# History 102: Europe 1300-1700

Block 5, 2018-2019

Law Hall 121

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Office hours: Usually Monday-Thursday 2-3 pm. I’ll announce exceptions in advance as much as possible.

## Overview

This course is an exploration of European history during a pivotal period of change, an era that saw significant cultural, social, and economic transformations. In this class, we’ll examine some of the large-scale questions of history, such as: What effect did the Black Death have on European society? What constituted the Renaissance (and why is the term problematic)? What led to the Reformation of the church in this era? We’ll also touch on topics such as the exploration of the Americas, history of science, and fears of witchcraft. To help us think about these questions, we’ll examine examples of literature, art, letters, religious treatises, and legal documents from the era, and we’ll consider some of the methods that historians use to understand and interpret the past.

## Course meetings

Unless otherwise noted, this course will meet every weekday at 9 am, typically ending between 11 am and 12 pm. Since this course meets fewer hours during the block than the typical course at Cornell, students should understand that the out-of-class work expectations will be high. Please refer to the description of assignments and readings below, and to separate assignment descriptions, for details. Please bring the assigned readings with you to class so that you can refer to them during discussions.

## Texts

The following books have been ordered at the college bookstore:

* Jonathan W. Zophy, *A Short History of Renaissance and Reformation Europe: Dances over Fire and Water*. 4th edition, Pearson/Prentice Hall, 2009.
* Merry Wiesner-Hanks. *The Renaissance and Reformation: A History in Documents*. Oxford University Press, 2011.
* Alison Brown. *The Renaissance*. 2nd ed. Longman, 1999.
* Julia Conaway Bondanella and Mark Musa, eds. *The Italian Renaissance Reader*. Penguin, 1987.
* Hans J. Hillerbrand, ed. *The Protestant Reformation*. Harper Perennial, 2009.

In addition to these books, sources and articles will be posted to Moodle. **These are also part of the required reading**; you should bring these with you to class.

## Goals and Objectives

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, communication, and intercultural literacy.

* Identify people, events, and ideas that shaped European culture in the 14th-17th centuries. (Knowledge)
* Critically read and analyze historical sources. (Inquiry, Intercultural Literacy)
* Develop and support interpretations of historical texts, both verbally and in writing. different interpretations of the past. (Communication, Inquiry, Intercultural Literacy)
* Interpret the past in terms of concepts like cause and effect, or continuity and change over time. (Inquiry)

## Resources

Please ask me any questions you may have about the course, the assignments, or the subjects we’re studying. I am regularly available in my office and through email.

The library’s resources include reference works (specialized dictionaries, encyclopedias, and other books that can’t be checked out), scholarly books and journals (which can be checked out), and electronic databases (which help you find materials that the library doesn’t own). Any of the librarians on staff can help you find things in the library.

The consultants at the Writing Studio can provide assistance with developing your reading and writing skills.

## Assignments and Evaluation

More detailed descriptions of these assignments and how they will be evaluated can be found on separate pages.

Participation: (10%) Ideally, the classroom is a collaborative space, in which students and professor all can learn from one another. To this end, participation is part of the final grade. Participating in class means not just attending class, but engaged listening, taking notes, asking questions, and contributing to group discussions and activities. Your participation grade will be based on my observation of your activity in class on a daily basis. (Knowledge, Communication)

Reading responses: (10%) This course is reading intensive, and some of the course material may be difficult to read. It is vital, however, that you make the effort to engage with and reflect on the reading. To prepare for class discussion, a short response on the day’s reading assignment is due via Moodle at 8:30 am on the day of class. This response should consist of a paragraph analyzing the day’s reading and a discussion question. We will use some of the questions generated in our class discussions; you should be prepared to discuss the question you posed. You should write a series of ten reflections over the course of the block.

The purpose of this assignment is to encourage careful reading and thoughtful reflection on the reading. Responses will be graded credit/no credit. If the responses do not demonstrate a thoughtful reading of, or direct references to, the assigned material, or the questions do not require thoughtful reflection on the material, you will not receive credit. While I do not give detailed feedback on all responses, I will inform you if you are not receiving credit and offer suggestions on improving. (addresses goals of Knowledge, Intercultural literacy, Communication)

Map test: (10%) A basic knowledge of geography is important to understanding history. This test will ask you to locate European regions, cities, and physical features on an outline map of the continent. (Intercultural Literacy, Knowledge)

Essays: (20% each) These assignments ask you to discuss and interpret historical sources to support an argument. (Inquiry, Intercultural literacy, Communication)

Final exam: (30%) The final exam for the course will be a take-home exam that asks you to synthesize material we’ve explored during this course. The questions for this exam will be made available by the last Sunday of the block, and the exam will be due at noon on the last Wednesday of the block. (Inquiry, Knowledge, Intercultural literacy, Communication)

## Schedule of Readings and Other Assignments

The following schedule may be changed if I believe it necessary. Any necessary changes will be discussed in class and posted to the course’s Moodle site.

For each date, read the indicated texts **before** that morning’s class.

