

HST102: History of Western Civilization: Medieval to Early Modern Europe II (14471)

Portland Community College: Winter 2012; M/W 11:00-12:50, SS 109

Instructor: Sylvia Gray

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Web Page: search for my name on mypcc and click on the web icon next to it

Office: Syl SS 215, H77; Office Hours: W/Th 10:00-11:00; M-Th 1:00-1:30; Th 2:00-3:00

If these times are difficult for you, I will be happy to work out an alternative and mutually agreeable time.

Western Civilization: Medieval to Early Modern Europe studies the High Middle Ages and early modern Europe, including the Renaissance, Reformation, Scientific Revolution, Enlightenment and the French Revolution. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended Outcomes for the course

- Articulate an understanding of key events in the late medieval and early modern history of western Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization.
- Recognize the different groups that interacted in late medieval and early modern Europe in order to evaluate and appreciate their historical contributions to western civilization
- Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.
- Communicate effectively using historical analysis.
- Connect the past with present-day events to enhance contemporary understanding and encourage civic activities

Required Texts [Note: Copies of Levack and Perry are on reserve in the library]:

Levack, Brian, et al. *The West: Encounters and Transformations*. New York, New York, 2011. PCC Custom Edition. ISBN 978-0-558-84434-9 [Note: other similar Western Civ textbooks will be fine.]
Perry, Marvin, et al. *Readings in Western Civilization II: Medieval to Early Modern*. Cengage Learning 2010. ISBN: 978-1-111-63345-5 [Note: older versions of *Sources of the Western Tradition.: From Ancient Times to the Enlightenment. Volume I*. (Houghton Mifflin) may substitute.]

Voltaire. *Candide*. Dover Publications, 1991. ISBN 0486266893.

Two Blue Books for exams.

Evaluation (see below for more exact descriptions of each assignment):

Required:

30 each Two exams, weighted equally

5 Historical Shapes Assignment

10 Essay on *Candide*

REQUIRED but flexible points for the remaining 25

5 each Short essays worth five points

5 Time Line representing the periods and topics covered in this course

5 each Attend an approved event, watch related movie (only one), and/or watch related documentary (two max) and response paper for each

10 Oral presentation

25 Service Learning Project

Extra Credit Possibilities: Up to 10 points of extra credit possible. Do more of any of the above.

Attendance and Grading Policy: Absence can affect your grade negatively. Lateness is not encouraged but is preferred to absence. It is your responsibility to withdraw from this course if you do not finish.

Participation and Respect: Appropriate participation can affect your grade positively. There may be film worksheets, in-class writes, and small group or general group discussions in class. These discussions will be exploratory, and you should feel free to express your opinions as long as you remain respectful of

Plagiarism: All written work in this course must be your own, and if you quote, use quotation marks and

Students with Disabilities: If you need special consideration because of a disability, please contact the office for Students with Disabilities (503-977-4341) and talk to me early in the term.

Estimated Course Schedule (changes will be announced in class and by email)

Week I (January 9 and 11)

Subject: Introduction; High Middle Ages

Readings: *The West* 10; *Readings* 8

Video: *Cathedral*

Week II (**January 17-no class – MLK Day**; January 18) (**Shapes Assignment due January 18**)

Subject: High Middle Ages

Readings: *The West* 9, pp. 288-296; 10, continued; *Readings* 8, continued

Video: *Islam, Empire of Faith*

Week III (January 23 and 25)

Subject: Medieval West in Crisis

Readings: *The West* 11; *Readings* 8, continued

Video: *Medieval Conflict: Faith and Reason*

Week IV (January 30 and February 1)

Subject: The Renaissance

Readings: *The West* 12; *Readings* Chapter 9

Video: *Masters of Illusion*

Week V (February 6 and 8)

Subject: Global Encounters and Empires

Readings: *WC* 13 and 18 to page 574; *Readings* 11 through p. 359

Video: *500 Nations: Clash of Cultures*

Week VI (**February 13, Midterm** and 15)

Subject: The Reformation

Readings: *WC* 13; *Sources* Chapter 10

Video: *Printing Transforms Knowledge*

Week VII (February 20 and 22)

