Instructor Contact Information:
Professor: Dr. Troy Osborne
Office: Conrad Grebel 2118
Phone: (519) 885-0220 ext. 24260 Email: t3osborne@uwaterloo.ca

Virtual Office Hours: Wednesdays 1:00-2:00. You can also schedule to meet me by appointment. To join my virtual office hours, simply click on this WebCT link.

On Learn, I have provided a General Discussion for class-wide discussions and an Ask the Instructor discussion forum. Use the Ask the Instructor Forum when you have a question about course operation that may benefit the whole class. Also, check that forum to see if your question has already been answered before reaching out to your instructor.

Course Description

In this class, you will study the period that historians call Early Modern Europe – roughly 1400-1789. From Renaissance Italy to the French Revolution, this period laid the foundation for much of modern society and culture. In an introductory course, it is impossible to cover every important aspect of the period’s history. Therefore, we will study the broad themes and patterns of this period, building a foundation for further coursework in pre-modern or modern history.

The course has three goals. Students in the course should expect to
1. Gain a broad understanding of the evolution of European culture and society during this period.
2. Critique and compare the approaches historians have used to study the era.
3. Practice the historian’s craft of reading and analyzing primary and secondary sources.
4. Critically assess traditional narratives of European history (e.g. that Europe was always progressing).

Fall 2021 – Special Note This course meets in a blended fashion. Lectures for each week will be posted on Learn every Monday. We will meet in person every Thursday for discussion and active learning (and perhaps a little lecture).

If we have to pivot to remote learning, we will meet on WebCT or Zoom at our regularly scheduled Thursday time. Please be alert for additional instructions should that be required.

If you are on a public-health mandated self-isolation: Please let me know before class starts, and we will find a way to accommodate you with class notes from a peer.
## STUDENT EVALUATION:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Regular</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>10%</td>
<td>Periodic</td>
</tr>
<tr>
<td>Short Essays</td>
<td>3 X 15 = 45%</td>
<td>Periodic</td>
</tr>
<tr>
<td>Final Exam (Take Home)</td>
<td>30%</td>
<td>Wednesday, December 16</td>
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<td><strong>TOTAL:</strong></td>
<td>100</td>
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During the semester, you will read challenging texts and think carefully about the ideas and evidence of the sources. You should, in turn, also, skillfully communicate your analysis of the material **in online and in-person discussions**, your **essays**, and when writing your **exam**. I have tried to design this course in a manner that allows you to show me what you have learned and to give you the opportunity to improve in your analysis and communication.

### Participation (15 percent)

The time together on Thursdays will usually have time dedicated to discussing the course concepts, especially the primary and secondary material. We will craft a discussion rubric together on the first day, and students will be assessed throughout the term.

### Discussion questions (10 percent)

On each Thursday (beginning in week 2), each student is required to bring in at least two questions or comments relating to the week’s reading. Questions can be on paper or index card, and they need to have your name and the date of the in-class session. They will be collected daily and graded at the end of each session of the course. I will not accept late questions, but you may miss two weeks’ questions without any penalty.

### Three short essays (45 percent (15% each))

Three Essays - 40 points total: You will write three essays (900-1200 words each) that make an historical argument based upon primary sources. The essays will be based on your analysis of the primary sources and on connections between authors and ideas. Essays are due in Learn at 2:30 am on the Thursday of the week that they are assigned (They’ll help prepare you for discussion.) Please refer to the essay ‘handout’ for further detailed instructions.

### Final Exam – 30 percent total

The exam will be a combination of short answer objective questions and longer analytical essays, with the analytical portion of the exam worth more than the objective section. The questions will draw from assigned readings, discussions, and lectures. They will reward you for your ability to illustrate comprehension of and think critically about the course content. I will distribute study guides at least one week before the day of the exam.

**NOTE:** I am assuming that you will have to contribute to discussions regularly, take the exam, and do the readings in order to pass the course. If you think that you may have difficulties fulfilling aspects of the course, see me as soon as possible (that is, before it becomes a problem!).
Policies (How to succeed in this course.):

Engagement: In order to master the course material, it is important that you are prepared to participate actively in the day’s discussion. This is going to be more challenging when we try to learn and teach from a distance! If you are to become a critical learner, you should try to enter into an active conversation with the material and the other students in the course. The class schedule indicates which readings you will be discussing and I will try to provide study questions for some of the readings. Remember, asking informed questions is an important part of active participation.

Read the course materials: The literature and background material we read will provide us with the common ground upon which we base our conversations. Without that common ground, our conversations will lose some of their richness. You are expected to integrate the relevant books or reading in your discussion posts, essays, and exams.

