Enlightenment. A Brief History With Documents*.

Discussion Forum: We will host a "Salon" on our Discussion Board this week, so feel free to come in costume.

1. How does Margaret Jacob characterize the multidimensional nature of the European Enlightenment and its impact on Europe and the wider world of the eighteenth century? In your discussion, include the relationship between Enlightenment and Revolution.
2. Present *at least two* of the primary source documents in *The Enlightenment* that you found most compelling and/or challenging. Introduce the key content of each document and why you think that it represents a characteristic/essential example of Enlightenment thought. Write this post as a traditional essay, or imagine that you are a salon participant and make your case for the ideas included in the documents.

Week Nine (5/29-6/4): Transformations of Technology, Commerce, and Colony (The Industrial Revolution)

Reading: Wiesner-Hanks, *Early Modern Europe*, Chapters 12 & 13.

***Week Ten: (6/5-6/11): The Atlantic Revolutions and the Birth of the Modern World.**

Reading: Wiesner-Hanks, *Early Modern Europe*, Chapter 13; Laurent Dubois, "Why Haiti should be at the centre of the age of revolution" "<https://aeon.co/essays/why-haiti-should-be-at-the-centre-of-the-age-of-revolution>" "Petition of Women of the Third Estate to the King" (January 1, 1789) <https://chnm.gmu.edu/revolution/d/472/>; "Declaration of the Rights of Man" (1789) http://avalon.law.yale.edu/18th_century/rightsof.asp "Cahiers—A Parish Cahiers" (Grievances) <http://chnm.gmu.edu/revolution/searchfr.php?function=find&keyword=cahiers#> [All available at the Week Ten Course Module]

Discussion Forum:

1. Considering the technological and economic changes that culminated in the eighteenth century, including colonization and the globalized slave trade, what does Laurent Dubois argue in his article, about the significance of Haiti/San Domingue in the context of the Atlantic revolutions of the late eighteenth century? What are his key findings and is he convincing, why or why not? Be specific.
2. What were the key grievances and demands of revolutionaries, according to the primary source documents from the French Revolution? To what extent, if any, do they reflect some of the new ideas shaping post-Enlightenment Europe and the world in the late eighteenth century? Be specific.

Final Exam Due on Thursday, June 15, 2017