Subject: Reformation, continued, and the Catholic (Counter-) Reformation

Readings: *The West* 14; *Readings* 10, contd.; and pp. 359-365

Video: *Matter of Conscience: Henry VIII and Thomas More*

Video: *The Puritan Revolution: Oliver Cromwell*

Week VIII (February 27 and 29)

Subject: Absolutism and the Scientific Revolution

Readings: *The West* 16 and 17; *Readings* 11 (from p. 365) and 12

Video: *Versailles: the Visit*

Video: *The Beginnings of Modern Science*

Week IX (March 5 and 7) (**Essay on *Candide* due March 7**)

Subject: The 18th Century and the Enlightenment

Readings: *The West* 18 from p. 579 and 19; *Sources* 13

Week X (March 12 and 14) (**Time-line, Service-Learning, Events, Movies, Docs due March 14**)

Subject: The French Revolution

Readings: *The West* 20; *Readings* 4

Final Exam: 11:00-1:00 Monday March 19

Historical Shapes Assignment (Required; 5 points): (due January 18)

Part A: Star: Literal Aspects

Purpose: Before trying to discover the historical significance of a primary source, it can be useful to pin down the literal meaning and historical context of the piece. The elements are often interrelated, and this is why the pentad is a good approach.

Process:

- Choose a primary source from the reading assignments.
- As you read the preliminary editorial comments and the primary source itself, take notes for each point on the star (see below). Be sure you can provide evidence for each of your statements
- Draw a big star and label each corner:
 - Title of the primary source (It helps to know the name of things)
 - Who (Who's involved here?)
 - What (This should be meatiest: summarize in a sentence or two what the primary source is all about)
 - When (Time period)
 - Where (Location/setting),

Part B: Triangle: Historical Significance

Purpose: This step asks you to go beyond the literal meaning and context in order interpret the document.

Process:

- Draw a triangle!
- Take the same primary source, but this time labels should be:
 - Purpose (Why do you think this was written?)
 - Omissions (What topics or issues were ignored or left out?)
 - Significance (In what way is this document historically important?)

Part C: Circle: Reflection

Purpose: This step asks you to summarize your findings and personalize the experience

Process:

- Draw a circle – we're pulling things together now!
- Write a few lines on the following:
 - Summarize your findings: what it is and what it means.
 - Do the issues represented by this document correspond to present day issues? Elaborate.
 - Describe one way in which this document sparked your interest, addressed an issue of importance to you – or write another personal reflection.

Required: Response essay to *Candide*, by Voltaire. Due March 7. 10 points

(Late papers will be docked 1point; if you do not complete the essay, you will forfeit one point from your final grade.) This is a very famous satire, and indeed one of the most famous things Voltaire ever wrote.

As you read the book, **ask yourself these questions:**

- Who or what is he attacking?
- Is Voltaire fairly representing the people and institutions he attacks? Does he make good points?
- In what ways would the church and state authorities have a problem with this work?
- Did he ignore any facts in his quest to write a scathing satire?
- In Voltaire's "best of all possible worlds" – what would the world be like?

Write a 3-4 page essay based on your reading of this work. Your essay must include:

- A bit of historical context
- A theme to follow or a point to make. You may use the above questions as a starting point, or you can creatively come up with your own focus. **Do not just talk randomly about things you noticed: stick to a theme.**
- Quotations from the primary source (*i.e. Candide*) to support your comments. Please make a formal citation listing the book. Consult: http://www.pcc.edu/library/research/how_cite.html
- Your personal reaction to the book.

Papers will be graded on:

- Fulfilling all aspects of the assignment
- Grammar, punctuation, organization, good writing
- Creative thinking

Instructions for Short Essays (Read this before you begin!!!)

