

NCSU, Department of History

**From Renaissance to Revolution:
The Origins of Modern Europe
HI 209**

Withers Hall 140 / Tuesdays & Thursdays 10.15-11.30 am

Course Web Page on WolfWare in Moodle

Instructor

Dr. Verena Kasper-Marienberg, Assistant Professor of History

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Office Hours: Wednesdays 10-12 am or by appointment. For an appointment outside of office hours, please email me 24 hours in advance or arrange an appointment after our scheduled class time.

Teaching Assistant: Kelsey Horn

Office Hours: Thursday 2-4 pm or by appointment

Course Prerequisites

There are no prerequisites for this course.

Course Description

Exploration of the political, economic, social, and cultural history of Western Europe during an intense and exciting period of transition from a medieval to a modern

world. Topics to be discussed include Renaissance art and philosophy; the printing revolution and the French Revolution; climate change and economic dislocation; witch craze; religious reforms and religious wars; commercialization; navigation; empire; slavery; the new science; and new ideas about democracy, equality, and modernity.

Class time will be structured as a combination of instructor presentations and seminar-style in-depth sessions related to weekly readings of secondary literature and primary sources. Weekly reading assignments, writing responses, preparation of one study-session with a summary paper, and two exams will constitute the main components for grading. Our understanding of early modern history will be enriched by two out-of-class events: we will watch a movie on a historical event of the early modern period, and students will visit individually or in groups the early modern collections at the North Carolina Museum of Art. Both events will be followed up by assigned writing responses.

The instructor reserves the right to make changes to the syllabus, including topics, readings, etc., when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

Learning Objectives

- Students will learn to narrate the major changes and continuities in history from the medieval to the modern period.
- Students will explore in depth primary sources & artifacts.
- Students will be able to articulate central historical questions in early modern history and make historical arguments in response to these questions from primary sources.
- Students will be able to name and explain major events of the European early modern period and their participants

- Students will better understand the intellectual discipline of history as a study of continuation and change over time and will be exposed to different methods and subfields in the discipline such as political, religious, cultural, institutional, and legal history.
- Students will refine their critical thinking and writing skills.

GEP Humanities and Global Knowledge Objectives and Learning Outcomes

This course fulfills the NCSU GEP Humanities and Global Knowledge requirements.

Each course in the humanities category of the General Education Program will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

By the completion of the semester students will be able to:

1. Identify the major political, economic, social and cultural forces that have shaped the development of Europe. [satisfying Objectives 1, 2]
2. Evaluate the kinds of oral, written and visual primary sources historians rely upon to reconstruct history in different periods and places. [satisfying Objective 2]
3. Critique the persuasiveness of interpretations of past or current world events. [satisfying Objectives 2, 3]
4. Produce an original historical argument grounded in primary source evidence that meets the standards of the historical discipline. [satisfying Objective 3]

Each course in Global Knowledge will provide instruction and guidance that help students to achieve goal #1 plus at least one of #2, 3 or 4.

Required Readings

We will work closely with the following textbook (available for purchase from the NCSU Bookstore):

Merry E. Wiesner-Hanks. *Early Modern Europe 1450-1789*. 2nd edition. (Cambridge: Cambridge Univ. Press, 2013)

Further assigned readings (available on Moodle) come from

John P. McKay et al. *A History of Western Society*. 12th edition. (Boston/New York: Bedford/St. Martin's, 2017)

Carlos M.N. Eire. *The Early Modern World, 1450-1650*. (New Haven/London: Yale University Press, 2016)

Primary sources will be continuously posted on Moodle throughout the semester.

The instructor will also give further reading recommendations during class for voluntary readings that can deepen the understanding of discussed topics.

Course Requirements

Participation and Attendance	10%
Reading Quizzes	10%
Mid-Term Exam	20%
Event Responses	20%
Primary Source Discussion and Paper	20%
Final Exam	20%

Attendance and Participation (10%)

Students are required to attend every class. Roll will be taken at each class meeting. Excused absences are permitted only for documented medical or family emergencies. For the NCSU attendance policies, see <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>. If a student anticipates an absence or has an emergency absence that is excusable under the University's guidelines, they should inform the instructor and/or teaching assistant in advance or within one week after the emergency, and provide proper documentation. If a student has more than two unexcused absences from class, two points will be deducted from their end-of-semester grade for each additional unexcused absence.

Attendance at the movie screening is required, but because it might be held outside scheduled class time, there will be an assigned alternative activity if a student is unable to attend.

Students are expected to arrive in class having studied the material and be prepared to actively engage in class discussions. Students are responsible for printing and bringing printouts as requested by the instructor. No laptops or other electronic devices are allowed during class time unless agreed upon with the instructor.

If you have a particular problem with voluntary participation (social anxiety, etc.), or an especially difficult time dealing with being suddenly called upon, please advise the professor during the first two weeks. Your request will be fully honored, and, if appropriate, another method of personal evaluation, agreed upon by both you and the professor, might be put into place.

Assessment of Class Participation:

You will be graded both on the frequency and the quality of your participation; attendance is clearly important for participation.

