

**History 208: Early Modern Europe, 1300-1789 (Chilliwack)**  
**Winter 2010, Dr. Alisa Webb**  
[Alisa.Webb@ufv.ca](mailto:Alisa.Webb@ufv.ca)  
**Office: TBA**  
**Office: Abbotsford, D3104, TBA**  
**Also available by appointment**

**Content:**

History 208 examines the dynamic period from the late Middle Ages through to the French Revolution. Particular attention will be paid to the social, political, religious, economic, cultural, and intellectual transformations that occurred throughout Europe. Key topics will include the Renaissance, the Reformation, the Ancien Regime, the Scientific Revolution, and the Enlightenment. Overarching topics of consideration will include gender and state.

Emphasis in the course is placed on developing students oral and written skills. Students will be expected to read, discuss, and analyze primary and secondary sources. Active student participation is a fundamental part of the course, as reflected in the evaluation criteria.

**Grading:**

In-class Writing Assignment	10%
Primary Document Analysis	15%
Midterm Exam	20%
Historiography Essay	25%
Final Exam	20%
Participation	10%

**Texts:**

1. Brian Levack, *The Witch-Hunt in Early Modern Europe*, 3<sup>rd</sup> Edition, 2006
2. Machiavelli, *The Prince*
3. Online/reserve readings – weekly – of primary documents
4. Mary Lynn Rampolla, *Pocket Guide to Writing in History*, 4th ed.

**Prerequisites:** None

**Participation:**

Participation is an essential part of the learning process. You will learn and retain more if you engage in the readings, lectures, and discussion. I will make every attempt to ensure a wide range of activities for students to participate in. Here are some tips for making the most of your participation:

- Read with discussion in mind. Try to determine what the author is trying to say (the thesis) and what evidence is given to support the thesis. This will help make our classes more productive and will go a long way in preparing you for your exams.
- Prepare questions out of your reading. Were there parts that you did not understand? Did you have problems with the central arguments of a document? Were you curious about how themes within the reading linked to larger issues? Write down anything that comes to mind when reading and bring up relevant comments and questions in class.
- If you are struggling with participating in class, please see me early on. I want you to be successful!

Your participation mark is based on your weekly contributions in both small and large group settings, as well as your attendance. If you are not present, you cannot participate. **Each student is granted one non-penalized absence. Each subsequent absence, regardless of reason, will result in a ½ mark deduction from the final participation mark.**

**Plagiarism:**

Plagiarism is a serious offence and, in some cases, could result in your expulsion. Read and familiarize yourself with the University's policies regarding plagiarism, as outlined in the school calendar. Make sure that you carefully document all sources in your written work, unless otherwise indicated. Do not copy a friend's work; do not download papers off the internet; do not use the same paper for 2 or more classes; do not copy words directly from a text without stating where they are from; do not adopt another's ideas without giving credit for them. Your academic future depends on a strict adherence to these guidelines. If in doubt, please contact me.

If I detect plagiarism, the following will occur:

1. The paper in question will receive a '0' and depending on the degree of plagiarism, the student will either be warned or the incident will be reported to the university.
2. If a second incident occurs, the student will receive a '0' for the course and the transgression will be reported to the university, resulting in a permanent notation in the student's academic file.

**Weekly Syllabus:**

**All weekly reading assignments are provided on a supplemental handout.**

<b>Week One:</b> (January 13)	Course Introduction Setting the Scene
<b>Week Two:</b> (January 20)	The Middle Ages
<b>Week Three:</b> (January 27)	Crisis and Renewal
<b>Week Four:</b> (February 3)	The Church
<b>Week Five:</b> (February 10)	The Renaissance <b>In-Class Writing Assignment</b>
<b>Week Six:</b> (February 17)	<b>No Class – Reading Break</b>
<b>Week Seven:</b> (February 24)	The Reformation and Religious Dissent <b>Due: Primary Document Analysis</b>
<b>Week Eight:</b> (March 3)	<b>Mid-Term Exam</b>
<b>Week Nine:</b> (March 10)	Economic Expansion and Exploration
<b>Week Ten:</b> (March 17)	The Rise of the Sovereign State; Wars of Religion
<b>Week Eleven:</b> (March 24)	Popular Culture and Early Modern Society
<b>Week Twelve:</b> (March 31)	The Witch Trials
<b>Week Thirteen:</b> (April 7)	Absolutism and Constitutionalism
<b>Week Fourteen:</b> (April 14)	The Enlightenment <b>Due: Historiography Paper</b>

## Assignments:

### In Class Writing Assignment: (10%) – Week 5 (February 10)

Students will write a short, in-class paper on Machiavelli's *The Prince*. You will be expected to analyze a particular quote or idea from the book. In addition, you will need to consider this quote or idea in relation to the larger themes and ideas of the book. This is a **closed-book** assignment.

