

History 543.01W

Colloquium in Early Modern European History

Summer II 2015

Instructor: Dr. Judy Ann Ford
Office Location: SS 113
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COURSE INFORMATION

Materials--Required:

Jonathan Zophy, *A Short History of Renaissance and Reformation Europe*, 4th ed (Pearson, 2008).
ISBN-13: 978-0136056287

T. F. Earle and, K. J. P. Lowe, eds., *Black Africans in Renaissance Europe*, reissue edition (Cambridge University Press, 2010). ISBN-13: 978-0521176606

Andrew Pettegree, *Reformation and the Culture of Persuasion* (Cambridge University Press, 2005).
ISBN-13: 978-0521602648

Kathryn A. Edwards and Susie Speakman Sutch, trans., *Leonarde's Ghost: Popular Piety and the Appearance of a Spirit in 1628*, Sixteenth Century Essays and Studies, 82 (Truman State University Press, 2008). ISBN-13: 978-1931112796

Daniella Kostroun, *Feminism, Absolutism, and Jansenism: Louis XIV and the Port-Royal Nuns*, reprint ed. (Cambridge University Press, 2014). ISBN-13: 978-1107674905

Holly Tucker, *Blood Work: A Tale of Medicine and Murder in the Scientific Revolution* (W. W. Norton & Company, 2012). ISBN-13: 978-0393342239

Paul Kléber Monod, *Solomon's Secret Arts: The Occult in the Age of Enlightenment* (Yale University Press, 2013). ISBN-13: 978-0300123586

Course Description:

This course provides an introduction to the wide range of research questions and historiographic debates which occupy historians who study Europe from approximately 1500 to 1789. Readings will concentrate on the Renaissance, the Reformation, the growth of absolutism, the Scientific Revolution, and the Enlightenment.

Student Learning Outcome:

1. Students will demonstrate the ability to research and write a thesis-driven paper on some aspect of Early Modern Europe.

COURSE REQUIREMENTS

Attendance and Participation

To simulate a classroom environment, students are required to participate in asynchronous class discussions, which are worth 30% of the course grade.

Each week, two or three discussion threads will open on Monday morning at 9:00 AM. In most cases, the prompts will be questions or comments I make regarding the assigned reading for that week. Again, in most cases, the prompt will be my only participation in the thread.

For full credit, students must make a substantial post a minimum of three times in each thread. Of the three minimum posts, one must be a response to the prompt and two must be responses to other students' posts.

Your response to the prompt must be made by midnight on Thursday. Your responses to other students' posts can be made at any time prior to the thread's closing. In weeks one through four, threads will close at midnight on Sunday; in week five, the threads will close on midnight on Thursday (because the course ends on Thursday).

Students must make substantive remarks in their three required posts. Substantive means that a student's initial answer to the prompt is lengthy enough to answer the question using evidence from the reading assignments and that the student's responses to classmates are thoughtful and engaging—that is, more than a one- or two-sentence response. This assignment is on-going, which means that students should log in daily, or nearly daily, to read their classmates' responses and post replies to those comments, and students should not wait until the final day of the discussion to post their comments. That delay is not conducive to accomplishing the mission of a class discussion.

I will use the following rubric to grade class discussions:

20-25 points = Contributions are factually accurate, prompt, timely and balanced throughout the assigned discussion period, devoid of irrelevant personal opinions; student asks questions and answers inquiries.

15-20 points = Posts are generally accurate but lack analysis or miss significant points; not among the first students to post comments; interacts with only a few classmates.

10-15 points = Comments reflect a lack of critical analysis and/or contain factual inaccuracies; participation is spotty; picks and chooses topics to get involved in; offers short, perfunctory postings when prompted; takes limited initiative

Below 10 points = Student demonstrates very little understanding of the material; makes short, irrelevant remarks; does not participate regularly.

In addition to the three required posts, students may post as many times as they wish, and may choose to make these extra posts non-substantive (for example: “I agree with Suzie!”)

One last note on participation: students often possess the idea that the study of history is about finding the correct answers. To be sure, facts are absolute when they consist of something tangible that everyone can verify (dates, names, laws, etc.). The study of history, however, does not begin and end with facts but uses factual events as a framework for analyzing the hows, whys, and effects of those events. In other words, a law establishes something and that’s important, but why did legislators vote for the law, how did they view the law, and what effect did the law have on people and the nation at large? These are the questions that historians debate, and I expect students to debate them in the class discussions. Do not feel pressure to agree with your classmates; you can disagree with them if you have historical evidence—not simply your opinion—to support your conclusions.

