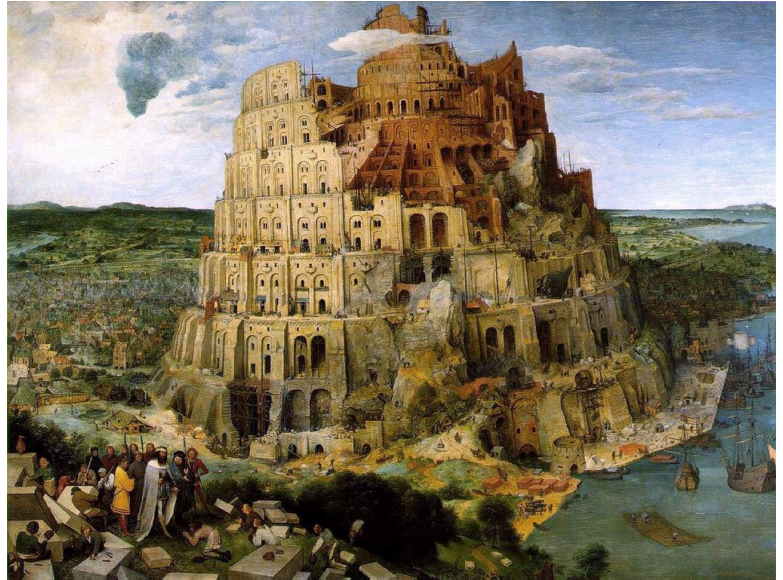


History 1130: Europe and the World 1200–1648

Instructor: Jesse Sadler
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Office: UNH 3432
Office Hour: Wednesday 1:00–2:00 and by appointment

Spring 2019
Location: UNH 3320
Monday and Wednesday 2:20–3:50

This course examines the dynamic transformation of Europe across four centuries of social, cultural, political, and economic change. The course begins with the development of an urbanized Europe increasingly linked by commercial exchanges but still dominated by a rural society of lords and peasants. We follow the changing social relations and growth of state and religious institutions in what is known as the High Middle Ages until its close with the demographic and political crisis of the fourteenth century brought about by famine, plague, and seemingly endless wars. The second half of the course traces the recovery and spectacular expansion of Europe in the world in the early modern period from the cultural efflorescence of the Renaissance to the creation of direct trade networks connecting Asia, Africa, Europe, and the Americas. European overseas expansion occurred as political division hardened and Western Christendom split with the Reformation, leading to the creation of territorial states and wars that lasted until the end of our period. Throughout the course we will emphasize social and cultural changes, investigating the lives of common women and men as much as princes and the nobility. At all points emphasis will be placed on historical thinking and trying to better understand past cultures rather than memorization of facts and figures.



Over such a broad chronological span it is not possible to cover all issues of this interesting period. The course will focus on key developments that highlight Europe's interactions with the wider world. These include the institutionalization of political and religious authority and the creation of the fiscal-military state; the development of commercial capitalism in which the economic and cultural center of Europe migrated from the Mediterranean to the Atlantic; and the gradual change from a cultural perspective that emphasized truth in universals to a society that increasingly accepted the singular and particular.

Learning Outcomes

Students will be able to identify and explain the key issues, events and people of this era in European history, 1200–1648. More importantly, the course will challenge students to think historically and analyze the criteria by which we interpret the past. Students will read and analyze a variety of primary sources and be exposed to historical scholarship through readings and lectures, learning how to evaluate historical arguments. Students will be asked to effectively use those source materials in their writing and to improve their clarity of expression.

Required Reading

The required books for the course can be purchased at the bookstore. *Making of the West, Volume I: To 1750* (6th Edition) will provide a foundation to the topics discussed in the course. It can be purchased at the bookstore bundled with *Sources of The Making of the West, Volume I: To 1750*. We will also be reading Niccolò Machiavelli's *The Prince* and Natalie Zemon Davis' *The Return of Martin Guerre* to more closely examine early modern society. Finally, a small number of historical articles are assigned through the course. These will be available in PDF form on the class website and should be printed out and brought to section in the corresponding week.

