



HIST 4221

Early Modern Europe and the World

COVID STATEMENT*

Much of our course and this syllabus has been adapted from previous semesters. I have tried to adapt it to support you in the face of the very real challenges that you – and all of us – are facing right now. However, I’m certain that I have not imagined every situation that might arise, or fully accounted for the full range or extremity of situations you might find yourselves in this summer. So in this new, unprecedented time (remember those good old “precedented” times? Those were nice...) I will rely on your understanding and grace as we work together through this three week, five-module course, and I hope to extend that same understanding and grace to you.

Consider this statement a kind of *override switch* for literally everything else on the syllabus. I mean it, I promise—everything on this syllabus is subject to this one clause. We’re all doing our best to learn together during an extremely difficult time. We’re working in new ways and in unusual environments. We’re caring for others and trying to keep ourselves healthy, sheltered, fed, and sane. We are worried all the time and some of us are dealing with fear and loss. Among all these challenges, I still want to come together and talk about the history of Early Modern Europe and its place within the wider global society. In addition to being fascinating — given this world we find ourselves in, that history is even...important. I know that we can learn a lot from each other and even have some fun together in the next few weeks. I will operate from the base assumption that each of you is here in good faith: that you are curious, engaged, and eager to do the best work you can. Taking all that as given, **I also want you to know that your health—both physical and mental—is always more important to me than this class.** Your family and friends’ health is always more important to me than this class. You don’t have to apologize to me if attempting to learn *during a pandemic* forces you to work at a different pace from what’s outlined on this syllabus, or if we need to find an alternative path for you through this class. My primary role as a teacher is to support you however I can, in whatever ways that I can. Let me know how I can do that better. I truly, truly mean all of this. I’m here for you. Let’s support each other through the challenges and maybe even the joys of this strange semester. Let’s do this.

*(with thanks to Professor Ryan Cordell for his suggested language and his example of generous humanity)

COURSE INFORMATION

Welcome! My name is Dr. Kathryne Beebe, and I am looking forward to exploring Early Modern Europe and its connection to the wider world during this quick, 3-Week Wintermester session.

- HIST 4221: Early Modern Europe and the World, Sections 831/878 – 3 Credit Hours
- Our class is an asynchronous, fully online class.

Instructor Contact Information

- Dr. Kathryne Beebe, Associate Professor of Medieval History
- Office: Wooten Hall 244
- Department phone: (940) 565-2288
- Email: Kathryne.beebe@unt.edu
- Office hours – online by appointment, via Zoom
- *Please note: I will not be checking my email regularly during our holiday break, Dec. 23 – Jan. 1.*

Course Pre-requisites, Co-requisites, and/or Other Restrictions

There are no pre-requisites or other restrictions for this course.

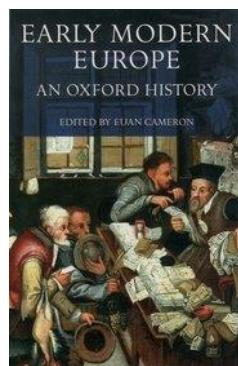
Course Description

- In this course, we will explore the major social, economic, cultural, and political developments that occurred in the major European countries from the end of the Counter-Reformation to the early eighteenth century – but also how Europe in this period was profoundly connected to the rest of the world.

Student Learning Outcomes

Students will be able to:

- A. describe the most significant political, social, economic, cultural, and intellectual developments in Europe from 1560 – 1715.
- B. demonstrate proficiency in applying the historical method to issues encompassing the major changes in European history from 1560 – 1715.
- C. communicate their understanding of and explanations for significant transformations, movements, and ideas in Early Modern Europe from 1560 – 1715 through both oral and written means.



Course Materials

- Euan Cameron (ed.), *Early Modern Europe: An Oxford History* (Oxford, UK: Oxford University Press, 2001). ISBN: 9780198207603 (paperback). Also available as a **FREE e-book via the UNT Willis Library**. [<https://iii.library.unt.edu/record=b6520368~S12>]

- A significant portion of the primary source readings for this class is available for free online at [Fordham University's Internet Sourcebooks for Medieval and Modern History](http://www.fordham.edu/Halsall/index.asp).
[<http://www.fordham.edu/Halsall/index.asp>]
- Additional readings will be made available online in Canvas.