### Document Analysis: (15%) – Due Week 7 (February 24)

For this assignment, students will examine the documents on “The Reformation” answering the following questions in a short essay:

1. Why were people critical of the Catholic Church? What criticisms did they make? Who, specifically, was criticizing the Church?
2. What were the central ideas of Protestantism, **shared** by the various Protestant groups?
3. What were the specific ideas of the Protestant sects (Lutheranism and Calvinism), as reflected in the documents?
4. How did the Catholic Church respond to Protestantism?
5. Comment on why you think the Reformation occurred when it did.

Points to remember:

- Your response must be submitted in a well-argued essay.
- Your essay must be firmly grounded in the primary documents through the use of **direct quotations** from the **primary** sources.
- You may use secondary sources (1-2) if you need additional context to help you understand the Reformation. You must cite these. You **MAY NOT** use encyclopedias, Wikipedia, or other such content. You may use scholarly works on the Reformation. Remember, these should only be used for context; your analysis of the documents is to be the most important part.
- You do not have to use **all** of the documents on The Reformation. Answering the above 5 questions is fundamental; you are not offering a summary of each piece.

**Specifics:** 3-4 double-spaced pages (or 750-1000 words) – This does not include your notes OR your bibliography OR your title page  
Chicago Style citation (endnotes or footnotes) WITH bibliography

### Historiographical Paper on the European Witch Trials: Due Week 14 (April 14)

Historians often argue from different perspectives, arriving at different conclusions. The witch trials, which plagued early modern Europe, are one such controversial event. The central task for this assignment is to consider differing historical arguments regarding the trials. Using the assigned book for the course as your starting point, you are expected to find two additional **scholarly** articles, books, or book chapters, writing a paper that

explores the different ways that scholars have interpreted the witch trials. Considering the following questions will aid your analysis:

1. Why did the witch trials occur when they did?
2. Why did the trials stop when they did?
3. Why did the witch trials happen? What was occurring in Europe that may account for them?
4. Who was persecuted and who was primarily responsible for identifying and punishing witches?

The central points that you identify will depend on the sources that you choose. Your goal is to find common thematic areas between the historians. For example, all will likely posit an opinion on why they think the trials occurred when they did. They will also likely consider why they suddenly ended. Use these common themes and issues to explore the similarities and differences in the arguments.

#### **Further guidelines for the assignment:**

Students are expected to use **direct quotations** to support their arguments, citing these as **footnotes**. A style guide will be submitted in class.

**Additional sources are necessary for this assignment.** Two additional scholarly works are required to supplement the book we read for class.

Remember, this is not a book review; you **MUST** compare and contrast how three different historians approach the witch trials.

The guidelines and expectations of this assignment will be discussed further in class to ensure that students fully understand their objectives and goals.

**Specifics:** 6 double-spaced pages (approximately 1250 words) – This does not include your notes OR your bibliography OR your title page  
Chicago Style citation (footnotes or endnotes) with a bibliography

#### **Late Papers/Assignments:**

The due dates for assignments are all provided at the very first class. Extensions will not be granted except in cases of extreme need (i.e. hospitalization, death of a family member, etc.). All extensions requested within 24 hours of the assignment deadline will be refused. For each day that your paper is late without permission you will lose half a grade. A 'B' paper, for example, will become a 'B-', with a subsequent half-grade deduction for each subsequent day that the paper is late.

### **Communication:**

I make every effort to be prompt with communications. Emails are generally answered within 24 hours. It can be difficult, however, for me to get voice mail in a timely manner. Email is the preferred way to contact me.

