

History 102.03, World Civilization: 1500 to 1815 A.D., Fall Quarter 2009
Instructor: Ken Munsell, **Time:** 12: 00 to 12:50 in L&L Building 106E
Office Hours: 11: 00 to 11: 50 M-F, in L&L 100-H. Phone: 963-1459. Email: munsellk@cwu.edu

Books: *The Renaissance: A Very Short Introduction*, by Jerry Brotton
Galileo in Rome: The Rise and Fall of a Troublesome Genius, by William R. Shea and Mariano Artigas
When China Ruled the Seas, by Louise Lavathes
The Portable Enlightenment Reader, edited by Isaac Kramnick

Welcome to beginning of the modern world. This era is when the basically more advanced civilizations of the old world were first challenged by the expansion of European capitalism and the accompanying commercial revolution. This is also the period when many of the ideas that underlie the modern world first developed, and it is also the time when all of the continents are first linked together in a common trading network—with startling and very important consequences. The results of this sea of changes directly leads to the structure of today's society and to many of ways we think and look at the world.

The class will first look at the Renaissance and Reformation in Europe and the changes that these two revolutions in thought had on the European mind. Next, we will explore the commercial revolution of the 12th through 16th centuries and how that shaped the Renaissance, European commercial expansion and the economic and social history of the rest of the world.

The third section will provide a contrast to Europe by examining the civilizations of Africa, America and Asia and their philosophic foundations. The last topic will involve an intensive look at the philosophic basis and the historical development of modern institutions of government in the 17th and 18th centuries and how three revolutions: the English, the American and the French, forever changed world society.

Course Description and Grading

The course combines two approaches to history. I will present the material basically chronologically, but also topically. Emphasis is on the ideas leading to the modern world. We will read and talk about many, often unfamiliar, places. Therefore, students must develop a good understanding of maps and geography. It is also important for students to develop, for their own use, a time line in order to see the relationship between the events covered—often in very different parts of the world.

Students must read the books thoroughly and are responsible for that material. They are also responsible for lecture material. Lectures often cover *different* subjects than the books. To pass, be familiar with both the lectures and the readings. Attend each class, participate in the discussions and ask questions. Students with special needs or disabilities are encouraged to contact me or the office of Disability Services at (509) 963-2171 for additional disability-related educational accommodations. **Use of electronic devices such as blackberries, phones, etc. is not permitted in class.**

Grades include two in-class tests and a comprehensive final. These are 25% each, for a total of 75% (300 points). Tests consist of essay questions and short answer identification. **You must use bluebooks and write in pen.** I give no makeup exams. There is one paper: 25% of the class grade (100 points). There are 400 points in the class. **Students must complete all assignments to pass the class.** No extra credit is given.

The first mid-term test is October 26th and the second is on November 24th. The final test is Tuesday, December 8th, from 12:00 to 2:00. The final is comprehensive (remember to bring bluebooks and lots of pens).

Class Writing Project

Students must write one seven-page essay: **due on October 19th.** Late papers drop one letter grade for each day late. For example, a B+ paper turned in two days late receives a D+ grade. **IMPORTANT: In all cases, students must turn in the paper within one week of the original deadline and make a good faith effort in order to pass the class.** See the back of this page for instructions.

Course Outcomes

At course completion students should be able to do the following: 1) reconstruct the chronology and give the significance of important events and people in early modern history; 2) reconstruct patterns of change and understand various historiographic interpretations of events; 3) interpret historical documents, secondary sources and literary works in the perspective of their time; 4) use historical facts, metaphors and interpretations to analyze current events in historical context.

Instructions for the Term Paper for History 102.03 concerning *Galileo in Rome*
Fall Quarter, 2009

The five page course paper will be based on Shea and Artiguas' book, *Galileo in Rome: The Rise and Fall of a Troublesome Genius*. Read all of the book. Pay particular attention to the world that the authors describe. How is it different from today? What are the people like? How do they approach life? Try to figure out the basic fabric of life during the Renaissance in Northern Italy. Other concepts to think about include, what is inspiring Galileo to act the way he does? Why does he run afoul of the Church? Why is this struggle against the greatest power of the time so important? What is the emerging role of science in this society?

In the period of European history called the Renaissance, the *zeitgeist* (spirit of the times) changed dramatically. Many people broke out of accepted ways of behavior and patterns of thought. One of these is Galileo Galilei, who is often described as the greatest scientist in the last 500 years. I would like you to develop a thesis concerning Galileo and his story. There are many possibilities. You could, for example, discuss how he views science. You could explain how he is a reflection of his times. Another possibility would be to compare his world with the modern world. There are also many other possibilities that you could devise. **In all cases, you must talk to me about your thesis and how you will develop it—and you must receive my approval. You must also receive approval for your format.**

You have numerous options for the paper format. I like creativity and I urge all of you to be creative and to try to put together an exciting paper that interests *you*. You may, if you want, write a formal book report or comparison paper. You can write a story, or create a dialogue or craft a play. You may blend the material with things that interest you or which form part of your own lives. In short, I would like you to stretch out and make the material relevant to your lives. However, no matter what format you choose, you must provide good, thorough analysis of the material. **Good papers are papers that emphasize analysis over narration.** In all cases, you must evaluate and analyze the material found in the book and you must convince the instructor that you have read it.

If you believe that your idea is a bit strange or unusual, be sure to talk to me about it *before* you hand in your paper. However, also be sure to put your opinions into the paper **and use the material to back them up.** Advocate something if you think the material supports your conclusion. If you strongly disagree with something, say so. However, all of your arguments must be backed up by facts gleaned from the books. Do not use material from other works. Keep the paper focused on the two books. **I expect you to cite the information that you use.** To make this as simple as possible, to refer to a specific page in the book, just put that page number in parentheses in the body of the paper with the author's name. For example, (Shea, 5) in the body of the paper would refer to page 5 in *Galileo in Rome* and (Shea, 125) would mean page 125. Feel free to ask me for advice on writing.

Grading and Format

The paper is due during class on October 19th and is 25 percent of the total class grade. The paper must be turned in within one week of the due date and a good faith effort made in order to complete the assignment. Students who do not complete the assignment will fail the course. For every day late after the due date that the paper is late, it will lose one letter grade. In other words, a B+ paper turned in two days late, will receive a D+ grade. **Do not plagiarize. All paragraphs, sections, phrasing, etc., must be in your own words.** Plagiarized papers receive an automatic failing grade and students who plagiarize or engage in any form of academic dishonesty fail the course. If you have *any* questions about whether something is plagiarized, ask before turning in the paper. Remember: always use your own words, not the author's.

Since this assignment is part of the university's Writing Across the Curriculum program, the grade will involve an evaluation of a combination of good writing, good spelling, grammar and intellectual content. Please give an analysis of the material presented—don't just relate strings of facts. Be sure to proofread and check your spelling. Grammar, spelling and correct sentence structure are very important and are evaluated.

The paper must be typewritten and double-spaced. Handwritten papers are not accepted. The paper must also have standard margins and **feature a cover page with your name, date and class section number.** For those of you who are computer whizzes, use standard fonts, standard type sizes (not larger than 12 point), standard kerning, etc. Since I do much typesetting and page layout, I know the tricks. If you have any questions about these requirements, remember to ask **before** you turn in the paper. Unless you check with the instructor and receive permission, the paper must conform to standard form. You should use the style book, *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate L. Turabian as a guide. It is available from any local bookstore.