A: Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.

B: Student is usually prepared, responds when called on and volunteers on occasion.

C: Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.

D: Student is unprepared, inattentive, never volunteers, or comes to class late.

F: Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Reading Quizzes (10%)

Occasional short quizzes will serve to examine students' recall and understanding of key facts and concepts provided in the assigned textbook readings.

Mid-Term Exam (20%)

The mid-term exam will cover the topics of units 1-7 including readings from primary sources. In order to pass, it is crucial that students take good notes during class as well as read carefully through the instructor pdfs and summary papers of class discussions.

Event Responses (20%)

Two out-of-class events (movie and museum) will each be followed up by a written reflection (2-3 pages, double-spaced) to be posted on Moodle as an assigned response. The responses on the movie will be due 48 hours after the screening. The response on the museum visit is due by April 2, 2020 but can be posted on Moodle any time before.

The visit to the NC Museum of Art has to be planned individually and students must provide their own transportation. Plan ahead, potentially with other participants of

the class, how and when you can visit the museum. You can find all information for visitors of the museum at www.ncartmuseum.org/visit. Note that the museum admission for the permanent collections is free, tickets for the changing exhibitions are not required for this assignment.

Primary Source Discussion and Paper (20%)

While each session will contain the discussion of primary source material related to the topic, we will have several in-depth sessions devoted entirely to primary sources (see course calendar for dates). Students will have to sign up for one of these in-depth sessions within the first two weeks of classes, and will be assigned to one primary source by the instructor.

Students are responsible for preparing a 10 minute class discussion based on their assigned primary source which includes a short introduction about the relevance, historical context, and content of the source, as well as guiding questions for the class discussion. Students have to post a written source paper (5 pages, double-spaced) about their primary source on Moodle, due by April 14, 2020 at the latest. Both paper and presentation will require students to integrate knowledge from the lectures with factual evidence from the primary sources and to produce an original and coherent historical argument that conforms to the standards of the discipline.

Final (20%)

The final exam will cover the topics of units 8-13 including readings from primary sources. In order to pass successfully, it is crucial that students take good notes during class as well as read carefully through the instructor pdfs and summary papers of class discussions.

Grading Scale

A+	97-100	B-	80-82.9	D	63-66.9
A	93-96.9	C+	77-79.9	D-	60-62.9
A-	90-92.9	C	73-76.9	F	0-59.9
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		

Course Calendar

Units	Dates 2020	Topic	Textbook Chapters
Intro	Tue, Jan 7	Syllabus, Sign-up for Study Sessions	
Unit 1	Thu, Jan 9 & Tue, Jan 14	Intro – what is early modern Europe? Renaissance Italy	Wiesner-Hanks 2013, ch. 1 & 4 exam-relevant pages ch 1: 27-34, ch 4: 138-143
Unit 2	Thu, Jan 16 & Tue, Jan 21	Encounters with the New World – Spain & Portugal	Wiesner-Hanks 2013, ch. 7 exam-relevant pages ch 7: 263-272
Unit 3	Thu, Jan 23 & Tue, Jan 28	Reformation, Schism, and the Peasant War - Holy Roman Empire <i>Tue, Jan 28 – Study Session</i>	Wiesner-Hanks 2013, ch. 3 & 5 exam-relevant pages ch. 3: 94-98, ch. 5> 166-174, 183-186
Unit 4	Thu, Jan 30 & Tue, Feb 4	Religious Violence and Wars Religious Wars – France 30 Years War – Central Europe/Sweden <i>Tue, Feb 4 – Study Session</i>	Eire 2016, ch 12 exam-relevant pages ch.12: 533-542
Unit 5	Thu, Feb 6 & Tue, Feb 11	Absolutism - France Ottoman Wars – Ottoman Empire, Habsburg <i>Tue, Feb 11 – Study Session</i>	McKay et al. 2017, ch. 15 exam-relevant pages ch 15: 484-492
<p>Tue, Feb 11 - Movie Screening and Discussion at NCSU, 5-7.30 pm “The Return of Martin Guerre” (Vigné, 1982, French with English subtitles) ☛ Event Response (Movie) due Thu, Feb 13 7.30pm</p>			

