

UNIVERSITY OF COLORADO AT COLORADO SPRINGS
DEPARTMENT OF HISTORY
SPRING 2011



HIS 1030: Rise of Early Modern Europe

Course: HIS 1030: Rise of Early Modern Europe
Course Section: 001
Call#: 22435
Course Room: Centennial Hall 186
Course Time: MW, 1:40-2:55 pm
Course Site: UCCS Blackboard

Professor: Dr. Roger L. Martínez
Office: Columbine Hall 2046
Office Hours: -Mon and Wed, 12:40-1:40 pm
-Tue, 4:20-5:20 pm
-Additional hours by appt.
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COURSE DESCRIPTION

This course investigates Europe's massive societal changes during the Renaissance, the continent's war of religion, and Europe's political expansion across the globe. In this course, students explore the social and economic transformations generated from new manners of accumulating wealth and status. Likewise, the course participants study the revolution of personal identity and Europeans' formulation of a vision of themselves as "individuals". Additionally, students re-enact, using the *Reacting to the Past* pedagogy, crucial scientific and theological events as evidenced by the 17th century papal trial of Galileo Galilei, which pitted new cosmologies against religious dogmatism. Lastly, course participants consider how Europeans and "others" perceived and interacted with one another.

REQUIRED TEXTS AND READINGS

- Huppert, George. *After the Black Death: A Social History of Early Modern Europe*. (Bloomington: Indiana University Press, 1998). ISBN: 978-0253211804
- Martin, John Jeffries. *Myths of Renaissance Individualism*. (New York: Palgrave Macmillan, Ltd., 2008). ISBN: 978-0230006409
- Purnell, Jr., Frederick et. al. *The Trial of Galileo: Aristotelianism, the "New Cosmology," and the Catholic Church, 1616-33*. (New York: Pearson Education, Inc., 2008). ISBN: 978-0321341327
- Elliott, J. H. *Spain, Europe & the Wider World 1500-1800*. (New Haven: Yale University Press, 2009). ISBN: 978-0300145373

- Kagan, Richard et. al. *Atlantic Diasporas: Jews, Conversos, and Crypto-Jews in the Age of Mercantilism, 1500-1800*. (Baltimore: The Johns Hopkins University Press, 2008). ISBN: 978-0801890352
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 6th Edition. (Boston: Bedford/St. Martin's, 2010). ISBN-13: 978-0-312-53503-2.

COURSE REQUIREMENTS AND ASSIGNMENTS

Your performance in the course will be assessed based on a mix of assignments and class participation. All written work should be submitted to the course Blackboard site by the deadlines specified in the syllabus. Late assignments will not be accepted. At least one week prior to each assignment deadline, you will receive specific instructions on how to complete the assignment.

Assignments (See class schedule for due dates)

% of Final Grade

- **Class Attendance** **4% total**
Class attendance is mandatory. To ensure that you attend class as required, I will take attendance on four days at random. You will receive credit (100%) or no credit (0%) for attendance/non-attendance on these days. Your class attendance grade will be calculated as an average of these four attendance grades.
- **Class Participation and Learning Pods** **20% total**
Class participation is vital for the creation a vibrant, collaborative environment. I will be counting on each of you to routinely participate in class discussions and to be prepared to discuss readings in class. To facilitate better class discussions, each student will be assigned to a 3-4 person small group, or *learning pod*. As a learning pod, you will sit as a group in the classroom and discuss texts together whenever we work in small groups. ***Each learning pod will be responsible for guiding and carrying class discussions for specific readings from the course.*** Your learning pod reading assignments will be distributed during our second class meeting. The members of your pod and I will evaluate your course participation—50% by your fellow pod members and 50% by myself. Your participation will be evaluated using the following criteria: (a) readiness to discuss course materials in class, (b) individual contributions to your pod discussions, and (c) presentations to the entire class. ***Members of the best performing pod, as evaluated by myself, will receive three (3) additional points added to their final course grade.*** Note: You will not be working in your regular pod during the Trial of Galileo.
- **Two (2) Online Blackboard Quizzes (Open-book)** **2.5% each/5% total**
These two quizzes will assess your understanding of historical methods of study and documentation (as described in *A Pocket Guide to Writing in History*) and library research methods (as taught by Professor Sue Byerly during the *Library Research Methods Workshop*). Both are critical in terms of preparing articulate, well-organized, and compelling writing assignments.
 - *Quiz 1: A Pocket Guide to Writing in History (Entire text)*
 - *Quiz 2: Library Research Methods Workshop (Using JSTOR and Academic Search Premier.)*
- **Four (4) Sets of Book Notes (Submit via Blackboard):** **4% each/16% total**
For each book we read and discuss in class, you will prepare detailed reading notes that (a) summarize main themes and “arguments” and (b) document key examples from the text. For each text, you will take detailed notes on each chapter. Your notes will be typed and can be written in either prose or outline form. Your notes should include page references per the citation methods noted in *A Pocket Guide to Writing in History*. At minimum, for each book chapter your notes should be at least 1/3 of a typed, single-spaced page. You should bring your reading notes to class so that you can use them for discussions. However, you will submit your book notes online via Blackboard at the completion of reading a text.