Late Work: In order that you get prompt feedback on your work, I encourage you to complete all of your assignments on time. In the rare circumstance of a documented family or medical emergency, I will grant an extension. In such a circumstance, you should contact me as soon as possible in order to make alternate arrangements. Otherwise, late work will be marked 1/3 grade off for every 24 hours that it is past due. A mark that would have been an 85 will become an 82 for a paper that is one day late. Remember…it is always better to turn something in late than to get zero points for an assignment. I have given you a wide variety of essays to choose from, so that you can balance your work with that in other classes. You cannot make up the final without an excused absence form. (Personal travel is not a valid reason for missing the final.)

Miscellaneous: Since discussion will be so important in our time together, it is important that respect and courtesy characterize all of our interactions. Disagreement and dissent are vital to the intellectual life of a university, and I welcome both. While disagreement may make us uncomfortable, it can make learning meaningful, interesting, and fun. Diverse views can make us think more deeply about the basis of our opinions and give us practice in the kind of debate that lies at the heart of a democratic society. Even so, disagreement and dissent must be expressed in ways that remain respectful of other people and of their right to hold different opinions.

Finally: If you have questions about anything this semester, ask me. If you are unsure about whether you should ask me about something, you are better off checking with me.

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules”
for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

**Accessibility.** Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment. For more information, see the Academic Integrity website.

**Mental Health Support** All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

**On Campus**

*Due to COVID-19 and campus closures, services are available only online or by phone.*

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- **MATES:** one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

**Off campus, 24/7**

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website
Download [UWaterloo and regional mental health resources (PDF)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information.
The following required texts are available for purchase in The Bookstore: (There should also be electronic versions of all these books.)


For your convenience, you can compile a list of required and optional course materials including both print and digital formats, through UWaterloo BookLook using your Quest userID and password. If you are having difficulties ordering online and need support, please contact the W Store by email wstore@lists.uwaterloo.ca, by local phone +1 519-888-4673 or by toll-free at +1 866-330-7933. Please be aware that textbook orders CANNOT be taken over the phone.

- **Course-Reserves** can be accessed using the Library Resource widget (Get Course Reserves) on the Learn home page. Or through the library’s course reserve page.

### Schedule

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<tr>
<th>TOPIC</th>
<th>READINGS</th>
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<tr>
<td>1. Sept 9</td>
<td>Course Orientation: Introduction to Early Modern Europe (and Each Other)</td>
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<td>2. September 16</td>
<td>Rural society: Continuity and Change</td>
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<td>3. September 23</td>
<td>Urban Growth and Education</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>October 11-15</td>
<td>THANKSGIVING AND READING WEEK</td>
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| 6. October 21| Religious Reform, Part 2                        | **EReserves:** 1. “Schleitheim Confession of Faith, 1527”  
2. “Moral Discipline in Geneva”  
3. “Jesuits” |
| 7. October 28| Global Encounters                               | **Wiesner-Hanks:** 238-274  
**E Reserves:** “Global Encounters” |
| 8. November 4| Absolutism and Louis XIV: Theory and practice   | **Wiesner-Hanks:** 103-05, 317-320; 328-37  
**Learn:** Handout “Visions of Kingship” |
| 9. November 11| Gender, Sex, and Family                         | **Wiesner-Hanks:** 51-84  
| 10. November 18| Enlightenment                                  | **Wiesner Hanks,** 367-377; 383-389  
**Course reserves:** “Enlightenment” primary and secondary sources. |
| 11. November 25| Other Absolutisms and alternatives             | **Wiesner- Hanks** 338-360                                               |
| 12. December 2| Weakness of the Old Regime                      | **Course reserves:** “Was the French Revolution Worth Its Human Costs?”   |

Take Home Exam – Due in Dropbox December 16, 5:00 pm
### Essay Grading Criteria

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<tr>
<th>Other Absolutisms and alternatives</th>
<th>Wiesner- Hanks 338-360</th>
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Name____________________________________  Grade___________________

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<tr>
<th>CATEGORY</th>
<th>S</th>
<th>G</th>
<th>A</th>
<th>W</th>
<th>P</th>
<th>COMMENTS</th>
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<tr>
<td>1. Intellectual Engagement — Analysis shows careful, thoughtful engagement with the question and the sources.</td>
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<td>2. Argumentation — Essay is coherent and well-organized. Addresses the assignment’s questions and your own analysis.</td>
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<td>3. Use of Source — Use of source is carefully considered, making relevant comparisons and contrasts.</td>
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<td>4. Writing Style — Clear, direct, writing that is appropriate for an academic paper (i.e. not colloquial).</td>
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<td>5. Writing Mechanics — Correct mechanics of writing regarding sentence structure, punctuation, and word choice.</td>
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Grading Key – S→Superior; G→Good; A→Average; W→Weak; P→Poor