



## UNIVERSITY OF CALGARY

### HTST 201 – The History of Early Modern Europe Spring 2020

**Instructor:** Mr. Zach Bates

**Email:** [zachary.bates@ucalgary.ca](mailto:zachary.bates@ucalgary.ca)

**Office Hours:** By appointment – and in a virtual environment.

**Class Time:** Asynchronous. See below for more information.

#### Course Synopsis and Learning Outcomes

This course is an overview of the history of Western Europe from c. 1300 to 1800. During this period, Western Europeans experienced devastating plague, frequent warfare, numerous religious reformations, the development of scientific networks and ways of thinking about the natural world, increasingly powerful monarchs, and revolutions, both political and societal. Western Europe saw a number of changes in the relationships between rulers and subjects, in the role of the church in society, in the organization of social hierarchies, and in intellectual thought. Yet, many of these developments were influenced by and impacted regions outside of Europe due to the expansion of European states to include overseas empires, and trading networks that linked Asia, Africa, Europe, and the Americas. Conquest and commerce led to encounters with a diversity of peoples, leading to exchanges of commodities, pathogens, and ideas. The study of Western European history during the early modern period, therefore, includes a global dimension, which will be a focus of this course.

In addition to providing a master narrative of early modern European history, this course will focus on the craft of the historian. Students will learn how to distinguish between primary and secondary sources, engage with and analyze each through our course readings, and use them to make evidence-driven arguments in the form of written assignments that are reflective of the basic types of writings that historians produce (reviews, analysis, and critiques). By the end of the course, students will have had the opportunity to develop an appreciation for historical research as an academic discipline, participate in the practice of “making” History, and develop professional communication and writing skills.

#### Structure of the Course

Due to the current COVID-19 pandemic, this course is entirely online and asynchronous. Many students may not be in Calgary and could be in different time zones, so I will not attempt to set times for us to virtually “meet” or have “live” in-class lectures through Zoom. Instead, I will post lecture videos on Tuesdays and Thursdays at 4.00 PM (MST) and students should watch

them at their earlier convenience – see below for the course schedule and topics. There will be two lectures per day (approximately 30 minutes each). Every lecture will have a concluding question, which will serve as a prompt for a written response. These responses are collectively due each Sunday by 5.00 PM (MST). Each week, I will post four of the strongest responses on D2L and invite thoughts from the rest of class.

Specifics for the three other written assignments will be provided below.

## **Readings**

There is no textbook for this course. All readings will be provided by the instructor and made available on D2L on the Sunday for the upcoming week. They will be combinations of primary and secondary sources.

Though there are a number of readings for each lecture, do not be concerned: They range from 1-10 pages each, with most under 4 pages. You will want to read the articles from *History Today* closely, and mostly skim the primary source readings since I will incorporate them into the lectures. However, you will likely return to some of the primary sources for the final assignment.

For help with writing essays, see:

*The History Student's Handbook: A Short Guide to Writing History Essays*

<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

## **Assignments and Grading**

Lecture Responses – 15%

Primary Source Report – 20%

Secondary Source Analysis – 25%

End-of-Class Big Question – 40%

In addition to the brief descriptions below, I will upload assignment-specific instructions to D2L throughout the term, in both written and video format.

All assignments are to be uploaded via D2L.

## **Late Assignments**

All assignments must be submitted on time or they will be assessed a late penalty. There are no exceptions to this rule unless the student can provide supporting documentation of an emergency or extenuating circumstance.

Late assignments will be penalized as follows:

Under 24 hours late – +/- grade (approximately 3-4 points).

One to four days late – a full letter grade.

Four days or more – 49% (but you must hand-in a reasonable attempt to complete the assignment).

No assignments will be accepted after the final day of the course (23 June), resulting in a zero.

## **Responses**

Each lecture will end with a concluding question that requires a written response. Using materials from the lectures and the readings, students will write a 200-word (approximately one double-spaced page) response due every Sunday by 5.00 PM (MST). Each of these will be graded on a 100-point scale, and students are expected to demonstrate understanding of the lecture subject, integrate examples from the assigned readings, and offer critical engagement. Grammar and style are not important, though the responses must reach the 200-word limit and be intelligible.