Book notes are required for these four texts:

- *After the Black Death*
- *Myths of Renaissance Individualism*;
- *Spain, Europe, and the Wider World 1500-1800*; and
- *Atlantic Diasporas*

▪ **Three (3) Writing Assignments (Submit via Blackboard):**

10% each/30% total

- For *Myths of Renaissance Individualism*, you will prepare a 2-3 page academic book review that will evaluate the text's argument, organization, approach or method of argumentation, use of evidence, and summarize the book's key findings.
- For *Spain, Europe, and the Wider World*, you will prepare a 3-4 page research paper that (a) explores one theme from the text and (b) contextualize this theme with supplemental library research using *JSTOR* and *Academic Search Premier* (library databases of scholarly articles). To help you prepare this paper, Professor Sue Byerly will conduct a specialized *Library Research Methods Workshop* to teach you how to use the library's databases.
- For *Atlantic Diasporas*, you will prepare a 3-page thematic essay on diasporic communities. It will compare "the creation, destruction, and re-creation of communities" in both the early modern Atlantic world as well as in our contemporary 21st century world.

▪ **"Reacting to the Past" Trial of Galileo**

25% total

- During this course segment, you will assume a historical role to re-enact that requires you to prepare a host of short writing assignments, give multiple oral presentations, and actively participate in class. Two-thirds of your *Trial of Galileo* grade will be based on your writing assignments (submitted in-class) and one-third of your grade on class-participation.
- The "Reacting to the Past" pedagogy, initially developed at Barnard College, seeks to introduce students to significant historical ideas and texts. It uses a "role playing" format to replicate the historical context in which these ideas acquired significance. An introductory explanation of the pedagogy accompanies this syllabus.

COURSE LEARNING OBJECTIVES

After completing the course, it is my expectation that you will be able to:

- Understand how European social, political, economic, and religious issues changed from the medieval to early modern era.
- Appreciate that even as the European Renaissance initiated a multitude of innovations, medieval familial and social identities tended to continue to overshadow the development of individualism.
- Recognize that in early modern Europe there was a great tension between medieval religious beliefs and emerging early modern scientific and Enlightenment ideals—a tension that continues to influence our post-modern experiences.
- Picture early modern Europeans' and "other's" perceptions of each other.
- Understand how religious intolerance in early modern Europe led to and resulted in the Catholic Church's persecution of persons that were not viewed as model Catholics.
- Conceptualize the varied cultural, political, and economic interconnections that linked Europe and the wide world during the early modern period.

ATTENDANCE

If you must be absent, you may receive an excused absence if you provide a valid doctor's note or another verification from a school official (for extracurricular activities). When possible, please notify me via email if you know you will be absent from class. Notes from parents are not valid excused absences. ***If you have four or***

more unexcused absences (the equivalent of missing two weeks of class) then you will receive an automatic failure for the course. Class attendance is not optional. Lastly, you cannot have more than one absence during the *Trial of Galileo* section of class as class participation is absolutely necessary for the re-enactment to operate properly. *If you have more than one unexcused absence during the trial, you will receive an automatic failure for the course.*

MY TEACHING PHILOSOPHY, GRADES, RETURNING OF YOUR ASSIGNMENTS, AND CLASS GRADE DISTRIBUTIONS

My teaching philosophy focuses on three elements: personal best efforts, improvement, and engagement. Although I must evaluate your work in relationship to your peers, I am most interested in your personal effort to do your best. I absolutely take into consideration your improvement over time and the level of effort you dedicate to your work. If I see that you are working hard in the course, I will reward you for that effort. If I see that your work stagnates or that you repeatedly do not attempt to respond to my comments on your papers, your grades will suffer.

Your assignments will be assigned either a number or letter grade. For grade calculation purposes, I will use the following letter-number equivalents: A+ (above 97), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60). Most assignments will be graded and returned to you within two weeks from the date that you submitted the assignment.