Lynn Hunt, Thomas R. Martin, Barbara H. Rosenwein, and Bonnie G. Smith, *The Making of the West, Volume I: To 1750* (6th Edition)

Katharine J. Lualdi, *Sources of The Making of the West, Volume I: To 1750*

Niccolò Machiavelli, *The Prince* ed. Quentin Skinner (Cambridge Texts in the History of Political Thought)

Natalie Zemon Davis, *The Return of Martin Guerre*

Assignments

Participation and weekly assignments: 20%

Attendance and careful reading are necessary for success in the course. Active participation in class discussions will make the class more enjoyable and beneficial for everyone. In addition, students are expected to write one-page analyses on the weekly reading most weeks. The assignments provide students an opportunity to develop their skills in writing and historical analysis. See the schedule below for each assignment.

Midterm Exam (Week 7): 15%

In-class midterm that will cover material from the first half of the class.

Machiavelli, *The Prince* historical analysis, 5–6-page paper: 15%

Historical analysis of Machiavelli's *The Prince*. Writing prompts will be provided during the semester.

Natalie Zemon Davis, *The Return of Martin Guerre* historical analysis, 5–6-page paper: 15%

Historical analysis of Natalie Zemon Davis', *The Return of Martin Guerre*. Writing prompts will be provided during the semester.

Everything has a history unessay: 15%

Instead of a final essay, students will create an unessay, a demonstration of knowledge in a form other than a typical essay, investigating a topic they find of particular interest. Projects will be developed in consultation with the instructor. Further instructions will be provided during the semester.

Final Exam: 20%

In-class final exam that will cover material from the entire class.

Course Requirements

In order to receive a passing grade for the course all assignments must be completed. Academic integrity will be assumed and rigorously enforced. Students who hand in plagiarized material will automatically fail the class and be referred to the Department and Academic Dean for disciplinary measures. If you have questions regarding any aspect of the class, please contact and discuss the issue with Professor Sadler by email or in office hours.

The Writing Center at LMU

An important part of improving your writing is getting feedback and revision suggestions on your writing projects in progress. The Writing Center offers free tutoring sessions (online or face-to-face) in which you can get feedback from a peer writer on your digital and print texts for any class at any stage in your process. For more information, including hours of operation, check out the Writing Center's website: <https://academics.lmu.edu/arc/writingcenter/>. When you are ready to make an appointment with a writing tutor, just call or visit: 310.338.2847 | Daum Hall, 2nd floor.

Weekly Schedule

The syllabus is liable to change. Any changes will be made clear in class and on the website.

Week 1: Europe in 1200

Monday, January 14: Introduction

Wednesday, January 16: European society in 1200

Reading:

Making of the West, Ch 9: After the Carolingians: The Emergence of Local Rule

Ch 10: The Revival of Monarchies

Sources of Making of the West, Ch 9: Fulbert of Chartres, Letter to William of Aquitaine (1020)

Week 2: Rural life in medieval Europe

Wednesday, January 23: Rural life in medieval Europe

Reading:

Natalie Zemon Davis, *Fiction in the Archives*, Introduction

Making of the West, Ch 10: The Commercial Revolution

Sources of Making of the West, Ch 10: Domesday Book (1086–1087)

Ch 10: Labors of the Month, Zodiac Column, Souvigny Priory, mid twelfth century
A Manorial Court: 1246–1249: <https://sourcebooks.fordham.edu/source/manor-pleas.asp>

Assignment:

Write a one-page analysis of “A Manorial Court: 1246–1249” taking into account Natalie Zemon Davis’ understanding of “fiction” in historical sources. What does the source tell us about thirteenth-century rural society and the lives of peasants? Why was the document created? What are its limits, and how might we get around them?

Week 3: Urban and commercial growth in medieval Europe

Monday, January 28: The medieval Mediterranean

Wednesday, January 30: Urban life and the commercial revolution

Reading:

Kathryn Reyerson, “Identity in the Medieval Mediterranean World of Merchants and Pirates”
Sources of Making of the West, Ch 10: Commenda Contracts (Eleventh–Twelfth Centuries)
Ch 11: Money Changers Window Panel, Chartres Cathedral (early thirteenth century)

Assignment:

Write a one-page analysis of Reyerson’s article. What is Reyerson’s argument? Why does she think that identity is significant? What does her article tell us about the medieval Mediterranean?