Teaching Philosophy

In my teaching, I seek to help students to connect their enthusiasm and curiosity for a particular time and place to an exploration of broader historical issues, as they learn to build coherent arguments that are well supported by evidence. I make use of three main methods to reach this fundamental goal: 1) a focus on intensive discussion and cumulative writing projects that foster critical thinking; 2) the utilization of a multidisciplinary approach that engages students through a variety of interpretive perspectives; and 3) an emphasis on working with primary sources and making informed use of the latest technological resources, drawing especially upon the Digital Humanities. My three main teaching methods together underpin my fundamental goal in the classroom: to encourage students to combine an excitement about the past with a broad historical understanding and the ability to make and evaluate arguments.

TECHNICAL REQUIREMENTS/ASSISTANCE

[UIT Help Desk](http://www.unt.edu/helpdesk/index.htm). [<http://www.unt.edu/helpdesk/index.htm>]

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Hours are:

- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight
- [Canvas technical requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)
[<https://clear.unt.edu/supported-technologies/canvas/requirements>]
- Other related hardware or software necessary for the course: such as headset/microphone for synchronous chats, word processor, etc.

Minimum Technical Skills Needed

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats

Success in the Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that you may – or may not – be aware of. Consider readings through this helpful guide from UNT's Center for Learning Enhancement, Assessment, and Redesign (CLEAR), even if this is not your first online course: "[How to Succeed as an Online Student.](#)"

Student Academic Support Services

- [Code of Student Conduct](#): provides Code of Student Conduct along with other useful links
- [Office of Disability Access](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence
- [Counseling and Testing Services](#): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- [UNT Libraries](#)
- [UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience
- [UNT Writing Center](#): offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- [Succeed at UNT](#): information regarding how to be a successful student at UNT

COMMUNICATING WITH YOUR INSTRUCTOR

The primary tools that will be used to communicate in this course are your UNT e-mail address and our class CANVAS page. If you have personal concerns or questions, you can contact me via Canvas or through your UNT e-mail address. Send e-mails to kathryne.beebe@unt.edu. Students can expect to receive a response to emails within 24 hours, although it may be longer on evenings and module ends.

Please note: I will not be checking my email regularly during our holiday break.

In this online course, I endeavor to offer feedback and grades for assignments within one module, but it is often much sooner. Customize based on your course needs and state any additional communication policies and netiquette for your course, if applicable. UNT's CLEAR has [a webpage for students that provides Online Communication Tips](#) that will help you communicate in a clear, professional way.

ASSESSMENT & GRADING

Assessments

Module Discussion Forums

Participation in online forum discussion is a **crucial** element of this course.

Forum Discussion Questions — 300 points (5 x 60 points each)

For each Module, a discussion about the assigned readings will be posted to our online Canvas Discussion Forum.

Your contribution to the Forum Discussions will be in **two parts**:

- **Posting** your own contribution (30 pts) and
- **Responding** to someone else's post (30 pts).

Students are required to respond to the discussion questions in a short paragraph — supported by evidence from the readings or PowerPoint lectures, and **cited** (in quick, parenthetical style – i.e., (Author, page #) or (Title, page #) — and then to engage meaningfully with someone else's post. (No points are earned for simply saying the equivalent of "nice post, I agree".)

Responses should be submitted to the class Canvas Discussion Forum by the posted deadline.

These questions are designed to for you to work out what you think and to generate discussions together. Debate is highly encouraged!

EXTRA CREDIT Unit Quizzes – 140 extra credit points total (14 x 10 extra credit pointseach)

Short, 10-question multiple-choice extra credit quizzes over the assigned readings and PowerPoint lectures for each unit will help you comprehend and retain the material we cover.

2 Primary Source Assignments – 90 points total (2 x 45 points each). Select 2 from the 4 available.

Primary Source Assignments will help you get an in-depth feel for the time period, through guided analysis of primary sources created in the Early Modern Period, and a short, written response piece (250 words minimum). Choose 2 of the available 4 to complete. Any additional PSAs that you complete after the 2 will be worth **45 extra credit points each**.

Final Exam (300 points total)

The Final Exam will help you assess your comprehension and mastery of the course material. It is a timed exam (120 min, or 2 hours long), and it takes the form of 10 short "identification" questions (1-2 sentences long) of important persons, concepts, or events; 3 short-answer questions (a paragraph long); and a choice of one long essay question worth 100 points (chosen from a list of options). It covers material from all the Modules for the class.