Although I do not use a bell-curve when assigning grades, through teaching experience I have learned that most students earn low B's and high C's on their first and second assignments. However, I typically see most students' grades on future assignments rapidly improve by a letter grade after this point. Lastly, I do not believe I need to assign a certain number of Cs, Ds, or Fs to make the course appear "rigorous". If your work is solid and consistently good, you will most likely earn a B or B+ in my course. If your work is excellent, that is your writing is clear, insightful, and free of grammatical/writing errors, you will earn an A- or A. I seldom award a 100 or an A+ because I do not believe that perfection exists. Similarly, I seldom award Fs. I also find Ds to be uncommon. *At the end of the semester as I review final grades, I will typically raise a student's grade by a partial letter grade (for example, from a B+ to an A-) if they've demonstrated they did their personal best, improved over time, and were engaged in class discussions and their work.*

ELECTRONIC DEVICES IN THE CLASSROOM

You are permitted to use a laptop to take notes in class, but you should *disable your wireless Internet access*. In addition, during class you should keep your mobile phone in your bag and muted or off. During all tests and quizzes, all electronic devices must be powered off and placed in your bag. *I will ask you to leave the classroom (if you cannot follow these requirements) and you will be assigned an unexcused absence for the day.*

STUDENTS WITH DISABILITIES

If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall #105. The DS phone # is 255-3354. Additional information can be found at <http://www.uccs.edu/~dservice/index.htm>.

ACADEMIC INTEGRITY

You are expected to abide by the university's *Student Code of Conduct* and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of *Student Code of Conduct*, please read <http://www.uccs.edu/~dos/studentconduct/studentcode.htm>. More information on academic dishonesty can be found at <http://www.uccs.edu/~dos/studentconduct/academicdishonesty.html>.

CLASS SCHEDULE

I. January 19th Course Introduction

- Wed, Lecture: Course Introduction and Overview of Early Modern Europe
 - Review of the syllabus, course requirements and assignments, required texts and readings, and class schedule
 - Brief question and answer session regarding the course
 - Short introductory lecture on Early Modern Europe

II. January 24th and 26th Social History of Early Modern Europe and A Pocket Guide to Writing in History

- Mon, Lecture: Overview of *A Pocket Guide to Writing in History*
 - pp. entire text.
 - **Online Blackboard quiz of *A Pocket Guide to Writing in History*. (Due Jan. 24th, 11:59 p.m.)**
- Wed, Discussion of *After the Black Death*
 - pp. ix-55, Preface - Chapter 4. The Urban Elite
 - **Bring your book notes to class.**

III. January 31st and February 2nd Social History of Early Modern Europe

- Mon, Discussion of *After the Black Death*
 - pp. 56-116. Chapter 5. The Privileged Estates – Chapter 8. On the Margins of the Community
 - **Bring your book notes to class.**
- Wed, Discussion of *After the Black Death*
 - pp. 117-166. Chapter 9. Private Lives – Chapter 12. Conclusion.
 - **Submit your complete set of book notes for *After the Black Death* via Blackboard by 12 noon on Wednesday.**

IV. February 7th and 9th Transformations: From Social and Familial Identities to Individuality?

- Mon, Lecture: Identity in Early Modern Europe
 - Begin reading *Myths of Renaissance Individualism*.
 - **Handout of Writing Assignment for *Myths of Renaissance Individualism***
- Wed, Discussion of *Myths of Renaissance Individualism*
 - pp. ix-40, Prologue – Chapter 2. The Inquisitors' Questions
 - **Bring your book notes to class.**

V. February 14th and 16th Transformations: From Social and Familial Identities to Individuality?

- Mon, Discussion of *Myths of Renaissance Individualism*
 - pp. 41-82, Chapter 3. Spiritual Journeys – Chapter 5. Possessions
 - **Bring your book notes to class.**

- Wed, Discussion of *Myths of Renaissance Individualism*
 - pp. 83-134, Chapter 6. The Proffered Heart – Chapter 7. Myths of Identity
 - **Submit your complete set of book notes for *Myths of Renaissance Individualism* via Blackboard by 12 noon on Wednesday.**
 - **Submit your completed writing assignment for *Myths of Renaissance Individualism* via Blackboard by 5 p.m. on Friday, February 18th.**

VI. February 21st and 23rd
Reacting to the Past: The Trial of Galileo

- Mon, The Trial of Galileo
 - Setup 1. Discussion.
 - Read main game book (up to and including Aristotle's *On the Heavens*) and be prepared to discuss these materials.
- Wed, The Trial of Galileo
 - Setup 2. Discussion/Roles assigned.
 - Read Galileo's *Starry Night*
 - **Handout describing Trial of Galileo assignments and due dates.**

VII. February 28th and March 2nd
Reacting to the Past: The Trial of Galileo

- Mon, The Trial of Galileo
 - Setup 3. Faction Quiz/Faction meetings.
 - Study roles, read Galileo's "Letter to the Grand Duchess Christina," and reread game packet; study quiz questions
- Wed, The Trial of Galileo
 - Game Session 1: Phase One (1616). Lectures as prescribed in roles.
 - Prepare papers.