## **Primary Source Report**

Due 24 May.

This assignment requires students to self-select a primary source from Early English Books Online (EEBO), one of our library's licensed databases, and write a 750-word (approximately 2 double-spaced pages) report that includes describing its contents, desired audience, and historical context. In addition to providing an account of the source's contents and context, students should consider how the source would be used by historians, and the potential difficulties in interpreting the source, such as in its tone (serious or satirical?), representativeness (is it part of a wider contemporary literature on the topic?), and character of the text itself (structure, authorship, and coherence). It is expected that this report will be written in prose form with careful consideration for grammar and structure – any assignment that fails to meet these standards will be penalized.

Prior to beginning the assignment, students must have their primary source selections approved by the instructor via email.

To assist students in the project, I will host a 10-minute workshop on how to use EEBO and some basic strategies for writing an effective analysis.

## **Secondary Source Analysis**

Due 14 June.

Students will select a secondary source from *History Today* and write a 1250-word (approximately 5 double-spaced pages) analysis. The selection may be any reading not used in class and that corresponds to the historical period and content in the class. Thus, an article on marriage in the seventeenth-century Holy Roman Empire is appropriate, but one on Toyotomi Hideyoshi's military strategy during the Sengoku Period in Japan is not – yet, a piece on Jesuit missionaries in sixteenth-century Japan is acceptable. Critiques will be assessed by three major

criteria: Identification of the argument in the article and its historiographical positioning; an assessment of the use of evidence and persuasiveness of the thesis; and quality of writing. Each essay should be in prose format and carefully edited.

Before writing the critique, students must have their articles approved by the instructor via email.

I will post a 10-minute video on how to access articles in *History Today* through the university library, and how to write a successful critique.

### **End-of-Class Big Question**

Due 23 June.

Instead of a final exam, this course will require students to write an essay that answers a big question posed at the end of the term. Students will select one question from a set of four that draw on different themes from the course and will have two weeks to complete an essay of no less than 2000 words and no more than 2500 words (approximately 8-10 pages). Each question must be answered using evidence from the lectures and readings in the course, and it is strongly suggested that additional primary sources from the Internet History Sourcebooks Project (<https://sourcebooks.fordham.edu/>). Students must write their essays in prose form, structured with a clear answer addressing the components of the question, and using the course materials as evidence with appropriate citations (in parenthetical format – i.e. Machiavelli, 17). Since a number of sources are required to answer the question, students must include a works cited page. This assignment is an opportunity for students to exercise skills developed in the previous assignments, such as the ability to identify a broad narrative, interpret primary sources and use them as evidence, and effectively integrate secondary sources into the discussion.

Along with the questions, I will post a 10-minute video introducing the assignment.

### **Inclusiveness, Accommodation, and Classroom Materials**

I strive to create a course that encourages an inclusive learning environment for people from different backgrounds and perspectives. Many of the assignments in this course ask you to explore a number of historical events and themes, and to engage with historiographical arguments. It is important for each student to feel comfortable to express their views in these assignments – I urge you to feel free to respectfully engage with the course materials, such as debating any of the historical interpretations in the *History Today* articles or advancing arguments that may challenge the views of historians (including myself). In fact, if done within the confines of an approach that is respectful, friendly, and evidence driven, I encourage you to do so, though I am also not suggesting that you argue for the sake of being contrarian; it is also possible to simply agree.

Should you have any conditions or circumstances that require accommodations, please contact Student Accessibility Services and me via email so that we can discuss reasonable measures to advance your potential to succeed in this course. Accommodations may include, but are not

limited to, temporary or ongoing disability (inclusive of physical and mental wellness), use of pronouns or names, or assistance with writing.

Materials in this course may not be distributed to third parties and are under the protection of copyright.