Grading**Example Grading Table**

Assignment	Points Possible	Percentage of Final Grade
Module 1, Unit 1 Introduction Forum	10 points	~ 1%
Discussion Forums for each Module • 5 @ 60 points each	300 points	~ 43%
EXTRA CREDIT Unit Quizzes • 14 @ 10 points each	(possible +140 extra points)	~
Primary Source Assignments • 2 @ 45 points each	90 points (plus a possible +90 extra points)	~ 13%
Exam • Final Exam @ 300 points	300 points	~ 43%
Total Points Possible	700 points	100%

Your final grade will be determined by dividing the number of points you received by the total possible points.

Total Points Possible for Semester/Grading Scale = 700

Percentage	Points
100% – 90%	700-630 = A
89.9% – 80%	629-560 = B
79.9% – 70%	559-490 = C
69.9% – 60%	489-420 = D
59% – 0%	419-0 = F

LATE WORK POLICY

Because of the extraordinary situation this year due to COVID-19, **there will be *no penalties* for late work in this class.** However, I ask for your understanding and help – if you are able to complete the assignments on time, it would really benefit your own learning, and the smooth running of the class.

The final deadline to turn in any late work will be by 11:59pm on Friday, January 13. Any later than that, and I cannot be sure that I would be able to grade the assignment in time to submit your final grade for the course.

However, if you encounter circumstances that would make this difficult or impossible, please let me know, and I will work with you to explore options that will allow you to complete the course successfully. I am here for you, and I will help you succeed in this course, no matter what it takes!

CALENDAR

Important Dates for this Semester. Wintermester 2022-2023

- First Day of Class: Monday, December 19
- Winter Break: Wednesday, December 23, 2022 – Sunday, January 1, 2023
- Last Day of Class: Thursday, January 12.
- Late Work Deadline: 11:59pm, Friday, January 13.
- Final Exam: to be taken online between 12:01am and 11:59:59pm, Friday, January 13.

Overall Shape of the Course

Throughout the course, you will work your way through Modules that will each have an average of three Units, a Discussion Forum for each Module, two Primary Source Assignments, and a Final Exam.

Each Unit will generally consist of three "core" assignments:

- Reading the assigned texts (R)
- Viewing the corresponding PowerPoint lecture (PP)
- OPTIONAL: Taking a quiz over the assigned material for Extra Credit (ecQ)

For each Module, you will participate in an online Discussion Forum about the units covered in that Module.

Spaced throughout the class, you will also have a few additional assignments:

- Introducing yourself in the Discussion Forum & completing the Course Introduction Readings in Module 1
- Completing two Primary Source Assignments.
- **The FINAL EXAM will be available from 12:01am to 11:59pm on FRIDAY, January 13.**

The final deadline to turn in any late work is 11:59pm on Friday, January 13, the date of the final exam.

The Course Overview Chart on the next page is designed to help you see the arrangement of the course's assignments at a glance, so you will be able to budget your time wisely.

It is followed by a detailed course schedule, with individual learning module units and information about each module's assignments.

Course Overview Chart

- Reading the assigned texts (**R**)
- Viewing the corresponding PowerPoint lecture (**PP**)
- Taking an extra credit quiz over the assigned material (**ecQ**) – all quizzes are extra credit
- Primary Source Assignment (**PSA**) – choose 2 of 4. Additional PSA after 2 are extra credit

MODULES	CORE ASSIGNMENTS	ADDITIONAL ASSIGNMENTS
Module 1		
	Course Introduction Readings	
Unit 1	R, PP, ecQ	
Unit 2	R, PP, ecQ	
Unit 3	R, PP, ecQ	
	Introduction Discussion Forum Module 1 Discussion Forum	
Module 2		
Unit 4	R, PP, ecQ	
Unit 5	R, PP, ecQ	
Unit 6	R, PP, ecQ	First PSA Choice Due
	Module 2 Discussion Forum	
Module 3		
Unit 7	R, PP, ecQ	
Unit 8	R, PP, ecQ	
	Module 3 Discussion Forum	
Module 4		
Unit 9	R, PP, ecQ	
Unit 10	R, PP, ecQ	
Unit 11	R, PP, ecQ	Second PSA Choice Due
	Module 4 Discussion Forum	
Module 5		
Unit 12	R, PP, D, ecQ	
Unit 13	R, PP, D, ecQ	
Unit 14	R, PP, D, ecQ	
	Module 5 Discussion Forum	
Module 6		FINAL EXAM

Detailed Course Schedule: HIST 4221, Wintermester, 2022-23

Because of the condensed nature of this course, everything is available to you on the first day, with the exception of the final exam. Below you will find the due dates for each module. If you like, you can work ahead, turn things in ahead, and stay on top of things, so that you don't fall behind. You may work during the holiday break, but please keep in mind that neither Dr. Beebe, nor our TA, will necessarily be checking email at that time.