- I will accept papers up to one week later than the due date. After that they will only receive 2.5 points.
- One and one half pages, typed, double-spaced, essay number at the top of the page.
- ***Cite at least one reference from a primary source taken from the *Readings in Western Civilization II* text.** [A primary source is something that was actually written during the time period we are studying, not things written by modern scholars.] Using the footnotes or introductory remarks for clues, try to figure out who really wrote whatever you are quoting and what it is. Please refer to the title of the individual document and/or author, and the page number in our text. For example: (Martin Luther. *Against the Thievish, Murderous Hordes of Peasants* 319). [**For our own class purposes**, you do not need to include the full title of our source book, since all your citations will be coming from it. Be aware that this is not the full-fledged citation you would typically include in a formal research paper.] You may use the *Western Civilizations* text to help you as well. If you quote anything verbatim, be sure to include that citation as well.
- **Evaluation:** 5 points for good analysis, arguments, references, presentation, spelling, and grammar. It goes down from there, **but you may always redo papers, taking my comments into account.** Assuming your essay is improved, I will raise your grade. Attach second draft to the first paper. **If you neglect to cite a primary source, you will not receive more than 3 points.**

Essay # 1 (Due January 18)

Explain why the Crusades were considered proper and positive by Medieval people.

Essay #2 (Due January 23)

Argue for or against: The intellectual awakening in the High Middle Ages was inspired by the church.

Essay #3 (Due January 25)

Argue for or against: The Black Death truly undermined European culture

Essay #4 Due February 1)

Argue for or against: While Renaissance men did not overtly rebel against the church, they undermined the church's teaching in subtle ways.

Essay #5 (Due February 8)

Argue from a Spaniard's viewpoint why Spain was justified in exploring and exploiting the New World. Then rebut it.

Essay #6 (Due February 20)

Argue for or against: The Reformation was really a socio-political movement and religion simply served as the excuse.

Essay #7 (Due February 27)

What can account for the witch craze in Europe?

Essay #8 (Due February 29)

Argue for or against: Given the times, absolutist rulers were absolutely essential.

Essay #9 (Due March 5)

Argue for or against: The Scientific Revolution really did not undermine Christian beliefs in any way.

Essay #11 (Due March 12)

Argue for or against: During the Enlightenment, people were finally able to think freely and rationally.

Essay #12 (Due March 14)

Argue for or against: The French Revolution was the great culmination of truly enlightened thinking.

Oral Presentations and Approximate Week (These can be a lot of fun!!)

See the following list for possible topics. If you have a better idea, don't hesitate to bring it up. You are responsible to arrange a topic and a date with the instructor

Guidelines: About ten minutes. Include who, what, when, where, and historical significance.

Try to make it fascinating. One approach would be to go to an encyclopedia for the basic information, and then look somewhere else to find some interesting things about the topic.

Please hand in your notes and a source list. Be aware that anyone can edit Wikipedia, so if you use that as a source, I expect you to consult another as well. Whenever you cite an internet source, you must include the date you accessed the site.

Weeks 1 and 2

King John	Frederick II	Eleanor of Aquitaine	St. Louis
St. Francis	St. Bernard	Hildegarde of Bingen	St. Dominic
Waldensians			

Week 3

St. Thomas Aquinas	Dante	Boccaccio	Chaucer
St. Catherine of Sienna	Joan of Arc	Philip the IV (The Fair)	

Week 4

Leonardo da Vinci	Michelangelo	Botticelli	Bernini
Petrarch	Raphael		

Week 5

Queen Isabella	Henry the Navigator	Cortez	Magellan
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Week 6

John Huss	John Wycliffe	Erasmus	
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Week 7

St. Theresa of Avila	Loyola		
Queen Mary	Anne Boleyn	Sir Walter Raleigh	

Week 8

Catherine de Medici	Richelieu	Maria Theresa	Newton
Des Cartes	Sir Francis Bacon	Galileo	Tycho Brahe

Week 9

Bach	Mozart	Haydn	Diderot
Rousseau	Montesque		

Week 10

<i>Sans-Culottes</i>	Marie Antoinette	Robes-Pierre	Danton
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TimeLine (5 points) (due March 14):

This should be a visual representation of the time periods and empires we cover this term (i.e. from 1000CE to 1800CE). This assignment is to help you visualize the flow of history that we are considering. Do not just make a list with names and dates! Make it detailed enough to cover the periods but not so detailed that it confuses you. I grade on perceived usefulness and completeness, but I also take creativity into consideration.

