

**HISTORY 101/23696: WESTERN CIVILIZATION II: RENAISSANCE TO 1789**

TR: 8:30-9:45 a.m.: CL13

**PROFESSOR:** Dr. Bonnie F. Saunders

E-mails: [bonniesaun@aol.com](mailto:bonniesaun@aol.com) and [bonnie.saunders@gmail.com](mailto:bonnie.saunders@gmail.com) -- if you e-mail me:

[1] write History 101 in the subject line; [2] write your name somewhere in the e-mail; and

[3] please do not send me an attachment. Please give me your e-mail address today; if you do not have one, get one free at GCC. I will e-mail you with any changes that occur in the Course Outline. If you are absent the day before a quiz or an essay exam, I will e-mail you to remind you.

**OFFICE HOURS:** In classroom before class or by appointment.

**SYLLABUS AND COURSE OUTLINE**

**TEXT:** Jackson J. Spielvogel. Western Civilization: A Brief History: Comprehensive Volume. 7<sup>th</sup> ed., 2011.

**COURSE DESCRIPTION:** Survey of the development of Western Civilization and its institutions from the Middle Ages, Renaissance, and Reformation through the Age of the Enlightenment.

**GENERAL OBJECTIVES:** Students will be expected to do the following:

1. Read and follow this Syllabus, attend class regularly, pay attention, and take notes on the lectures and discussions. Read the textbook assignments before class in order to discuss issues in class, demonstrating critical thinking.
2. Form educated opinions based on the facts. Write essay exams defending these opinions.
3. Read a historical novel set in Europe between 1450 and 1789. Write a short paper summarizing the novel and reacting to the novel.
4. Study the items in the Study Guide in preparation for objective quizzes.

**CONTENT OBJECTIVES:** Students will be expected to understand:

1. The economic and social realities in Europe from the late Middle Ages/early Renaissance to 1789.
2. The importance of medieval/Renaissance art and architecture.
3. The causes and impact of the Protestant Reformation and the Catholic Counter-Reformation.
4. The definitions and significance of various concepts: absolutism, capitalism, constitutionalism, deism, humanism, liberalism, mercantilism, rationalism, science, secularism.
5. The causes and impact of the European exploration of Africa, Asia, and the Americas from the 15<sup>th</sup> century through the 18<sup>th</sup> century.
6. The ideas of the Enlightenment and their impact on the American Revolution (especially the Declaration of Independence), the U.S. Constitution and Bill of Rights, and the modern western world.

**COURSE REQUIREMENTS:**

- 1.\*\*\*\*\* **Essay Exams: [50% of grade]** \*\*\*\*\*
  - a. \*\*\*\*\* **First Essay Exam: T:2/9** \*\*\*\*\*
  - b. \*\*\*\*\* **Second Essay Exam: R:3/11** \*\*\*\*\*
  - c. \*\*\*\*\* **Final Essay Exam: T:5/13 - 8:00-9:50 a.m.** \*\*\*\*\*
  - d. Do not cut an exam except in a verifiable emergency or by prior arrangement. In order to get a C or better in the course, you must take all of the essay exams. In order for me to arrange for make-ups, you must talk with me about your emergencies and absences and.

e. Throughout exams, you may have nothing on your desk

-2-

except writing implements and the paper that I will give you on which you will write your essays. You may not use any paper that I do not provide. ALL books, notes, and electronic equipment that you bring to an exam must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure that your eyes look only at your own paper. Cheating will result in a zero on the offending essay exam.

f. Tips on how to write a well-organized, fact-filled essay exam:

(1) My exam questions are in the form of quotes that I write: read the quotes carefully to make sure that you understand them.

(2) Make a brief outline of the relevant topics and stick to it throughout your essay.

(3) Be as specific and as comprehensive as possible: be sure to ANSWER THE QUESTION, THE WHOLE QUESTION, NOTHING BUT THE QUESTION.