DATE	TOPICS and READINGS	ASSIGNMENTS	DATE DUE
MODULE ONE Introduction & Units 1 – 3	<p>DATE DUE: 11:59pm, Mon, Jan 2</p> <p>(You can turn in assignments at any time – and there is no penalty for late work.)</p>		<p>11:59pm, Mon, Jan 2</p> <p>(You can turn in assignments at any time – and there is no penalty for late work.)</p>
Module 1 Unit 1		Introductory Readings for the Course on Canvas; CAMERON, <i>Editor's Introduction and Prologue</i>;	

<p><i>Introduction to the Course</i> and Unit 1: <i>What is Early Modern?</i></p>	<p>Introduction to the Course</p> <p>READ:</p> <ul style="list-style-type: none">• Getting Started• Course Syllabus• "How to Succeed in this Course" (in Course Materials)• "How to Read the Texts" (in Course Materials)• Euan Cameron (Ed.) <i>Early Modern Europe: an Oxford History</i> (hereafter listed as CAMERON): Editor's Introduction, pp. xvii-xxxi. <p>UNIT 1 <i>What is Early Modern?</i></p> <p>READ:</p> <ul style="list-style-type: none">• CAMERON: Prologue: "Europe and the World Around", pp. 1-28• PowerPoint Lecture: Unit 1 <p>(TIP: PowerPoint Lectures look best if viewed in "Slide Show Mode".)</p>	<p>1. Introduction Forum -and- Module 1 Discussion Forum (Covers Units 1 – 3)</p>	<p>DUE: 11:59pm, Mon, Jan 2</p>
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	<p>Assignments:</p> <p><i>Discussion Forum Assignment:</i></p> <ul style="list-style-type: none"> • 1) Introduce yourself in the Class Discussions Forum under "Introductions". • 2) Contribute to Part 1 of the Module 1 Discussion Forum, which covers Units 1-3, by choosing ONE question to answer. (Note: you will want to read through all three units for this module before choosing a discussion question to answer.) • 3) For Part 2 of the Module 1 Discussion Forum Assignment, Respond in a <i>substantive</i> way to a post by someone else -- something more than "great post" or "I agree" or "I disagree". 		
	Unit 1 EXTRA CREDIT QUIZ	1. Unit 1 Extra credit quiz	
DATE	TOPICS and READINGS	ASSIGNMENTS	DATE DUE
Module 1 Unit 2		CAMERON, Ch. 1; ROPER; GLÜCKEL OF HAMELN	11:59pm, Mon, Jan 2
Unit 2: <i>Everyday Life and the Structure of Society, Part I</i>	<p>UNIT 2:</p> <p><i>Everyday Life and the Structure of Society, Part I</i></p> <p>READ:</p> <ul style="list-style-type: none"> • CAMERON, Pt. I, Chap. 1: "The Condition of Life for the Masses," pp. 31-62 • Lyndal Roper, "Going to Church and Street': Weddings in Reformation Augsburg," <i>Past & Present</i>, No. 106 (Feb., 1985), pp. 62-101. • Glückel of Hameln (1645-1724), <i>The Memoirs of Glückel of Hameln</i> at: http://chnm.gmu.edu/whp/p/90.html <p>o PowerPoint Lecture: Unit 2</p>		<p>DUE:</p> <p>11:59pm, Mon, Jan 2</p>

	<p>Discussion Forum Assignment Reminder:</p> <p>Contribute to Part 1 of the Module 1 Discussion Forum, which covers Units 1-3, by choosing ONE question to answer.</p> <p><i>(Note: you will want to read through all three units for this module before choosing a discussion question to answer.)</i></p> <p>For Part 2 of the Module 1 Discussion Forum Assignment, Respond in a <i>substantive</i> way to a post by someone else -- something more than "great post" or "I agree" or "I disagree".</p>		
	<p>Unit 2 EXTRA CREDIT QUIZ</p>	<p>1. Unit 2 Extra credit quiz</p>	
DATE Module 1 Unit 3	TOPICS and READINGS	ASSIGNMENTS	DATE DUE
Unit 3: <i>Renaissance and the Emergence of Humanism, Part I</i>	<p>UNIT 3: <i>Renaissance and the Emergence of Humanism, Part I</i></p> <p>READ:</p> <ul style="list-style-type: none"> • CAMERON, Pt. I, Chap. 2: "The Power of the Word: Renaissance and Reformation", pp.63-81. • Chs. 14-19 (XIV-XIX) of Nicolo Machiavelli: <i>The Prince</i> (1513) at http://www.fordham.edu/halsall/basis/machiavelli-prince.asp • PowerPoint Lecture: Unit 3 <p>Discussion Forum Assignment Reminder:</p>		11:59pm, Mon, Jan 2