Week 4: Religion and the Church in the High Middle Ages

Monday, February 4: The medieval Church

Wednesday, February 6: Religion and the laity in the High Middle Ages

Reading:

Making of the West, Ch 11: Religious Fervor and Crusade

Ch 12: The Church’s Mission

Sources of Making of the West, Ch 10: Calling the First Crusade: Fulcher of Chartres, Pope Urban II’s Speech at Clermont (1095)

Ch 11: St. Francis and St. Clare of Assisi, Selected Writings (Thirteenth Century)

Ch 11: The Sack of Constantinople: Annals of Niketas Choniates (1204)

Ch 12: Thomas of Monmouth, Life and Martyrdom of St. William of Norwich (c. 1173)

Ch 12: Hadewijch of Brabant, Letters and Poems (1220–1240)

Recommended reading:

Making of the West, Ch 10: Church Reform

Ch 10: The Crusades

Assignment:

Choose at least two of the primary-source readings and write a one-page analysis comparing the texts. What do the sources tell us about religion in the High Middle Ages? How did those within the Church differ from the laity? How did those inside Western Christianity differ from outsiders, and how was the line between the two drawn?

Week 5: Finding unity in medieval Europe

Monday, February 11: Town vs gown: Intellectual life and the birth of the university

Wednesday, February 13: State building in medieval Europe

Reading:

Charles H. Haskins, “The Life of Medieval Students as Illustrated by their Letters”

Making of the West, Ch 11: New Schools and Churches

Ch 11: The Growth of a Vernacular High Culture

Ch 11: Governments as Institutions

Ch 12: Reconciling This World and the Next

Sources of Making of the West, Ch 11: Peter Abelard, The Story of My Misfortunes (c. 1132)

Ch 11: Royal Decrees of Special Privileges for Students and Student Letters

Ch 12: Thomas Aquinas, *Summa Theologiae* (1273)

Ch 12: Pope Boniface VIII, *Unam Sanctam* (1302) and King Philip IV of France, General Assembly of Paris (1303)

Assignment:

Write a letter to a parent or relative in the style of a medieval student. Be creative.

Week 6: Popular politics and crisis

Monday, February 18: The Great Famine and Black Death

Wednesday, February 20: Popular politics and political revolts

Reading:

Making of the West, Ch 12: The Politics of Control

Ch 13: Crisis: Disease, War, and Schism

Sources of Making of the West, Ch 13: The Black Death (Fourteenth Century)

Ch 13: Jean Froissart on the Jacquerie (1358)

Thomas Walsingham, Peasant Rebels in London (1381)

Ordinance of laborers, 1349: <https://sourcebooks.fordham.edu/seth/ordinance-labourers.asp>

Assignment:

Write a one-page analysis on popular revolts. Choose one or more of the primary-source readings and analyze what they show about popular politics in the fourteenth century. What do the uprisings show about the political sphere in the second half of the fourteenth century?

Week 7: Crisis and recovery in the fourteenth and fifteenth centuries

Monday, February 25: Crisis and recovery in the fourteenth and fifteenth centuries

Wednesday, February 27: **In-class Midterm**

Reading:

Sources of Making of the West, Ch 13: Geoffrey Chaucer, The Pardoner's Prologue (1387–1400)

Week 8: The Renaissance

Monday, March 4: The Italian Renaissance

Wednesday, March 6: The intellectual context of Machiavelli's *The Prince*

Reading:

Clifford Geertz, "Thick Description, Toward an Interpretive Theory of Culture"

Niccolò Machiavelli, *The Prince*

Making of the West, Ch 13: The Renaissance: New Forms of Thought and Expression

Ch 13: Consolidating Power

Recommended reading:

Sources of Making of the West, Ch 13: Giovanni Rucellai and Leonardo Bruni, Florence in the Quattrocento (1427 and 1457)

Ch 13: Alessandra, Letters from a Widow and Matriarch of a Great Family (1450–1465)

Assignment:

One-page analysis of Geertz's "Thick Description." What is Geertz's conception of culture and how does it relate to thick descriptions? How does Geertz and his understanding of Wittgenstein help to think about interpreting and analyzing historical sources?