In addition, I maintain course information at [my.ufv.ca](http://my.ufv.ca). There, under our course name, you will find a number of materials to help you with the course. These include:

- A copy of the course syllabus
- A complete list of all primary readings for the course, with linkable entries
- Lecture supplements
  - o These follow the line of the lecture, allowing you to fill them in as we go. They are not necessarily provided every week. If one will be available, you will be able to access at least 2 days before class.
- Handouts from class
  - o I will bring all handouts to class. If, however, you miss a class, you can access them online.
- Links
  - o Links will be posted for the Writing Centre, for example.
- Important information regarding class
  - o If I have to cancel a class or if a class has been cancelled due to weather, it is your responsibility to check [my.ufv.ca](http://my.ufv.ca) for important information regarding the missed class. This will include how we will be dealing with the missed material and what you need to do with any possible assignments due that class.
- Notices and announcements regarding upcoming History events
  - o I encourage those of you on the Student Union to also post announcements regarding upcoming events at the site.

Here's to a great semester! :o)

## Department of History University of the Fraser Valley

Students registered in history courses should be aware of the following Department and institutional policies:

### Audit Policy

A student may change to audit status no later than the fourth week of class. The instructor reserves the right to change the audit grade to an NC if the student does not meet the requirements as listed in the UFV Calendar. As stated in the 2007/2008 UFV online Calendar, ([www.ucfv.ca/calendar](http://www.ucfv.ca/calendar)) under "Registration", "An audit student is required to attend at least 80% of classes and participate as a regular class member, but does not normally complete class assignments or examinations".

### Plagiarism Policy

As stated in the 2007/2008 UFV online Calendar ([www.ucfv.ca/calendar](http://www.ucfv.ca/calendar)) under "Regulations and Policies", "Plagiarism is considered a serious breach of student conduct. Students should be aware that UFV has policies regarding academic dishonesty, including plagiarism and cheating. The policy defines plagiarism as follows:

Plagiarism occurs when a student presents work or data as original when part, or whole, was written or composed by someone other than the student.

Plagiarism occurs when paragraphs, phrases, sentences, or ideas within the work are taken from another source without referencing or citing the author.

UFV Policy 310.12 states: When an instructor has evidence of plagiarism or cheating by a student, the instructor is entitled to assign a score of zero with the first incident, and to issue a written notice that any further incident will result in the student being required to withdraw from the course. With any further incidents of plagiarism or cheating, the student may be required to withdraw formally from the course.

It is the student's responsibility to provide adequate references in all written work. Information about when and how to cite may be found in Mary Lynn Rampolla, *Pocket Guide to Writing in History* (Boston: Bedford/St. Martin's Press, 2004).

### Student Attendance Policy

UFV Policy 210.01 states: Instructors are entitled to require that students attend classes on a regular basis and to deal with irregular attendance, including tardiness, by assigning reduced grades, requesting a student to withdraw officially from a course, or by imposing other appropriate penalties (such as make-up assignments, etc.). Instructors are expected to advise students of penalties for lack of attendance in the course outline handed out the first day of class.

### Grade Scale

<b>A+</b>	95 – 100	<b>B+</b>	80 – 84	<b>C+</b>	65 – 69	<b>P</b>	50 – 54
<b>A</b>	90 – 94	<b>B</b>	75 – 79	<b>C</b>	60 – 64	<b>NC</b>	0 – 49
<b>A-</b>	85 – 89	<b>B-</b>	70 – 74	<b>C-</b>	55 – 59		

### Student Electronic Devices in the Classroom

The use of student electronic devices in the classroom (laptops, cell phones, hand-held communicators, etc...) will be determined by individual instructors on the first day of classes. If the use of electronic devices is permitted, they may only be used for course-related purposes, as directed by the instructor.

### Recommended guide to historical writing:

Rampolla, Mary Lynn. *Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's Press, 2007.

The Writing Centre also offers a variety of different writing guide handouts (i.e. MLA, APA, Chicago Style).

### Message for students interested in continuing their studies in SFU's PDP program:

If your intention is to apply to SFU's PDP program, Secondary School option, please be advised that you will be expected to have completed specific history courses.

The advisors at UFV can help you ensure that you are not caught at the end of your BA without the appropriate courses. Make an appointment to meet with an Educational Advisor in Student Services at the Abbotsford campus, B214, 604-854-4528, or the Chilliwack campus, 604-795-2808.