	<p>Contribute to Part 1 of the Module 1 Discussion Forum, which covers Units 1-3, by choosing ONE question to answer. (<i>Note: you will want to read through all three units for this module before choosing a discussion question to answer.</i>)</p> <p>For Part 2 of the Module 1 Discussion Forum Assignment, Respond in a <i>substantive</i> way to a post by someone else -- something more than "great post" or "I agree" or "I disagree".</p>		
	UNIT 3 EXTRA CREDIT QUIZ	1. Unit 3 Extra credit quiz	DUE: 11:59pm, Mon, Jan 2
DATE	TOPICS and READINGS	ASSIGNMENTS	
MODULE TWO Units 4 - 6 First Primary Source Assignment Choice	DATE DUE: 11:59pm, Mon, Jan 2		DATE DUE 11:59pm, Mon, Jan 2
Module 2 Unit 4		MORE; KELLY-GADOL; PRIMARY SOURCE PACKET	11:59pm, Mon, Jan 2

<p>Unit 4: <i>Renaissance and the Emergence of Humanism, Part II</i></p>	<p>UNIT 4: <i>Renaissance and the Emergence of Humanism, Part II</i></p> <p>READ:</p> <ul style="list-style-type: none"> Thomas More, <i>Utopia</i> (1516), excerpts (law, government, description of the island) Joan Kelly-Gadol, "Did Women Have a Renaissance?" (1977) "Women and the Renaissance" primary source packet PowerPoint Lecture: Unit 4 	<p>Module 2 Discussion Forum (Covers Units 4 - 6)</p>	
	<p>UNIT 4 EXTRA CREDIT QUIZ</p>	<p>Unit 4 Extra credit quiz</p>	<p>DUE: 11:59pm, Mon, Jan 2</p>
DATE	TOPICS and READINGS	ASSIGNMENTS	
<p>Module 2 Unit 5</p>		<p>WOLF; MONTAIGNE; review CAMERON, Prologue</p>	DATE DUE
<p>Unit 5: <i>Exploration, "Discovery," and Economic Expansion</i></p>	<p>UNIT 5: <i>Exploration, "Discovery," and Economic Expansion</i></p> <p>READ:</p> <ul style="list-style-type: none"> Eric Wolf, <i>Europe and the People Without History</i> (excerpt) Michel de Montaigne: <i>On Cannibals</i> (1580) at: http://public.wsu.edu/~brians/world_civ/wo_rldcivreader/world_civ_reader_2/montaigne.htm REVIEW: CAMERON, "Prologue: Europe and the World Around," pp. 1-28 PowerPoint Lecture: Unit 5 		<p>11:59pm, Sat, Dec 19</p>

	UNIT 5 EXTRA CREDIT QUIZ	1. Unit 5 Extra credit quiz	DUE: 11:59pm, Mon, Jan 2
DATE	TOPICS and READINGS	ASSIGNMENTS	
Module 2 Unit 6		CAMERON, Ch. 2; KEMPE; LUTHER	DATE DUE
Unit 6: <i>The European Reformation, Part I</i>	<p>UNIT 6: <i>The European Reformation, Part I</i></p> <p>READ:</p> <ul style="list-style-type: none"> • CAMERON, Pt. I, Chap. 2: "The Power of the Word: Renaissance and Reformation", pp.81-101. • Excerpt from <i>The Book of Margery Kempe</i> • Martin Luther: Letter to the Archbishop of Mainz, 1517 at the Internet Medieval Sourcebook: http://www.fordham.edu/halsall/source/1uthrlertr-indulgences.asp • PowerPoint Lecture: Unit 6 		11:59pm, Mon, Jan 2
	UNIT 6 EXTRA CREDIT QUIZ	1. Unit 6 Extra credit quiz	DUE: 11:59pm, Mon, Jan 2
	<p>FIRST PRIMARY SOURCE</p> <p>ASSIGNMENT</p> <p>CHOICE DUE</p> <p>READ:</p> <ul style="list-style-type: none"> • General Instructions on Primary Source Assignments • Choose 1 of the 4 options to complete 	1. First Primary Source Assignment Choice	Choose 2 of the 4 to complete

