BLHS 107: The Early Modern World
Professor Arnold Bradford
Spring 2016

Course Meetings
Thursdays, 5:20 pm-8:55 pm, Downtown Campus
January 14, 21, 28; February 4, 11, 18, 25; March 3, 17, 31; April 7, 14, 21, 28.
(January 28, February 11, March 3, April 7, and April 21 are asynchronous virtual meetings, not classroom gatherings.)

Contact information
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Course Description
In this interdisciplinary course, you will discover that in the early modern period (1500-1800), a variety of factors—the European age of exploration and expansion, scientific investigation, Reformation theology, Renaissance Humanism, and the spread of print culture—caused Europeans to redefine themselves and their society. You will explore this process of "modern" redefinition of human values and study how to discuss and write about the changes in intellectual and cultural life it occasioned. You will encounter the terms "Reformation" and "Catholic Reformation," and study the scientific revolutions of the seventeenth century. William Shakespeare’s plays will enable you to address compelling questions about the interwoven themes of "The Human & the Divine" and "Identity & Difference." As you study the scientific, religious, and artistic debates of the Early Modern era, you will practice writing and speaking critically about them, using evidence from the text, research, and sound reasoning.

Learning Goals
Generally: To practice critical thinking skills in class and in all written work

To define the “Early Modern” era; also to critique the act of periodization that identifies the “Early Modern” era
To list the five main factors affecting European culture in the Early Modern Age, but also to analyze the limits of current knowledge about these five factors
To define and analyze the significant elements of the theological controversies of the Early Modern period, and interpret the significance of their influence on European society, particularly Tudor England
To distinguish between the Protestant Reformation and Catholic Reformation, and to query why the term "Reformation" is used to identify these movements
To explain the nature, significance, and impact of the major scientific revolutions of the seventeenth century

To analyze how ideas of "the human" altered during the Early Modern era, using examples from Hamlet
To explain the various concepts of "the divine" that surface in Shakespeare's Hamlet
To illuminate the workings of "othering" within Shakespeare's Merchant of Venice
To explicate how Shakespeare's Merchant of Venice participates in the creation of a gendered, racialized, religiously coherent English nationhood

To identify and narrow and appropriate question to pursue in a short essay
To write a clear thesis statement
To write straightforward topic sentences that develop the claims outlined in the thesis
To present effectively and explain, clearly and straightforwardly, the specific evidence supporting the topic sentences and overall thesis
To revise essays in order to improve writing skills

Required Texts


**Course Requirements**

*Attendance:*
Students are expected to attend all class meetings and to participate in all assigned activities. Class participation grades are predicated on attendance at all class meetings. In keeping with BALS policy, students with two or more absences, excused or unexcused, may receive a failing grade for the course. Late arrivals and/or early departures of more than seven minutes count as ¼ of an absence.

*Participation and Classroom Etiquette:*
Students are expected to read the course material carefully, take notes, and participate fully in class discussion. Laptop usage is acceptable as a means of note-taking but not as a means of engaging in any other activity, from checking email to surfing the web. iPhones and similar devices must be turned off and stowed, out of sight and out of hand, during class meetings.

*Papers:*
A variety of writing exercises anchors each unit of the course. These exercises are designed to help you improve your critical thinking skills as well as your writing skills. The course may be assigned a Writing Center Associate. If possible, share completed drafts of your papers with a WCA, and solicit feedback so that you can revise your written work accordingly. This will help you learn to think more critically and write more clearly, and may very well improve your grades.

*Paper Submissions and Late Policy:*
Please turn in your paper electronically at the email address given at the top of the syllabus. Emails to other addresses will not be acknowledged or accepted. Papers must arrive in the incoming email box at or before 5:25 pm on the assigned due date. A late paper arriving after 5:30 pm on the due date is lowered one letter grade. Any paper received more than 48 hours late is lowered two full grades. Papers received one week late automatically receive an F. **You must, however, complete all assigned work in order to receive a grade for the course as a whole.**

*Evaluation:*
Your final grade is based on the following components:
- Reformation essay, 12.5%
- *Hamlet* paper, 20%
- *Merchant of Venice* paper, 20%
- Science Essay 12.5%
- Virtual Museum Report 12.5%
- Cumulative Blackboard posting, 12.5%
- Overall class participation, 10%

*Academic Integrity:*
See the UNIVERSITY POLICY section below for information about the Georgetown University Honor System. Any incident of plagiarism, however minor or major, results in an “F” for the course. You must cite every source. Meet with the Writing Center Associate assigned to the course or with a Reference Librarian if you have any questions about how to cite your research sources. They will be happy to help you. We expect students to follow the MLA citation style, which is outlined in detail on the following website: http://www.library.georgetown.edu/tutorials/research-guides/mla-guide. You may also find the Purdue University “OWL” website helpful: just search online for “Purdue University OWL.” Plagiarism—including *accidental* plagiarism—has extremely serious ramifications. Professors are required, by university regulations, to report any suspicion of a violation. The University Honor Council adjudicates all cases, and if the allegation is
upheld the Council may add to the professor’s penalty other sanctions. Please seek our assistance and follow the Honor Code assiduously.

COURSE OUTLINE

Thurs., Jan. 14  
**Introduction to the Early Modern World**
Early Modern Quiz assigned.