VIII. March 7th and March 9th
Reacting to the Past: The Trial of Galileo

- Mon, The Trial of Galileo
 - Game Session 2: Phase One (1616). Trial Session 1.
 - Prepare papers.
- Wed, The Trial of Galileo
 - Game Session 3: Phase One (1616). Party.
 - Prepare papers.

IX. March 14th and 16th
Reacting to the Past: The Trial of Galileo

- Mon, The Trial of Galileo
 - Game Session 4: Phase One (1616). Trial Session 2; HO must conclude; Grim Reaper Lottery in final 10 minutes
 - Prepare papers.
- Wed, The Trial of Galileo

- Game Session 5: Phase One (1616). Election of New Pope (End Phase One)
- Elect and install new pope.

**X. March 21st and 23rd
Spring Break**

- Mon and Wed, No Class

**XI. March 28th and 30th
Reacting to the Past: The Trial of Galileo**

- Mon, The Trial of Galileo
 - Game Session 6: Phase Two (1632).
 - Prepare papers according to role modifications.
- Wed, The Trial of Galileo
 - Game Session 7: Phase Two (1632).
 - Prepare papers according to role modifications.

**XII. April 4th and 6th
Reacting to the Past: The Trial of Galileo & Library Research Methods Workshop**

- Mon, The Trial of Galileo
 - Final Game Session 8: Phase Two (1632). Trial Session 3/Response by Pope
 - Prepare papers according to role modifications.
 - Post-mortem on the trial.
- Wed, Library Research Methods Workshop (Professor Sue Byerly)
 - Location to be announced.
 - Begin reading – pp. xiii - 108, Preface – Part I: Europe
 - **Handout of Writing Assignment for *Spain, Europe and the Wider World***
 - **Online Blackboard quiz on the Library Research Methods Workshop. (Due Apr. 6th, 11:59 p.m.)**

**XIII. April 11th and 13th
Exploring Spain, Europe, and the Wider World**

- Mon, Discussion of the *Spain, Europe and the Wider World*
 - pp. xiii - 108, Preface – Part I: Europe
 - **Bring your book notes to class.**
- Wed, Film: *When Worlds Collide* (tentatively scheduled)
 - Begin reading—pp. 109-232, Part II: A Wider World
 - **Submit a one-page discussion of your paper's theme of interest and comparative research via Blackboard by 5 p.m. on Friday, April 15th. (See prior handout for instructions.)**

**XIV. April 18th and 20th
Exploring Spain, Europe, and the Wider World**

- Mon, Discussion of the *Spain, Europe and the Wider World*
 - pp. 109-232, Part II: A Wider World
 - **Bring your book notes to class.**

- Wed, Continue Discussion of the *Spain, Europe and the Wider World*
 - pp. 109-232, Part II: A Wider World
 - **Submit your complete set of book notes for *Spain...* via Blackboard by 12 noon on Wednesday.**
 - **Submit your completed writing assignment for *Spain...* via Blackboard by 5 p.m. on Friday, April 20th.**

**XV. April 25th and 27th
Religion, Trade, and the Atlantic World**

- Mon, Discussion of *Atlantic Diasporas: Jews, Conversos, and Crypto-Jews in the Age of Mercantilism*
 - pp. vii-32, Preface-Part I: Contexts
 - **Bring your book notes to class.**
 - **Handout of Writing Assignment for *Atlantic Diasporas***
 - **Course Evaluations**
- Wed, Discussion of *Atlantic Diasporas: Jews, Conversos, and Crypto-Jews in the Age of Mercantilism*
 - pp. 33-122, Part II: Mercantilism
 - **Bring your book notes to class.**

**XVI. May 2nd and 4th
Religion, Trade, and the Atlantic World**

- Mon, Discussion of *Atlantic Diasporas: Jews, Conversos, and Crypto-Jews in the Age of Mercantilism*
 - pp. 123-218, Part III: Identity and Religion
 - **Bring your book notes to class.**
- Wed, Continue Discussion of *Atlantic Diasporas: Jews, Conversos, and Crypto-Jews in the Age of Mercantilism* and Closing Thoughts on the Course
 - pp. 123-218, Part III: Identity and Religion
 - **Submit your complete set of book notes for *Atlantic Diasporas* via Blackboard by 12 noon on Wednesday.**

XVII. Final Exams Week

- **Final Take-Home Essay on *Atlantic Diasporas: Jews, Conversos, and Crypto-Jews in the Age of Mercantilism* due at 5 p.m. on the scheduled date of the final exam (May 9, 2011).**