DATE	TOPICS and READINGS	ASSIGNMENTS	
MODULE THREE Units 7- 8	DATE DUE 11:59pm, Sun, Jan 8		DATE DUE 11:59pm, Sun, Jan 8
Module 3 Unit 7		COUNTER- REFORMATION PRIMARY SOURCE PACKET	11:59pm, Sun, Jan 8
Unit 7: <i>European Reformations II</i>	UNIT 7 <i>European Reformations II</i> READ: <ul style="list-style-type: none">• The Counter-Reformation (primarysource packet)• PowerPoint Lecture: Unit 7	Module 3 Discussion Forum (Covers Units 7 – 8)	
	UNIT 7 EXTRA CREDIT QUIZ	1. Unit 7 Extra credit quiz	DUE: 11:59pm, Sun, Jan 8
DATE	TOPICS and READINGS	ASSIGNMENTS	
Module 3			DATE DUE

Unit 8		CAMERON, Ch. 3; SPEECH BY ELIZABETH I	
Unit 8: <i>Emergence of the Modern State and Modern Warfare</i>	<p>UNIT 8</p> <p><i>Emergence of the Modern State and Modern Warfare</i></p> <p>READ:</p> <ul style="list-style-type: none"> • CAMERON, Ch. 3, "War, Religion, and the State" • Elizabeth I, "Speech to the Troops at Tilbury" (1588) at Luminarium.org: http://www.luminarium.org/renlit/tilbury.htm • PowerPoint Lecture: Unit 8 		
UNIT 8 Extra credit quiz			11:59pm, Sun, Jan 8
DATE	TOPICS and READINGS	ASSIGNMENTS	

DATE	TOPICS and READINGS	ASSIGNMENTS	
MODULE FOUR Units 9-11 and Second Primary Source Assignment Choice Due	DUE DATE: 11:59pm, Sun, Jan 8		DATE DUE 11:59pm, Sun, Jan 8
Module 4 Unit 9		WIESNER; PRIMARY SOURCE DOCUMENTS RELATING TO WITCHCRAFT	
Unit 9: <i>Social Control and the State: the Witch Craze</i>	UNIT 9: <i>Social Control and the State: the Witch Craze</i> READ: <ul style="list-style-type: none">• Mary Wiesner, <i>Women and Gender in Early Modern Europe</i>, Ch. 7• 3 Short Extracts from Documents relating to Witchcraft from the Internet Medieval Sourcebook: http://www.fordham.edu/halsall/source/witches1.asp• "The Torture and Execution of Doctor Fian" [extract and transcription from the 1591 "Newes from Scotland", the earliest tract on	Module 4 Discussion Forum (Covers Units 9 – 11)	

	<p>Scottish witchcraft] at http://www.wwnorton.com/college/english/nael/16century/topic_1/doctfian.htm</p> <ul style="list-style-type: none"> • PowerPoint Lecture: Unit 9 		
	UNIT 9 EXTRA CREDIT QUIZ	1. Unit 9 Extra credit quiz	DATE DUE 11:59pm, Sun, Jan 8
DATE	TOPICS and READINGS	ASSIGNMENTS	
Module 4 Unit 10		CAMERON, Ch. 4; VERMEER PAINTING	DATE DUE
Unit 10: <i>The New Economy and Colonial Enterprises</i>	<p>UNIT 10: <i>The New Economy and Colonial Enterprises</i></p> <p>READ:</p> <ul style="list-style-type: none"> • CAMERON, Ch. 4, "Colonies, Enterprises, and Wealth," pp. 138-170 • STUDY Johannes Vermeer's painting, <i>Officer and the Laughing Girl</i> (c. 1666-1660) and EXPLORE the "hotspots" and embedded in the image and the "special topics" below it at: http://www.essentialvermeer.com/catalogue/officer_and_laughing_girl.html • PowerPoint Lecture: Unit 10 		DATE DUE 11:59pm, Sun, Jan 8
	UNIT 10 EXTRA CREDIT QUIZ	1. Unit 10 Extra credit quiz	DATE DUE 11:59pm, Sun, Jan 8
DATE	TOPICS and READINGS	ASSIGNMENTS	
			DATE DUE