(4) Be as bold and creative in your answer as you dare but you must be sure to deal with the issues in the questions: do not go off on a tangent or answer some other question.

(5) Most quotes will require you to make a judgment and/or state an opinion. Be sure to back up the judgment and/or opinion with solid facts and generalizations. Write a persuasive essay of at least three or four paragraphs. The important element of your essay is how well you defend your opinions, not whether or not I agree with you.

## 2. Attendance, and Class Participation:

a. You are expected to attend classes regularly. I take attendance. Perfect attendance will enhance your grade. Excessive (more than 2) unexcused absences will count against you. Regarding excused absences (illness, family problems, work problems, perhaps other problems), please talk to me about your emergencies and other legitimate reasons and I will not count them against you. If you must drop the course for any reason, please be courteous enough to let me know. Before Spring Break, I reserve the right to drop you from the course if you are absent for more than two class periods in a row without contacting me, especially if you miss a quiz or an essay exam. Before I drop you, however, I will always attempt to contact you by e-mail. After Spring Break, I will not drop you unless you request that I do so.

b. Be on time for class: if you are late, you will miss the roll-call and any announcements at the beginning of the class. If you arrive after I begin talking, please see me after class to make sure that I recorded your presence.

c. You are responsible for everything that is said in class: absences do not excuse ignorance. Ask me about what happened in classes you miss. **You are expected to pay attention to what is said in class and to take notes, as appropriate, on class lectures, films, and discussions.**

d. You are expected to pay attention to this syllabus: you are responsible for everything written herein. If you lose your syllabus, ask for another copy. **THIS SYLLABUS IS OF PARAMOUNT IMPORTANCE!!** Anything not mentioned herein shall adhere to the guidelines in the Student Handbook and Catalog.

e. **Since this course will be conducted by discussion as much as possible, it is imperative that students read the textbook ahead of time and be prepared for these discussions. Students are expected to participate in class discussions: ask and answer questions, discuss controversial issues, and form educated opinions.**

f. Chew gum only if you are too sleepy to pay attention otherwise!

g. Do NOT talk to your fellow students while I am talking – a pet peeve of mine. If you do not understand what I have said or if you have some other question about my lecture, ask me.

h. Turn off your cell phones and pagers when you enter the classroom – talk to me about your genuine emergencies or necessities and we can work something out.

i. In order to improve your studying, you may audio-tape the class discussions. You may use laptops to take notes but please do not use them in class for any other reasons -- I reserve the right to forbid use of laptops by students who abuse this privilege.

j. If you have a disability that may have some impact on your work

-3-

in this class and for which you may require accommodations, notify me and the Disability Center.

k. Any extra credit will enhance your Quiz Grade.

**3. \*\*\* Objective Quizzes: [25% of total grade] \*\*\***

a. On designated days, you will have objective quizzes on designated topics, based on readings, lectures, and class discussions. See the Course Outline below for dates and topics. In order to get a C in the courses, you must take all of the quizzes. In order for me to arrange for make-up quizzes, you must talk to me about your emergencies and absences. The Study Guide contains the answers to all of the quizzes that I give.

b. Throughout quizzes, you may have nothing on your desk except writing implements and the quiz papers themselves. ALL books, notes, and electronic equipment that you bring to a quiz must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure your eyes look only at your own paper. Cheating will result in a zero on the offending quiz.

c. Course content and timing of quizzes and exams may vary from this outline, but only if necessary..

**3. \*\* Book Review: [25% of grade] \*\***

a. No later than **\*\* T:3/30 \*\***, you will choose a historical novel set in Europe between 1450 and 1789 and show me the book.

b. **\*\*** You will write a Book Review on that historical novel.

[1] This Book Review is due no later than **\*\* T:4/29 \*\***.

[2] This paper will consist of a total of **3 paragraphs**:

[a] 1<sup>st</sup> paragraph: The historical setting or context.

[b] 2<sup>nd</sup> paragraph: A summary of the historical novel.

