

This course surveys the principle themes of Western Civilization since 1300, with particular reference to three major developments: the construction of effective central states in the period between 1300 and 1750; the changing ways in which those states gained and maintained legitimacy in the period since 1750; and the changing relationship over time between European civilization and the rest of the world.

**Learning Outcomes:** A student who successfully completes this course should learn the following:

**Content:**

1. a narrative history of Western Civilization since 1300;
2. an understanding of the principle causes of the major developments in that history.

**Skills:**

1. Interpret the complexity and diversity of situations, events and past mentalities, and recognize a range of viewpoints.
2. Compare competing historical narratives and challenge arguments of historical inevitability.
3. Analyze cause-and-effect relationships and multiple causation.
4. Differentiate between historical facts and historical interpretations and construct a well-organized historical argument.

**Requirements:**

You should acquire the following required readings, which are available in the University Book Store:

John Merriman, *A History of Modern Europe* (complete edition). Norton, 3<sup>rd</sup> edition. (earlier editions are ok, but you will have to compare them with the 3<sup>rd</sup> edition for the reading schedule given below).

Steven Shapin, *The Scientific Revolution*. University of Chicago Press.

Albert Camus, *The Plague*. Any edition is ok.

**Grading:**

Your grade will be based on the following components:

1. Three written exams, each worth 25%. These will be given in class in the sixth and eleventh weeks of the semester, and at the University-assigned time for the final exam during exam week (Wednesday, May 1, 10:30 AM). Unless the University is closed for some reason (such as snow) these exams will be given on the dates listed in the schedule below; please make sure to arrange your schedule so that you can take them at the scheduled times.

2. A brief paper (750 words, approximately 3 double-spaced pages in 12-point type) on Steven Shapin, *The Scientific Revolution* (15%). This paper should discuss the following aspects of the book:

- a. the principal point, or thesis, of the book;

- b. How Shapin goes about making this argument;
- c. What the significance is of this argument for our understanding of the Scientific Revolution.

I will pass out a fuller description of the assignment in class. It is also posted now in the “Files” section of the Canvas page for this class.

**Note:** this is **NOT** a reaction paper; you should not discuss whether you agree with Shapin or not, or whether you think the book is well-written or not.

The papers are due in class on **February 14, 2019**. **Late papers will be reduced one full grade for each 24-hour period they are late.** Papers must be turned in as hard copy; electronic papers will not be accepted.

2. Class participation (10%). This will be based on your participation in the two book discussions as well as other discussions in class. The format of most class meetings will be a combination of lecture and discussion, and these are important aspects of your gaining the skill learning outcomes for the class. You should prepare for the class meetings by reading the assigned material and reflecting on it, so that you are ready to participate in the class discussions. We will have discussions of the two books, Shapin and Camus, on the dates given below; you should prepare for those discussions not only by reading the books but also by thinking about their relevance to the course material. Participation in these discussions is a major part of your Class Participation grade.

I have placed on **Canvas** several items that may help you in the course:

1. There is a video on Canvas entitled “Taking the Exams in this course” that provides information about the exams and suggestions on how to prepare for them. (On the Canvas page for this course, go to the “Pages” link on the left-hand menu, and then “Video.”)
2. There are Study Questions for each of the three exams in the “Files” section of Canvas.
3. Also in “Files” there is a list of terms, names, etc.; this is a Word document that you can download and add notes to as the items come up in class.
4. While I will use Powerpoint every day in class, most of these are pictures or maps, and so I will not place these presentations on Canvas. At times, however, the Powerpoint presentations include lists of principal themes, developments, etc. I have collected these into a single presentation, which is on the “Files” section of canvas entitled “Powerpoint Slides.”

### **Course outline:**

The following is an outline of the semester. Chapters given in parentheses are the readings in Merriman, *A History of Modern Europe*, 3<sup>rd</sup> edition. You should read these as the semester progresses.

1/8: Introduction

1/10: The Map of Europe and its Social Organization

1/15: The Black Death and the late Medieval Crisis (1)  
1/17: The Recovery of Europe in the 15<sup>th</sup> Century

1/22: The Renaissance I (2)  
1/24: The Renaissance II

1/29: The Reformation I (3)  
1/31: The Reformation II

2/5: The Crisis of the 17<sup>th</sup> Century I (4, 5)  
2/7: The Crisis of the 17<sup>th</sup> Century II

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2/12: First Exam  
2/14: The Struggle for Stability: Great Britain and Parliamentary Supremacy (6)  
**Shapin papers due in class**

2/19: The Struggle for Stability: Absolutism on the Continent (7)  
2/21: The Scientific Revolution (8): Discuss: Shapin, *The Scientific Revolution*

2/26: Revolutionary Europe (9, 12)  
2/28: Reordering Europe and the Atlantic (13)

3/5 The Agricultural and Industrial Revolutions (10, 14, 19)  
3/7: Cities and Class

3/12-3/14: Spring Break, no class

3/19: Political Democracy in Great Britain (15)  
3/21: Political Democracy on the Continent: 1848 and after (16, 17, 18)

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3/26: Second Exam  
3/28: Imperialism and Colonialism (21)

4/2: World War I (22, 23)  
4/4: The Crisis of the Interwar Years (24)

4/9: Fascism and Naziism (25)  
4/11: World War II (26)

4/16: The Aftermath of the War (27): Discuss Camus, *The Plague*  
4/18: Decolonization (28)

4/23: The Cold War (29)

5/1 (10:30 AM): Third exam

The University expects regular attendance at all class meetings. I will take roll during the first week, and occasionally thereafter, including the days on which a book discussion is scheduled. Let me emphasize that this is not an online or hybrid class, and it assumes that you will attend class. I do not believe it will be possible for you to do well in this class, and attain the learning objectives listed above, if you do not regularly attend the classes. If you feel consultation with me is needed, you should plan on doing that in person, at another mutually convenient time. If this is necessary or useful, speak with me after class and we can arrange a time to meet.

**Please do not expect to be able to conduct class work electronically.**

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email [bpeacock@sa.utah.edu](mailto:bpeacock@sa.utah.edu) to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).