Event, movie (only one) and/or related documentary (two max) (5 points each) (Due March 14):

Response papers must include details of the event, movie, or documentary, brief summary, a connection to this course, and your reaction. Attach a ticket or program if possible. Movies and documentaries should include comments about historicity and accuracy. Stay tuned for opportunities, or if you see something, bring it to my attention, please.

History Service Learning Project (25 points; Due March 14)

This project will require at least 10 hours of service at an approved site, an evaluation from the site, and a 3-4 page paper explaining what you learned and your reactions. You will also briefly tell the class about your experience. This can be a wonderful opportunity to both serve the community and learn some practical aspects of the discipline of history.

In some cases, these assignments can later be converted into "Co-op Education" agreements where one works for the organization and receives college credit from PCC

Projected Outcomes

- Gaining experience and knowledge in practical aspects of preserving or communicating history
- Contributing to the health of the community and the specific organization
- Reflecting on the experience and communicating it with others
- Enriching your history learning experience

Getting Started:

- Go to PCC's Service-Learning page www.pcc.edu/service-learning and click on "community connector"; "faculty"; "Sylvia Gray Western Civ." There will be a number of possible partner sites listed. Favorites have been the Oregon Nikkei Legacy Center; Washington County Museum, and newer partners are the Architectural Heritage Museum and Wings of Freedom. Finding a school where you can work with a history course is fine as well. ***You are ultimately responsible to find your own placement. You must do this early in the term.***
- When you contact the site, explain your goals based on the projected outcomes listed above, and explain any skills or schedule considerations you may have.
- Have an appointed supervisor sign the placement agreement at the beginning of your project, and return it to me as soon as possible. Make sure the supervisor understands the projected outcomes and has read the back of the agreement, especially the section delineating the obligations of the community site. Be sure your supervisor has clearly explained your duties.

Completing the Project:

- Complete at least ten hours of volunteer work. ***You should plan to act professionally and carry through with the commitment to your organization of choice, as your behavior reflects back not only on you, but also on PCC and the instructor.***
- When you finish your service, have the supervisor fill out the evaluation form.
- Write a 3-4 page essay which includes:
 - Description of the organization, its mission, and its core values (this may include its history, what services it provides, how it is funded, and how the organization plays a role in the larger community).
 - Description of your activities and role as a volunteer. Was your service valuable to the organization?
 - Discussion of how your activities related to Asia, and specifically how they may have intersected with this course.
 - Discussion of your own thoughts and feelings about the experience. What did you learn? Did you gain any insights? Did it change your outlook in anyway?
- Share your experience with the class in a brief presentation.

Midterm Study Guide HST 102

The midterm will consist of two parts:

1. Ten items, from which you will choose four to give a thorough identification, including who, what, when, where, and historical significance. Each will be worth a possible 10 points.
2. You will prepare for several essay questions, which I will give you in advance. I will choose one of them for you to write on during the exam..

Below are the large themes we have covered, and with each I have included a list of topics which are possibilities for the identification questions. (If someone has given a report on a figure or item which is not listed, or I have added another topic, you should add that to your list.) To study effectively, I suggest that you make a study guide for yourself, including “who, what, when, where, historical significance” for each item. (Some items will overlap, making things easier in spots.) This will prepare you for the identification section of the exam, and will also provide the specifics you can use to make your arguments in the longer essay. I also suggest that you read the “focus questions” in your text before each chapter to help you isolate important issues.

High Middle Ages

Henry II, King John, *Magna Carta*, Eleanor of Aquitaine, Troubadors and Courtly Love, Frederick II, Capetians; St. Louis (IX); Crusades; Population growth; Rise of cities; Guilds, Universities, Peter Abelard and Heloise, Scholasticism, St. Thomas Aquinas; Hildegard of Bingen, Cult of the Virgin; Lay Investiture Controversy; Thomas a Becket; Papal monarchy, Pope Innocent III, Fourth Lateran Council, Basic Catholic Doctrine; Cistercians, Carthusians, Waldensians, Cathars (Albigensians), Franciscans and Dominicans; Gothic Cathedrals; (basic knowledge of feudalism and manorialism is assumed);

Questions to consider: What were some of the general traits of this era? What were the basic values? What were changes and advances during this time period? What was the role of rulers? What was the role of the church? What was the relationship between church and state?