[c] 3<sup>rd</sup> paragraph: Your personal reaction toward the historical novel -- the most important paragraph.

[3] The final product will be typed, double-spaced, about 2-3 pages in length. For further information on the final product, please consult the section entitled "Specific Information on the Mechanics of Writing," at the end of this syllabus. The paper must include a title page, on which you must type your name and the full and correct citation of the historical novel: Author's Last Name, Author's First Name. Title of the Historical Novel. City of Publication: Publisher, date of publication. The content of this paper will count as 2/3 of the grade; the grammar/spelling/word usage will count as 1/3 of the grade. I will not accept the paper without the full citation on the title page.

**GRADING POLICY:**

***** Essay Exams	50%	*****
*** Quizzes	25%	***
** Book Review	25%	**

**COURSE OUTLINE:** In order for you to know what we will be talking about during each class period, it is imperative that you read the textbook assignments ahead of time and be prepared for the lectures and discussions. The page numbers given are in the textbook.

T:1/19 - EXPECTATIONS/EXPLANATIONS/INTRODUCTION - Handouts: Survey, Syllabus  
HISTORICAL BACKGROUND OF CHRISTIANITY

R:1/21 - BACKGROUND: ISLAM, 652-1100

- T:1/26 - LEGACY TO WESTERN CIVILIZATION OF THE ARAB/ISLAMIC EMPIRES
- R:1/28 - LATE MEDIEVAL/EARLY RENAISSANCE RELIGION AND CULTURE, 1000-1300  
**-4-**  
ROMAN CATHOLIC TROUBLES, 1300-1500 - Read: 206-209, 233-235
- T:2/2 - RENAISSANCE HUMANISM, ART, AND CULTURE, 1300-1500 - Read: 215-216, 222-226  
**Films:** "Early Renaissance" and "High Renaissance" (begin the latter)
- R:2/4 - RENAISSANCE HUMANISM, ART, AND CULTURE, 1500-1600 - Read: 226-230  
**Film:** "High Renaissance" (finish)  
**\*\*\* QUIZ:** Culture and Religion of the late Middle Ages/Early Renaissance \*\*\*
- T:2/9 - **\*\*\*\*\* 1<sup>ST</sup> ESSAY EXAM: Three Questions:**  
**Culture and Religion of the late Middle Ages to High Renaissance \*\*\*\*\***
- R:2/11 - PROTESTANT REFORMATION: MARTIN LUTHER, 1483-1546 - Read: 237-246  
PROTESTANT REFORMATION: ANABAPTISTS - Read: 246
- T:2/16- PROTESTANT REFORMATION: JOHN CALVIN, 1509-1564 - Read: 247-248
- R:2/18-PROTESTANT REFORMATION: HENRY VIII AND ELIZABETH I, 1521-1603  
Read: 246-247, 254
- T:2/23- ROMAN CATHOLIC COUNTER-REFORMATION, 1500-1650 - Read: 249-252
- R:2/25- RELIGIOUS WARS BETWEEN ROMAN CATHOLICS AND PROTESTANTS, 1550-1648  
Read: 252-256, 281-283
- T:3/2 - BAROQUE ART, 1600-1700 - Read: 296-391  
**Film:**  
SCIENTIFIC REVOLUTION, 1500-1700 - Read: 303-309, 313-316
- R:3/4 - SCIENTIFIC REVOLUTION, 1500-1700  
**Film:** on Scientific Revolution (begin)
- T:3/9 - SCIENTIFIC REVOLUTION, 1500-1700  
**Film:** on Scientific Revolution (finish)  
**\*\*\* QUIZZES:** Reformation Era and Scientific Revolution \*\*\*
- R:3/11-**\*\*\*\*\* 2<sup>ND</sup> ESSAY EXAM: Three Questions:**  
**Reformation Era and Scientific Revolution \*\*\*\*\***
- March 15-19 -- Spring Break -- no classes*
- T:3/23-MEDIEVAL FEUDALISM AND URBAN RENEWAL, c. 1200-1500  
Read: 146-148, 157-162, 216-219
- R:3/25-BUBONIC PLAGUE AND AFTERMATH, 1348-1400 - Read: 196-205