**This syllabus provides a general plan for the course. It may be necessary to deviate in some cases. If so, all changes will be announced and disseminated via email.**

## **COURSE SCHEDULE**

### **WEEK ONE**

7 May – Course Introduction; The Practice of History

### **WEEK TWO**

12 May – Church and State; Society in Late-Medieval Europe

- Readings: Harrison, “Description of England”; Spenger and Kramer, “Hammer of the Witches”; Jeremy Goldberg, “Girls Growing Up in Later Medieval England”
- Supplemental reading: Richard Almond, “The Way the Ladies Ride”

14 May – The Crusades; European Ideas of and Interactions with the Rest of the World

- Readings: Nicholas Morton, “Was the First Crusade Really a War Against Islam?”; “Advice for European Merchants Travelling to China”; Helen Wallis, “What Columbus Knew”

### **WEEK THREE**

19 May – The Black Death; Hundred Years War

- Readings: Boccaccio, “The Decameron,” “Ordinances Against the Spread of the Plague,”; Anthony Tuck, “Why Men Fought in the 100 Years War”; Ian Mortimer, “What Hundred Years War?”

21 May – Renaissance and Humanism; Age of Exploration

- Readings: Dale Hoak, “Witch-Hunting and Women in the Art of the Renaissance”; “On Learning and Literature”; “The New Education”; Helen Wallis, “The Portuguese Voyages of Discovery”; “Discourse on Western Planting”

**24 May – Primary Source Analysis due**

### **WEEK FOUR**

26 May – Reformations: Origins, Martin Luther, and Britain

- Readings: “Condemnation of Wycliffe and Wycliffe’s Reply”; Bridget Heal, “Martin Luther and the German Reformation”; “Against Catholicism”; “On Predestination”; “Act of Supremacy”; “Rules on Prohibited Books”; “Tridentine Creed”

28 May – A Prophecy Fulfilled? The Habsburg Empire; French Wars of Religion

- Sinclair Atkins, “Charles V and the Turks”; Robert J. Knecht, “The Murder of le roi Henri”

## WEEK FIVE

2 June – A Tale of Two Revolutions: Military and Scientific

- Readings: David Parrott, “The Military Revolution in Early Modern Europe”; Jeremy Black, “Was there a Military Revolution in Europe?”; “Revolutions of the Heavenly Bodies”; “Letter to the Grand Duchess Christina”; “First Book of Aphorisms”; “Discourse on Method”

4 June – Divine Right of Kings and Absolutism; The Thirty Years War

- Readings: Nicholas Henshall, “The Myth of Absolutism”; “True Law of Free Monarchies”; “A Speech to Parliament”; “On Social Order and Absolute Monarchy”; Peter H. Wilson, “Who Won the Thirty Years War?”

## WEEK SIX

9 June – The King is Dead: British Civil Wars; Long Live the King: Britain’s Limited Monarchy

- Readings: Jane Ohlmeyer, “The Wars of the Three Kingdoms”; “Leviathan”; Steve Pincus, “A Fight for the Future”; “English Bill of Rights”; “A Letter Concerning Toleration”; “Two Treatises Concerning Government”
- **Big Questions posted on D2L.**

11 June – The Age of Progress? Empire, Trade, and War; A Public Sphere? Society and Culture

- Readings: James Walvin, “Slavery and the British”; Frank Furedi, “The Media’s First Moral Panic”; Bevis Hillier, “The Mysterious Case of Elizabeth Canning”; R. C. Richardson, “A Maidservant’s Lot”

**14 June – Secondary Source Critique due**

## WEEK SEVEN

16 June (last classes) – The Enlightenment; Age of Revolutions

- Readings: Richard Whatmore, “Geneva’s Long Shadow”; “On the Forms of Government”; “Social Contract”; “Smallpox Vaccination in Turkey”; “What is Enlightenment?”; David Andress, “The French Revolution: A Complete History?”; “Declaration of the Rights of Women”; “Vindication of the Rights of Woman”

## WEEK EIGHT

## 23 June – Big Question response due

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### Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

### Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- **Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.
- Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>

**Writing:**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Please see [The History Student's Handbook](#).

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K](#).

**Academic Accommodations:**

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

**Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Other Useful Information:**

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:



- Wellness and Mental Health
  - Student Success
  - Student Ombuds Office
  - Student Union (SU) Information
  - Graduate Students' Association (GSA) Information
  - Emergency Evacuation/Assembly Points
  - Safewalk
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- **Department Twitter @ucalgaryhist**

*Spring 2020*