Disasters and Adjustments

Black Death, flagellants; popular uprisings: the Jacquerie, English Peasants’ revolt; Pope Boniface the VIII; Avignon Papacy; St. Catherine; Great Schism; Conciliarism; Council of Constance; John Wyclif and Lollards; Jan Hus; 100 Years War; Joan of Arc; Vernacular literature: Dante, Boccaccio, Chaucer, Christine de Pisan

Questions to Consider: What weakened the population of Europe by roughly 1300? How did people react to these disasters? How were Jews treated? What was the outcome of these difficulties for Europe?

Renaissance

Humanism; Florence; Medici; Petrarch; Neoplatonism; Machiavelli; Ideal of the Courtier; Renaissance Art: new techniques; Leonardo Da Vinci, Raphael, Michelangelo, Donatello (and any other figures on whom we have had presentations)

Questions to consider: What gave rise to the Renaissance? What was new about it? What was old? What kind of an impact did it have?

Commerce, Conquest, Exploration Mercantilism; Convivencia in Spain; Isabella and Ferdinand; Inquisition; Christopher Columbus; Hernando Cortes; Columbian Exchange; growth of

Questions to consider: What led to the great explorations? What were the results for indigenous peoples; for Europeans; for Africans?

Essay Questions for HST 102 Midterm

Section I (40% - allow about 5 minutes each during the exam)

There will be a choice of ten identifications, from which you will select four to write on. Please include who, what, when, where, and historical significance for each. Refer to the study guide for specific items to study.

Section II (60% - allow about 30 minutes during the exam)

I will choose two of these questions for the midterm, and you will write on one of them. Please prepare for all of them. Respond in essay form, **backing up your assertions with many specific examples from the readings, lectures, or films. The more specifics, the better the grade, providing that it all makes sense.** You may argue for or against, or you may modify the statements, as long as you address all implied issues.

- 1. During the High Middle Ages, church and state essentially worked well together, as everyone believed they should. (Be sure to include many examples pro and con, and explain the essential power of each.)**
- 2. The intellectual developments of the High Middle Ages were in direct opposition to the Catholic church's teachings. (Be sure to include new developments and important names and ideas.)**
- 3. While the Black Death was the most striking disaster of the 1300s, other difficulties also undermined society in subtler and yet devastating ways. (Don't forget church crises, wars, etc.)**
- 4. The Renaissance and the discovery of the Americas were both indications of a new, progressive mindset in Europe. (Include general attitudes, new ideas and discoveries, and include specific shakers and movers involved in each).**

Your grade will be calculated on the following basis:

- ❖ A Thorough essay reflecting what we have covered in class:
 - Addresses the statement fully
 - Backs up assertions with many specific examples drawn from the study guide
 - Includes proper chronology and general dates
 - Mentions primary sources
 - Manages to include tangential items
 - Shows evidence of thoughtful or creative analysis
 - Addresses objections that might be raised
- ❖ B Approaches A standards but lacks in some of the following aspects:
 - Number of specifics from study guide
 - Chronology and general dates
 - Tangential items
 - Complete, thoughtful or creative analysis
 - Addressing of objections
- ❖ C Shows evidence of familiarity with the topic but lacks
 - Many specifics
 - Good analysis
 - Addressing objections
- ❖ D Glimmers of evidence that some minimal information has made it through

Final Study Guide HST 102

[The final will be similar in format to the midterm, but you will have a longer time period in which to complete it.]

Reformation and Catholic Reformation

Renaissance Humanism: Erasmus, Sir Thomas More; Martin Luther, 95 Theses, “A Mighty Fortress is our God”; Diet of Worms; Printing Press; Indulgences; Augsburg Confession; Religious Peace of Augsburg, John Calvin, Huguenots, Geneva; Anabaptism; Council of Trent, Index of Forbidden Books, Ignatius Loyola and the Jesuits, St. Theresa of Avila; Henry VIII, Mary, Elizabeth, Act of Supremacy

Think on: What were the causes of the Reformation? Was the Catholic (Counter) Reformation a response to this or not? What were the results of this upheaval in Europe?