Module 4 Unit 11	CAMERON, Ch. 5; NEWTON	
Unit 11: <i>Rise of Modern Science and the Conflict Between Religion and Natural Philosophy</i>	UNIT 11: <i>Rise of Modern Science and the Conflict Between Religion and Natural Philosophy</i> READ: <ul style="list-style-type: none">• CAMERON, Ch. 5, "Embattled Faiths," pp.171-205• 19-year-old Isaac Newton's "List of Sins Committed Before Whitsunday 1662" at Brainpickings.com: http://www.brainpickings.org/index.php/2012/01/04/isaac-newton-list-of-sins/; Original transcription at The Newton Project: http://www.newtonproject.sussex.ac.uk/view/texts/normalized/ALCH00069• PowerPoint Lecture: Unit 11	DATE DUE 11:59pm, Sun, Jan 8
	UNIT 11 EXTRA CREDIT QUIZ	1. Unit 11 Extra credit quiz
SECOND PRIMARY SOURCE ASSIGNMENT CHOICE DUE	1. Second Primary Source Assignment Choice	Choose 2 of the 4 to complete by 11:59pm, Sun, Jan 8
DATE	TOPICS and READINGS	ASSIGNMENTS
MODULE FIVE	DATE DUE	DATE DUE
Units 12 - 14	11:59pm,	

Thurs, Jan 12

		FINAL EXAM STUDY GUIDE	
Module 5 Unit 12		CAMERON, Ch. 6; MAGDEBURG	DATE DUE 11:59pm, Thurs, Jan 12
Unit 12: <i>The Thirty Years' War</i>	<p>UNIT 12: <i>The Thirty Years' War</i></p> <p>READ:</p> <ul style="list-style-type: none"> • CAMERON, Ch. 6, "Warfare, Crisis, and Absolutism," pp. 206-219 [up to section on "Absolutism"] • An account of the destruction of the city of Magdeburg (1631) at the Hanover Historical Texts Project: http://history.hanover.edu/texts/magde.htm • PowerPoint Lecture: Unit 12 	Module 5 Discussion Forum (Covers Units 12 – 14)	DATE DUE 11:59pm, Thurs, Jan 12
	UNIT 12 EXTRA CREDIT QUIZ	1. Unit 12 Extra credit quiz	
DATE	TOPICS and READINGS	ASSIGNMENTS	
Module 5 Unit 13		CAMERON, Ch. 6; DOMAT	DATE DUE
Unit 13: <i>Absolutism and the New State</i>	<p>UNIT 13: <i>Absolutism and the New State</i></p> <p>READ:</p> <ul style="list-style-type: none"> • CAMERON, Ch. 6, "Warfare, Crisis, and Absolutism," pp. 219-230 ["Absolutism" to the 		DATE DUE 11:59pm, Thurs, Jan 12

	<p>end]</p> <ul style="list-style-type: none"> • Jean Domat (1625-1696): "On Social Order and Absolute Monarchy" at the Internet History Sourcebook: http://www.fordham.edu/Halsall/mod/1687domat.asp • PowerPoint Lecture: Unit 13 		
	UNIT 13 EXTRA CREDIT QUIZ	1. Unit 13 Extra credit quiz	
DATE	TOPICS and READINGS	ASSIGNMENTS	DATE DUE
Module 5 Unit 14		PRIMARY SOURCE READING LINKS FINAL EXAM STUDY GUIDE	
Unit 14: <i>Everyday Life and the Structure of Society, Part II</i>	UNIT 14: <i>Everyday Life and the Structure of Society, Part II</i> READ: <ul style="list-style-type: none"> • The First English Coffee-Houses, c. 1670-1675, at the Internet History Sourcebook: http://www.fordham.edu/Halsall/mod/1670coffee.asp • Samuel Pepys' Diary: entries for November 21& 22, 1666, http://www.pepysdiary.com/diary/1666/11/#fnr1-1666-11-22; and his entries for March 25 & 26, 1662, at: http://www.pepysdiary.com/diary/1662/03/ • VIEW: links to Wenceslaus Hollar's full-length portraits of "Winter", "Autumn", "Spring" and "Summer" at the British Museum 		DATE DUE 11:59pm, Thurs, Jan 12