T:3/30-RENAISSANCE POLITICS AND SOCIETY, 1400-1600 - Read: 220-222, 230-233  
**\*\* Book Review: Choose book and show it to me. \*\***

R:4/1 - IMPACT OF EUROPEAN EXPLORATION IN AFRICA, ASIA, AMERICA, 1400-1600  
-5-  
Read: 258-273

T:4/6 - IMPACT OF EUROPEAN EXPLORATION IN AFRICA, ASIA, AMERICA, 1400-1600  
Read: 273-278

R:4/8 -ABSOLUTISM IN FRANCE: LOUIS XIV, 1643-1715 - Read: 280, 283-287

T:4/13-BASIC IDEAS OF THE ENLIGHTENMENT, 1687-1789 - Handout

R:4/15-ABSOLUTISM TO CONSTITUTIONALISM IN ENGLAND, 1603-1688  
THE ENLIGHTENMENT AND CONSTITUTIONALISM IN ENGLAND, 1688  
Read: 292-296

T:4/20-THE ENLIGHTENMENT AND THE AMERICAN REVOLUTION, 1763-1787  
Read: 343-345, 355-356

R:4/22-THE ENLIGHTENMENT AND THE ORIGINAL U.S. CONSTITUTION, 1787 - Read: 356

T:4/27-THE ENLIGHTENMENT AND THE BILL OF RIGHTS, 1791  
**\*\* Book Review Due. \*\***

R:4/29-THE ENLIGHTENMENT, THE U.S. CONSTITUTION, AND THE BILL OF RIGHTS

T:5/4 - IMPACT OF ENLIGHTENMENT ON THE MODERN WESTERN WORLD

R:5/6 - **\*\*\*QUIZZES: \*\*\* Medieval/Renaissance politics and economics, European exploration, absolutism in France, absolutism to constitutionalism in England, the ideas of the Enlightenment, the American Revolution, the U.S. Constitution and Bill of Rights.**

R:5/13-\*\*\*\*\* **FINAL ESSAY EXAM: 8:00-9:50 a.m. \*\*\*\*\* absolutism to constitutionalism in England, the ideas of the Enlightenment, the American Revolution, the U.S. Constitution and Bill of Rights.**

## **SPECIFIC INFORMATION ON MECHANICS OF WRITING**

-6-

A. Word Usage and Spelling: Proofread -- mechanics counts as 1/3 of the grade on your paper.

1. The word "only" should be closest to the part of the sentence that it modifies: PET PEEVE.
2. Do not mix up homonyms (i.e., there, their): Pet Peeve.
3. Do not mix up similar-sounding words that are not homonyms (i.e., were, where): Pet Peeve.
4. Do not use illiterate words (i.e., should of), colloquial language (i.e., couple of), contractions (i.e., it's), or the word "would."
5. Do not split an infinitive (i.e., to boldly go).
6. Make sure your pronouns match their antecedents.
7. Do not separate words at the end of the line.
8. In most cases, use past tense.
9. Vary your use of words, including the first word of a sentence.

B. Structure and Punctuation:

1. Sentences:
  - a. A sentence has a subject and a verb and expresses a complete thought. It does not
  - b. Do not end a sentence with a comma.
  - c. Do not end a sentence with a preposition.
  - d. Avoid dangling phrases.
2. Paragraphs:
  - a. Paragraphs deal with only one main subject.
  - b. The first sentence each paragraph should be the topic sentence.
3. Punctuation:
  - a. Commas separate dependent phrases from the main part of the sentence, words in a series from each other, and parts of dates from each other. Do not end a sentence with a comma.
  - b. Do not mix up the following:
    - [1] Semi-colons [;] separate complete and closely related thoughts.
    - [2] Colons [:] show that something is coming after.