Unit 6	Thu, Feb 13 & Tue, Feb 18	Civil War - England Enlightenment Politics – Europe 7years War and Global Dissolution – Poland, Russia <i>Tue, Feb 18 – Study Session</i>	McKay et al. 2017, ch. 16 exam-relevant pages ch 16: 532-538
Unit 7	Thu, Feb 20 & Tue, Feb 25	American & French Revolution – France, North America Napoleon & Vienna Congress – Europe <i>Tue, Feb 25 – Study Session</i>	McKay et al. 2017, ch. 19 & 21 exam-relevant pages ch. 19: 612-618, ch. 21: 684-689
Unit 8	Thu, Feb 27 & Tue, Mar 3	Individual, Family, & Society <i>Tue, Mar 3– Study Session</i>	Wiesner-Hanks 2013, ch. 2 & 8 exam-relevant pages ch. 2: 53-58, ch. 8: 296-301
☛ Thu, Mar 5, Midterm			
Mon, Mar 9 – Fri, Mar 13 No classes (Spring break)			
Unit 9	Tue, Mar 17 & Thu, Mar 19	Economy & Technology <i>Thu, Mar 19, Study Session</i>	Wiesner-Hanks 2013, ch. 6 & 12 exam-relevant pages ch. 6: 210-216, ch. 12: 466-469, 484-487
	Tue, Mar 24 & Thu, Mar 26	Mar 24, Collecting, collections and museums - guest lecture K. Horn Mar 26, NCMA museum visit	TBA
Unit 10	Tue, Mar 31 & Thu, Apr 2	Culture & Intellectual Life <i>Thu, Mar 31, Study Session</i>	Wiesner-Hanks 2013, ch. 10: exam-relevant pages ch. 10: 373-381
☛ Event response (Museum visit) due Thu, Apr 2			
Unit 11	Tue, Apr 7 & Thu, Apr 9	Minorities & Marginalized Groups <i>Thu, Apr 9, Study Session</i>	Wiesner-Hanks 2013, ch. 11

			exam-relevant pages ch. 11: 420-427
Unit 12	Tue, Apr 14 & Thu, Apr 16	The Noble Court and Changing Concepts of Power	Wiesner-Hanks 2013, ch. 9 exam-relevant pages ch. 9: 347-358
☛ Primary Source Paper due Tue, Apr 14 Please bring a paper copy to class!			
Unit 13	Tue, Apr 21 & Thu, Apr 23	Global Connections and Colonialism Q&A for Final Exam	Wiesner-Hanks 2013, ch. 13 exam-relevant pages ch. 13: 519-530
Tue, Apr 28, 9-11 am, 140 Withers ☛ Final Exam			

Policies

1) Electronic Devices

Until further notice, electronic devices are not permitted in the classroom.

2) Late Written Work and Incompletes

During the semester, if a student requires additional time for a written assignment due to documented medical or family emergency reasons, an extension may be negotiated with the instructor before the due date. At the end of the semester, students who have incomplete work may fail in the course, unless they work out a plan-of-action with the professor for finishing incomplete work.

3) Academic Integrity

It is the understanding and expectation of the instructor that submission or posting of any written assignment means that the student neither gave nor received unauthorized aid. The University policy on academic integrity can be found in the Code of Student Conduct: <https://studentconduct.dasa.ncsu.edu/academic-integrity-overview/>

4) Students with disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919- 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

5) Personal information

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact the instructor if you wish to be referred to using a name and/or pronoun other than what is listed in the student directory.

Students may be required to disclose personally identifiable information to other students in the course via electronic tools like email or web postings when relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

6) Diversity and Learning

This course strives to be an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. Expressions or actions that disparage a person's gender identity and expression, race, ethnicity, disability, culture, religion, sexual orientation or age will not be tolerated at any time.

7) Student Ombuds

The Student Ombuds is a confidential resource (to the extent allowable by law), that provides a sounding board to discuss concerns related to your university experience - be they academic, personal or interpersonal, if it is important to you, it is an issue you can discuss with the Ombuds. The Student Ombuds provides information, discusses university policies and procedures, and helps students navigate their time at NC State. You can learn more about Student Ombuds Services and schedule an appointment by visiting ombuds.ncsu.edu/

8) Food & Housing Insecurity

Any student who faces challenges securing food and/or housing or has other financial challenges and believes this may affect their performance in this course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can learn more about the Pack Essentials program and available resources by visiting <https://dasa.ncsu.edu/pack-essentials/>

9) Counseling Center

The Counseling Center counsels NC State students experiencing personal, academic or vocational problems. Walk-in appointments available.
<https://counseling.dasa.ncsu.edu/>

10) Career Counseling for CHASS Majors

The University Career Development Center includes services exclusively for CHASS majors. Courtney Jones (Email: cgjones5@ncsu.edu) and Sarah Wild (Email: swild@ncsu.edu) are your career development contacts. The Career Development Center also offers daily drop-in hours where you can see an on-call career counselor for a 15-minute meeting. Hours are Monday – Friday 11 a.m. to 2 p.m. during the fall and spring semesters, when classes are in session. No appointment needed. Check out the extensive web site at https://chass.ncsu.edu/career_services/

Be sure to sign up for ePack to learn about internships, jobs, and career events and to use the online appointment service. The center is located in 2100 Pullen Hall, with parking available in the Dan Allen deck.

11) Writing & Speaking Center

Writing is a complex skill that requires long practice and training. The mission of the writing center "is to support NC State undergraduate students who are working to improve their writing and speaking skills. Many visit Writing and Speaking Tutorial Services during their first-year composition courses. Others discover us while preparing work for other courses. Still others present themselves with proposals, presentations, grants, research papers, reports, articles, application essays, resumes, or business letters."

Visit them on the web at:

<https://tutorial.dasa.ncsu.edu/wsts-overview-programs/wsts/>