	<ul style="list-style-type: none">PowerPoint Lecture: Unit 14		
	UNIT 14 EXTRA CREDIT QUIZ	1. Unit 14 Extra credit quiz	DATE DUE 11:59pm, Thurs, Jan 12
DATE	TOPICS and READINGS	ASSIGNMENTS	
MODULE 6 Final Exam	Friday, January 13, 2023 THE FINAL EXAM WILL BE AVAILABLE ONLINE between 12:01am and 11:59 pm, Friday, Jan 13	FINAL EXAM	

	<p>FINAL EXAM STUDY GUIDE The Final Exam Stud20y Guide will be made available one module prior to the exam.</p> <p>You have 120 minutes to take this exam,</p>	<p>THE FINAL EXAM WILL BE AVAILABLE ONLINE between 12:01am and 11:59pm, Friday, January 13</p>	<p>DATE DUE 11:59pm, Fri, Jan 13</p>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Kathryne Beebe

COURSE EVALUATION

Students will be encouraged to participate in the end-of-semester SPOT (Student Perceptions of Teaching) online survey.

COURSE POLICIES

Assignment Policy

All assignments must be turned in on the date on which they are due, which is listed above on the Course Calendar. See the section entitled “Grading” for further information about late work. This course will be using Turnitin software for assignment submission. Various extra credit assignments will be made available throughout the course, at the discretion of the instructor.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

All quizzes and exams are open book, and they must be begun by the due date listed. Should you student lose Internet connection during an exam, please contact me as soon as you are able, and I will work with you to sort things out. However, before contacting me, be sure to contact the Student Helpdesk and document the remedy ticket number before contacting me. If circumstances prevent you from completing a quiz or exam during the allotted time, please contact me directly via e-mail to work out a solution for making it up.

Instructor Responsibilities and Feedback

- **Instructor responsibilities in the course** include helping students grow and learn; providing clear instructions for projects and assessments; answering questions about assignments;

identifying additional resources as necessary; providing grading rubrics; reviewing and updating course content, etc.); as well as helping you to succeed in your chosen goals.

- Students can anticipate a response regarding emails, assignment feedback, and grades in a timely manner – for e-mails, generally within 24 hours (although usually much sooner), and assignment feedback and grades within 1 module.

Late Work

As stated above, because of the extraordinary situation this year due to COVID-19, **there will be no penalties for late work in this class**. However, I ask for your understanding and help – if you are able to complete the assignments on time, it would really benefit your own learning, and the smooth running of the class. **The final deadline to turn in any late work will be by 11:59pm on Thursday, January 7**. Any later than that, and I cannot be sure that I would be able to grade the assignment in time to submit your final grade for the course. *However, if you encounter circumstances that would make this difficult or impossible, please let me know, and I will work with you to explore options that will allow you to complete the course successfully.*

I am here for you, and I will help you succeed in this course, no matter what it takes!

The final deadline to turn in any late work will be by 11:59pm on the date of the Final Exam.

Attendance Policy

Students “attend” this course by logging into our Canvas page each module, performing the readings and all assignments, and engaging meaningfully in the course discussions. Your attendance and class participation are not formally graded, but the assessments of your discussion posts will reflect the depth of your “attendance” and participation in our online course. State your attendance policy. If requested by the U.S. Department of Education to mark when Federal Student Aid recipients “begin attendance in a course.” Faculty may report the last date a student attended their class based on evidence such as a test, participation in class discussion, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. Information about the University of North Texas’ Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5>

Class Participation

See the policy on “attendance” above. In addition, the greatest expectations of this course are the expectation of a willingness to explore new concepts and ideas, to work hard, and to create an atmosphere of respect. Discussion and writing are very important in this class, and you will receive a great deal of support to help you express your ideas clearly in both ways.

In order to succeed in this course, you should:

- plan to log in and check the website announcements and forum discussions at least every other day during the module
- to read all of the assigned readings
- to take lots of notes from the readings and the online PowerPoint lectures
- to participate regularly and meaningfully in class Forum discussions
- to complete thoughtfully and submit all assignments on time.

In just five short modules, this course covers material that is normally covered in a full semester. During a 16-module semester, you would expect to meet for class for three hours per module, and to have two hours' worth of work at home for every hour in class – for a total of nine hours' work per class per module. In this shortened semester, you must compress a full sixteen modules into five, and so you must **plan to spend about 27 hours per module** working to master the material and the assignments in this online class.

Syllabus Change Policy

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

UNT POLICIES

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however,

information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during modules 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at <http://spot.unt.edu/> or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of

Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one module of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-module deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](#).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.