



UNIVERSITY OF CALGARY

HTST 201 – The History of Early Modern Europe Spring 2021

Instructor: Mr. Zach Bates

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

Class Time: Asynchronous. See below for more information (all times listed below are MDT).

Course Delivery: Online

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. They will analyze both types 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, understand some of the basic historiographical debates in early modern European 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 at the beginning of each week (Mondays), and students should watch them at their earliest convenience – see below for the course schedule and topics. There will be four lectures each week (approximately 30 minutes each), with the exception of the first week of classes, weeks four and five, and week eight. Every lecture will have a concluding question, which will serve as a prompt for a written response. You must choose two of the prompts each week and write responses. These responses are due in the course Dropbox by 5:00 PM on Sunday. Each week, you will also have a content quiz, which will test your knowledge of the material covered in the lectures; the quizzes will open on Thursday evening and are due every Friday by 5:00 PM.

Learning Technologies

Students must have access to D2L on a regular basis and the ability to view recorded lectures on their devices. It will be necessary for students to have reliable access to a PC or Mac with a broadband internet connection, the ability to download and view the course readings (or print them off for review), and the use of a reliable word processor in order to complete the weekly responses.

Communication

Should you have any questions or concerns, please feel free to email me (see above for my contact information). I will respond to most emails within 24 hours; if I have not responded after that point, please resend the email. I am also available to virtually meet via Zoom or Skype.

Expect weekly emails from me on Mondays to alert you to the week’s activities and assignments. Students should regularly check their emails (at least once a day) for any other communication from the instructor.

Feel free to use the discussions forums on D2L to ask any questions or communicate with your classmates.

Before asking any questions of the course content or materials, please review the syllabus and assignment guidelines (to be posted on D2L).

Readings

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

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 and answering basic questions about History as a discipline, see:

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

<https://arts.ucalgary.ca/sites/default/files/teams/29/history-students-handbook-2019.pdf>

Assignments and Grading

Weekly Quizzes – 15%

Lecture Responses – 25%

Mid-Term Project – 25%

End-of-Class Big Question – 35%

In addition to the brief descriptions below, I will upload assignment-specific instructions to D2L throughout the term.

Most assignments are to be uploaded via D2L through the Dropbox section. However, you will take the weekly quizzes on D2L.

Late Assignments

All assignments must be submitted on time or they will be assessed a late penalty. Extensions must be requested prior to the due date, and will not exceed one week unless there are compelling circumstances.

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).

With the exception of the Big Question, no assignments will be accepted after June 13.

The weekly quizzes must be completed by 5:00 PM each Friday and may not be submitted late.

Lecture Responses

Due weekly. Must be uploaded to Dropbox on D2L by 5:00 PM on Sundays.

Each lecture will end with a concluding question that requires a written response. Students must choose two of the prompts each week that most interests them. Using materials from the lectures and the readings, students will write a 200-word (approximately one double-spaced page) response. 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. Please do not greatly exceed the word limit (i.e., keep the responses under 400 words).

Weekly Quizzes

Due weekly. Posted in the Quizzes section on D2L on Thursday evening, and due by 5:00 PM on Fridays. Each quiz is timed and must be completed in one hour.

Each week, students will take a short quiz based on the lecture materials. The questions will consist of multiple-choice and true-false responses, and the best way to prepare is to view each lecture.

Mid-Term Project

Due June 6 (by the end of the day, 11:59 PM).

Students will choose one of the two topics – the Scientific Revolution or the Military Revolution – and complete a project on their chosen topic. Both assignments involve completing a worksheet with a series of questions. For both topics, you will receive a list of readings that will be used in answering the questions, which will require written responses of 2-3 paragraphs each. These responses should use evidence from the readings and demonstrate knowledge of the course materials. The project on the Military Revolution will be more focused on two scholarly articles and the debates surrounding the impact of this event; the project on the Scientific Revolution will be more focused on engaging with primary source materials from the sixteenth and seventeenth centuries. The worksheets will be available on D2L on Friday, May 28.

End-of-Class Big Question

Due June 23 (by the end of the day, 11:59 PM).

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 you may use additional primary sources from the Internet History Sourcebooks Project (<https://sourcebooks.fordham.edu/>) be considered for use. 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.

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

May 5 – Course Introduction; The Practice of History

May 7 – Quiz 1 due

May 9 – Response 1 due

WEEK TWO

May 10 – 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”

May 12 – 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”

May 14 – Quiz 2 due

May 16 – Responses 2 and 3 due

WEEK THREE

May 17 – 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?”

May 19 – 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”

May 21 – Quiz 3 due

May 23 – Responses 3 and 4 due

WEEK FOUR

May 24 – No class; university holiday (Victoria Day)

May 26 – 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”

May 28 – Mid-Term Project worksheets posted to D2L, and Quiz 4 due

May 30 – Response 5 due

WEEK FIVE

May 31 – 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”

June 2 – 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”
- **Big Questions posted to D2L**

June 4 – Quiz 5 due

June 6 – Mid-Term Project and Responses 6 and 7 due

WEEK SIX

June 7 – 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?”

June 9 – 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

June 11 – Quiz 6 due

June 13 – Responses 8 and 9 due

WEEK SEVEN

June 14 – 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”

June 16 (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”

June 18 – Quiz 7 due

June 20 – Responses 10 and 11 due

WEEK EIGHT

June 23 – Big Question response due

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

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).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

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](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, 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: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [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. Please see the [University of Calgary copyright page](#).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and

addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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
- Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

SpSu 2021