Spring Break

Week 9: The Age of Exploration

Monday, March 18: Encountering new worlds and finding new routes

Wednesday, March 20: Travel literature and confronting the exotic

Reading:

Making of the West, Ch 14: The Discovery of New Worlds

Sources of Making of the West, Ch 14: Bernal Díaz del Castillo, The True History of the Conquest of New Spain (c. 1567)

Ch 14: Lienzo de Tlaxcala (c. 1560)

Ch 14: Bartolomé de Las Casas, In Defense of the Indians (c. 1548–1550)

Assignment:

One-page analysis of the European view of the Americas. Compare the two texts of Bernal Díaz del Castillo and Bartolomé de Las Casas. How do their perspectives differ? What do they tell us about how European's thought about their "discovery" of the New World?

Week 10: Religious and political division in early modern Europe

Monday, March 25: Development of the early modern state

Wednesday, March 27: The Reformation

Reading:

Making of the West, Ch 14: The Protestant Reformation

Ch 14: Striving for Mastery

Sources of Making of the West, Ch 14: Martin Luther, Freedom of a Christian (1520)

Ch 14: John Calvin, Ordinances for the Regulation of Churches (1547) and Registers of Consistory of Geneva (1542–1543)

Ch 14: St. Ignatius of Loyola, A New Kind of Catholicism (1546, 1549, 1553)

Assignment:

Machiavelli, *The Prince* essay due Monday, March 25

Research a person, object, or event that concerns Europe's interactions with the wider world and provide a 150–200 word description of the entity, as well as coordinates of the entity to be used to create a map. Further instructions will be provided during the semester.

Week 11: Reformation of society

Wednesday, April 3: Popular religion in the age of the Reformation

Reading:

Natalie Zemon Davis, *The Return of Martin Guerre*

Robert Scribner, "The Reformation, Popular Magic, and the 'Disenchantment of the World'"

Making of the West, Ch 14: Reshaping Society through Religion

Assignment:

One-page analysis of Scribner's article. What is Scribner's argument, and what is he arguing against? What does the article tell us about the difference between Catholics and Protestants? Do you find the argument persuasive and/or helpful?

Week 12: Society and family in the sixteenth century

Monday, April 8: The early modern family

Wednesday, April 10: Toleration and/or violence: Religious diversity in sixteenth-century Europe

Reading:

Natalie Zemon Davis, *The Return of Martin Guerre*

Making of the West, Ch 15: Religious Conflicts Threaten State Power, 1560–1618

Sources of Making of the West, Ch 15: Henry IV, Edict of Nantes (1598)

Ch 15: Michel de Montaigne, Of Cannibals (1580s)

Assignment:

One-page analysis on living with religious diversity in the sixteenth century. Use one or more of the primary-source readings to analyze how individuals in the sixteenth century confronted the new divide in Christian Europe.

Week 13: The development of the Atlantic economy

Monday, April 15: The development of the Atlantic economy

Reading:

Daviken Studnicki-Gizbert, *A Nation Upon the Sea: A Vast Machine: The Nation's Atlantic Trading Networks*

Making of the West, Ch 15: Economic Crisis and Realignment

Assignment:

Natalie Zemon Davis, *The Return of Martin Guerre* essay due Monday, April 15

Week 14: Understanding the world

Monday, April 22: The Scientific Revolution

Wednesday, April 24: Witches and witchcraft in early modern Europe

Reading:

David Sabeau, *Power in the Blood: The Sacred bond of unity: Community through the eyes of a thirteen-year old witch* (1683)

Making of the West, Ch 15: The Rise of Science and a Scientific Worldview

Sources of Making of the West, Ch 15: Galileo, Letter to the Grand Duchess Christina (1615)

Ch 15: The Witch of Newbury (1643) and The Trial of Suzanne Gaudry (1652)

Assignment:

Write a one-page analysis of David Sabeau's chapter from *Power in the Blood*. What is Sabeau's argument? Why does he think this story of a thirteen-year old witch is significant? What does it tell us about European society in the seventeenth century that this event took place in 1683, forty years after the death of Galileo and four years before the publication of Newton's *Principia*?

Week 15: Crisis of the seventeenth century

Monday, April 29: Economy and society in seventeenth century

Wednesday, May 1: Everything has a history unessay presentations

Reading:

Making of the West, Ch 15: The Thirty Years' War, 1618–1648

Assignment:

Everything has a history unessay due Wednesday, May 1

In-class Final: Monday, May 6th 2:00–4:00