Late Work

Unless something really catastrophic has happened, late work will not be accepted in the discussion threads. Late papers, on the other hand, as they don’t detract from the quality of the class experience for the other students, are more likely to be accepted with slighter reasons. In either case, please email me to let me know what is going on.

Assessment

A. Participation

There will be twelve threaded discussions: two in weeks one, two and four; three in weeks three and five.

B. Essay One

Students will write an essay comparing and contrasting two of the chapters in Earle and Lowe, ed. The essay should be four to five pages long in 12 point font, double-spaced, with one-inch margins. In addition to the four to five pages of text, there should be a cover page with NO numeration. There should be no bibliography. Notes should be in parenthetical format.

This essay is due at midnight, **Friday, July 24th**, in the drop-box.

C. Essay Two

Students will write an essay evaluating the impact of popular beliefs in the supernatural on receptivity to reformed theology and practice in sixteenth and seventeenth century Europe based on the arguments and evidence in Pettegree and Edwards & Speakman Sutch, eds. The essay should be five to six pages long in 12 point font, double-spaced, with one-inch margins. In addition to the five or six pages of text, there should be a cover page with NO numeration. Notes should be in parenthetical format.

This essay is due at midnight, **Friday, July 31st**, in the drop-box.

D. Essay Three

Students will write a research paper analyzing any aspect of the the Renaissance, the Reformation, the growth of absolutism, the Scientific Revolution, or the Enlightenment in Europe.

The essay should be nine to eleven pages in 12 point font, double-spaced, with one-inch margins. In addition to the nine to eleven pages of text, there should be a cover page with NO numeration. There should also be a bibliography.

Notes should be in Turabian footnote or end note format; bibliographic entries should be in Turabian bibliographic format. Do not title your bibliography “Works Cited,” title it “Bibliography.”

The essay is due **Thursday, August 13th**, at midnight, but may be submitted without late penalty through noon on Sunday, **August 16th**.

GRADING

| | |
|---|-------------------|
| Participation | 300 |
| <i>12 threaded discussions @ 25 points each</i> | |
| Essay One | 200 |
| Essay Two | 200 |
| Essay Three | 300 |
| | <hr/> |
| | TOTAL 1000 points |

The grading scale used for this course is as follows:

| | | |
|---------------|---|---|
| 900-1000 | = | A |
| 800-899.9 | = | B |
| 700-799.9 | = | C |
| 600-699.9 | = | D |
| 599.9 or less | = | F |

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to:

<http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number

4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

If you cannot see me during office hours, please send me an email so that we can make an appointment. I am quite happy to see students at any time as long as I don't have a prior commitment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask me.

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will

help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

A&M-Commerce will comply in the classroom, and in online courses with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

Please try to complete the readings in a timely manner so that you are prepared to participate in the discussions.

WEEK ONE: The Renaissance and Reformation

Readings: Zephy, *A Short History*

Assignments: Two threaded discussions

WEEK TWO: The European Renaissance in Global Perspective

Readings: T. F. Earle and, K. J. P. Lowe, eds., *Black Africans in Renaissance Europe*

Assignments: Two threaded discussions;
Essay One is due at midnight, **Friday, July 24th**, in the drop-box.

WEEK THREE: Reformed Religion Meets Popular Belief

Readings: Andrew Pettegree, *Reformation and the Culture of Persuasion*; and
Kathryn A. Edwards and Susie Speakman Sutch, trans., *Leonarde's Ghost*

Assignments: Three threaded discussions
Essay Two is due at midnight, **Friday, July 31st**, in the drop-box.

WEEK FOUR: Gendered Responses to French Absolutism

Readings: Daniella Kostroun, *Feminism, Absolutism, and Jansenism: Louis XIV and the Port-Royal Nuns*

Assignments: Two threaded discussions

WEEK FIVE: The Cultures of Scientific Experimentation and Enlightenment

Readings: Holly Tucker, *Blood Work*
Paul Kléber Monod, *Solomon's Secret Arts*

Assignments: Three threaded discussions
Essay Three is due **Thursday, August 13th**, at midnight, but may be submitted without late penalty through noon on **Sunday, August 16th**.