Thurs., Jan. 21  
**The Reformation, Part I: New Perspectives on Theology, Politics, Economics**

*Assignments for today’s class:*
Janz, Chapter 2 [Luther], introduction and pages 88-146; pages 56-59, 63-74.
Janz, Chapter 5 [Calvin], introduction and pages 270-328. Reformation short essay assigned.

*Early Modern Quiz due.*

Thurs., Jan. 28  
**The Reformation, Part II: Reformation in England; Christianity and Judaism**

*Assignments for this week’s individual online work (no class meeting):*
Jantz, Chapter 6 [English Reformation]: pages 329-376; page 436.
POST on one of the assigned Discussion Board topics and reply to two other postings. Details on the Discussion Board site for this date.

Thurs., Feb. 4  
**Shakespeare: *Hamlet*, the Human & the Divine**

*Assignments for today’s class:*
*Reformation short essay due in electronic form.*
Read Acts I-III of *Hamlet* after studying the Introduction, Background, and William Shakespeare sections of your text. Use the *Hamlet* Reading Guide posted on Blackboard.

Thurs., Feb. 11  
**Shakespeare: *Hamlet*, the Human & the Divine**

*Assignments for this week’s individual online work (no class meeting):*
POST on one of the assigned Discussion Board topics and reply to two other postings. Details on the Discussion Board site for this date.

Thurs., Feb. 18  
**Shakespeare: *Hamlet*, the Human & the Divine**

*Assignments for today’s class:*
Review *Hamlet*; watch streaming video film if possible.
*Due: 4 pp. *Hamlet* paper in electronic form. See Blackboard for the complete version of this two-part *Hamlet* Paper Assignment.

Thurs., Feb. 25  
**Shakespeare: *The Merchant of Venice*; Identity & Difference within Religion**

*Assignments for today’s class:*

Thurs., March 3  
**Shakespeare: *The Merchant of Venice*; Identity & Difference within Religion**

*Assignments for this week’s individual online work (no class meeting):*
Read *The Merchant of Venice*, Acts IV-V, using the Reading Guide.
POST on one of the assigned Discussion Board topics and reply to two other postings. Details on the Discussion Board site for this date.
Thurs., March 17  Shakespeare: *The Merchant of Venice*; Identity & Difference within Religion

**Assignments for today’s class:**
Read the selections from James Shapiro, *Shakespeare and the Jews* (posted on Blackboard).
*4 pp. *Merchant of Venice* essay due in electronic form.

Thurs., March 31  The Rise of Science, Part I: Macrocosm: Copernicus and Galileo

**Assignments for today’s class:**
Cohen, pp. 3-126. Study questions posted on Bb.
Science short essay assigned.

Thurs., April 7  The Rise of Science, Part II: Microcosm: Newton and The Invisible Universe

**Assignments for this week’s individual online work (no class meeting):**
Cohen, pp. 127-184; Hooke. Study questions posted on Bb.
POST on one of the assigned Discussion Board topics and reply to two other postings. Details on the Discussion Board site for this date.


**Assignments for today’s class:**
Study assignment posted online.
*Science short essay due in electronic form.

Thurs., April 21  Virtual Museum Visit

**Assignments for this week’s individual online work (no class meeting):**
Virtual museum visit includes Science, Reformation, Shakespearean interests.
Specific assignment posted on Blackboard.

Mon., April 28  Last Class

**Assignments for today’s class:**
*Virtual Museum Visit report due in electronic form.
*Oral Presentation due on Shakespeare and on Science/Religion Unit:
In our last class meeting, we will launch a retrospective discussion of Shakespeare, Science, and the Reformation. Identify what you think is THE MOST CRITICAL SHIFT IN PERCEPTION that occurs during the time period we refer to as “Early Modern.”
Bring to class two illustrations of the shift that you think is the most far-reaching in its effects: one illustration from science or religion and one from Shakespeare’s. From the Science and Religion Unit, you may want to select a passage from a philosophical or religious treatise or an image from the Virtual Museum project. From the Shakespeare Unit, you may choose a passage from one of Shakespeare’s plays or sonnets.
Focus on finding evidence of the shift in perspective that characterizes the Early Modern World. In class, you’ll be responsible for presenting a well-planned five-minute argument to defend your choice from the Science and Religion Unit and a well-planned five-minute argument to defend your choice from the Shakespeare Unit. Please rehearse these oral arguments before class. Imagine ways in which to enhance your presentation: how will you illustrate your argument to make it interesting and exciting for your classmates? You may share video or audio clips, images, charts, paintings—anything that will augment your line of reasoning. Time your presentation so that you
fill the ten minutes with a substantive, thoughtful argument.

Fri., May 6 7:00 pm *CUMULATIVE RESPONSE (BLACKBOARD SUBMISSION) DUE

Please transform one of your oral presentations on the most critical shift in perception in the Early Modern World into a two-page, double-spaced paper and submit it to the "CUMULATIVE BLOG" on the BLHS 107 Blackboard site. Responses are not accepted after 7:00 pm sharp.

UNIVERSITY POLICIES

Disabilities
If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu.

Turnitin.com
Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Extreme weather, Emergencies, and Instructional Continuity
During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university’s Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings. The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Georgetown Honor System
All students are expected to follow Georgetown’s honor code unconditionally. We assume you have read the honor code material located at http://scs.georgetown.edu/academic-affairs/honor-code, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course may be submitted to turnitin.com for checking.

Plagiarism
In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail. If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

Policy Accommodating Students’ Religious Observances
The following is university policy:
Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.