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| Date | Topic | Reading assignments (read these before class) | Other assignments |
| Jan. 14 | Class introduction; European society in 1300 |  |  |
| Jan. 15 | The Black Death and its impact on Europe | Zophy: pp. 1-32  R&R ch. 1  Materials on the Black Death (Moodle) |  |
| Jan. 16 | Europe in the age of Warfare and Schism | Zophy: pp. 32-47  Excerpts from Froissart’s *Chronicles*; the Trial of Joan of Arc (Moodle) |  |
| Jan. 17 | Family & society | Zophy: pp. 48-57  IRR: Alberti  R&R ch. 4 and 5  Letters, wills, and other documents (Moodle) |  |
| Jan. 18 | Politics | Zophy: pp. 57-70  R&R ch. 2  IRR: Castiglione, Machiavelli | **Map test** |
| Jan. 21 | Inventing the Renaissance | Zophy: pp. 71-74  Brown: pp. 1-29  Italian Renaissance Reader: Petrarch and Boccaccio | **Essay #1 due at 11 pm** |
| Jan. 22 | The Renaissance beyond Italy | Zophy: pp. 74-87  Brown: pp. 30-100  IRR: Pico della Mirandola  Other selections from Renaissance authors (Moodle) |  |
| Jan. 23 | Renaissance art | Zophy: pp. 87-119  R&R ch. 3  Vasari’s *Lives of the Artists* (Moodle)  IRR: Leonardo | Look at Renaissance art (website link from course site) |
| Jan. 24 | A New World | Zophy: pp. 129-140  R&R ch. 9  Additional sources (Moodle) |  |
| Jan. 25 | Renaissance and religion in the North | Zophy: pp. 120-129, 141-163  R&R ch. 6 (to p. 94)  Works of Erasmus (Moodle)  Protestant Reformation, pp. 3-24 |  |
| Jan. 28 | Martin Luther | Zophy: pp. 164-180  PR pp. 25-65 | **Essay #2 due 11 pm** |
| Jan. 29 | The Peasants’ War and the spread of the Reformation | Zophy: pp. 181-200  PR pp. 73-122 |  |
| Jan. 30 | The Swiss Reformers | Zophy: pp. 200-228  R&R ch. 8  PR pp. 150-172, 205-218, 230-254 |  |
| Jan. 31 | The Reformation in England | Zophy: pp. 229-253  PR pp. 277-326 |  |
| Feb. 1 | Catholic reforms | Zophy: pp. 254-268  R&R pp. 96-99  Catholic reform documents (Moodle) |  |
| Feb. 4 | Fear, belief, and skepticism | Witchcraft documents (Moodle)  Excerpts from the work of Galileo and others (Moodle) |  |
| Feb. 5 | Legacies of the Reformation | Zophy: pp. 269-318  PR pp. 327-336 |  |
| Feb. 6 |  |  | **Final exam** |

## Policies

Disabilities: My goal is for every student to have the opportunity to succeed in this course, and I am happy to make reasonable accommodations for students with disabilities. College policy requires that all accommodated disabilities be documented with the Coordinator of Academic Support, and that the instructor be notified within the first three days of class. Therefore, please contact me as soon as possible if you need accommodations. The official college policy follows:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Electronics: All electronic devices need to be used in a way that is not disturbing or distracting to yourself or others. This means that all devices should be turned off or silenced during class, including cell phones. While I am willing to allow the use of laptops and tablets to take notes during class, I reserve the right to ask you to put them away if they seem to be an excessive distraction to you or anyone else. (Remember that students sitting beside or behind you can likely see your screen.) Please avoid texting or checking your social media during class.

Submitting assignments: Most written assignments should be turned in electronically, through Moodle. Daily responses should be posted to the appropriate Moodle forum; for other assignments, I will create links on the Moodle site for you to use in submitting your work. Please use Microsoft Word format (either .doc or .docx files are fine), or save your work as a .rtf or .pdf file. I cannot always access files in other formats (Mac users, please take note); it is your responsibility to give the work to me in a form I can read. Please do not send me work via email unless I have specifically given permission for you to do so.

Absences: Attending class, by itself, does not count as part of your grade. Participation does, which means you should be not only present in class, but prepared, engaged, and contributing to classroom discussion and other activities.

I understand that sometimes you may have to miss class due to illness or other issues. Missing up to two classes will not affect your participation grade. If you are missing class due to an athletics or other co-curricular obligation, please inform me as soon as you are aware of the upcoming absence. In other circumstances, I appreciate your informing me of your absence as a courtesy.

If you miss class, you should complete all assigned work for that day, obtain notes for the missed class from a classmate, and then meet with me if you wish to discuss what you missed.

Academic honesty: It is the expectation of the college that you will conduct your studies with integrity. This means that you need to both complete your own work, and give credit to others whose work influenced you. The following is the official college policy:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

In this course, the consequence of plagiarism is grade of 0 on the assignment. Remember that it is normal and appropriate to benefit from the ideas of other people; what is important is to give credit to others when it is due. If you are uncertain of how or when to cite something, or are not sure you understand what an assignment is asking for, **talk to me about it.**

## Explanation of Grade Scale

I use the following standards to assign letter grades to major assignments. Plus and minus grades indicate variation within each category. Each assignment description will also contain an explanation of its specific criteria for evaluation.

* F: Work which does not meet the basic requirements of the assignment, including work which is incomprehensible, or which ignores the assignment instructions and course topics. Plagiarized work will receive an F.
* D: Work which completed the assignment in a perfunctory way, but which shows no evidence of original thought, is very difficult to understand, or contains serious factual errors.
* C: Work which shows an understanding of the factual content of the course and an acceptable effort at original thinking. Writing may be awkward and poorly organized, but I can still understand it. Factual mistakes are common or easily understandable.
* B: Good work, which contains clear original thinking, a solid understanding of the factual content of the course, and has few errors in writing.
* A: Exceptional work, which demonstrates a mastery of factual course content, original thinking, sophisticated handling of historical evidence, and lively, skilled writing.