Religious Conflicts

Catherine De Medici, Huguenots, St. Bartholomew’s Day Massacre, Henry Navarre (IV), Edict of Nantes; Witch Craze; Thirty Years War, Treaty of Westphalia; Stuart England: Guy Fawkes Day; King James I; King Charles I: Puritans, Puritan Revolution (English Civil War), Oliver Cromwell, Restoration, Glorious Revolution of 1688

Think on: What were the assumptions that made people willing to kill for religion? Or were there other issues besides religion that informed these conflicts?

Absolutism

Divine Right, (King James), Thomas Hobbes, Cardinal Richelieu, Louis XIV, Versailles, War of the Spanish Succession, Treaty of Utrecht; Enlightened Absolutism: Frederick the Great in

Brandenburg/Prussia; Maria Theresa and the Austro-Hungarian Empire, Vienna: Bach, Haydn, Mozart

Think on: What was the rationale for absolutist rulers? Why were they effective? On what basis was this form of government attacked as time went on?

Scientific Revolution and Enlightenment

Medieval cosmology; Copernicus, Tycho Brahe, Kepler, Des Cartes, Bacon, Galileo, Newton; Philosophes, John Locke, Rousseau, Montesquieu, Voltaire, Diderot and the Encyclopedia, Salons, Deism

Think on: What was the importance of the various scientific discoveries? How did it attack old assumptions? How was the Scientific Revolution related to Enlightenment thought? How did Enlightenment thought affect society?

The French Revolution

Louis XVI and Marie Antoinette; Estates General, *cahiers*, Tennis Court Oath, National Constituent Assembly, Storming of the Bastille, Great Fear and August Decrees, Declaration of the Rights of Man and Citizen, March on Versailles, *sans-culottes*, Various Reforms, Marseilles, Declaration of Pillnitz, Commune, September Massacres; National Convention (Republic), Committee of Public Safety, Jacobins, Reign of Terror, guillotine, Robespierre, radical reforms, Directory [note: we will talk briefly on Napoleon but mainly leave him for next term]

Think on: What were the causes of the French Revolution? Why did it become so radical? Who did it represent? What changed as a result?

Final HST 102 Possible Questions

The test will be in the same format as the midterm.

Section II (60%)

I will pick one question from the following possible essay exam questions:

Please respond in essay form, backing up your assertions with specific examples from the readings, lectures, or films. The more specifics, the better the grade, providing that it all makes sense. You may argue for or against, or you may modify the statements, as long as you address all issues implied in the statement.

Question # 1

The Protestant Reformation undermined European society and culture and led to terrible warfare. (Be sure to include information about the Protestant Reformation, the Catholic Reformation, and the ensuing religious conflicts.)

Question #2

The English civil war of the 1600s proved once and for all that absolutism as a rationale for rule was invalid. If France had paid attention, it could have avoided the French Revolution. (Be sure to include info on the English civil war and the adjustments following; give various examples of absolutist rulers in Europe, and address the question of the French Revolution.)

Question #3

The Scientific Revolution and the Enlightenment finally brought reason to Europe and ended the bloody religious wars. (Give details on the Scientific Revolution and Enlightenment, and address the question of its impact on Europe.)

- ❖ Your grade will be calculated on the following basis:
- ❖ A Thorough essay reflecting what we have covered in class:
 - Addresses the statement fully
 - Backs up assertions with many specific examples drawn from the study guide
 - Includes proper chronology and general dates
 - Mentions primary sources
 - Manages to include tangential items
 - Shows evidence of thoughtful or creative analysis
 - Addresses objections that might be raised
- ❖ B Approaches A standards but lacks in some of the following aspects:
 - Number of specifics from study guide
 - Chronology and general dates
 - Tangential items
 - Complete, thoughtful or creative analysis
 - Addressing of objections
- ❖ C Shows evidence of familiarity with the topic but lacks
 - Many specifics
 - Good analysis
 - Addressing objections
- ❖ D Glimmers of evidence that some minimal information has made it through