

BLHS 107: The Early Modern World

Professor: Dr. Meaghan Brown email: MB2382@georgetown.edu

Schedule Spring 2019

Classroom: Wednesdays, January 9 to April 24, 6:30 – 9:30

Offsite Museum visit: Saturday, Feb. 16th, time TBD.

Course Description:

The early modern period in England was a time of dynamic change, social and cultural mobility, and literary and technological innovation. In this interdisciplinary course, we will explore some of the many factors that changed how Europeans thought of their society and their role in it: Religious reformations, scientific and technological invention, shifts in popular literature, and the growth of national identities and the establishment of nation states. You will explore how major movements shaped early modern lives through original texts and scholarly readings. In the process, you will practice writing and speaking critically about the early modern period, examining evidence from our texts and other scholars and presenting the material clearly and with sound reasoning.

Learning Goals and Outcomes

After completing this course, students should be able to:

- Analyze the development of major cultural influences, including religion, science, and related political movements
- Identify the influence of such cultural phenomena in literature, including William Shakespeare's *Henry V* and *Merchant of Venice*
- Explore the social and technological developments that influence the spread of information, and the preservation of that information
- Develop critical thinking, analytical reading, and argumentative writing skills in encounters with both primary and scholarly texts

Assessment and Evaluations:

- **Informed classroom participation** (10%): including careful reading, note-taking, participating in classroom discussion, and asking questions. Informed participation requires regular attendance, see full attendance policy below.
- **Discussion board postings** (20%): There will be four short writings (~ 500 words) posted to the Discussion boards over the course of the semester. Detailed instructions can be found on Canvas.
- **Research Proposals** (2.5% each, 5% total): students will identify research topics for their essays (see below) and create a research proposal, identifying a research question, expected challenges, and at least three sources they propose to begin their research with. Full description of the assignment will be on Canvas.
- **Annotated Bibliographies** (5% each, 10% total): Students will select, read, critique, and annotate ten sources for each paper. Full criteria will be found on Canvas.
- **Essays** (20% each, 40% total): Two essays requiring critical analysis and research will be assigned. Students will identify topics of interest in consultation with the professor. Full criteria will be found on Canvas.
- **Biography of an Early Modern Item** (10%): The Biography will serve as individual background research for the final presentation on early modern objects. Full details will be on Canvas.

- **Group Presentation (5%):** The final class will be devoted to presentations on the life of an early modern object. Full criteria will be found on Canvas.

Required Textbooks

- Brook, Timothy. *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World*. Bloomsbury Press, 2008. ISBN-13: 978-1596915992. Paper.
- Janz, Denis, and Jordon, Shirley, eds. *A Reformation Reader*. 2nd ed. Fortress Press, 2008. ISBN: 9780800663100. Paper.
- Shakespeare, William. *Henry V*. Ed. Barbara A. Mowat and Paul Werstein. Simon and Schuster, 2009. ISBN-13: 978-0-7434-8487-9.
- Shakespeare, William. *The Merchant of Venice*. Ed. Barbara A. Mowat and Paul Werstein. Simon and Schuster, 2011. ISBN-13: 978-0-7434-7756-7.
- Any reading labeled [PDF] will be available through Canvas.

Schedule

All dates are Wednesday unless otherwise noted

Date	Topic and Reading	Assignments
1/16	<p>What is early modern? life, language, and geography in early modern Europe</p> <p>Introduction to Ch. 1, “The Late Medieval Background,” <i>The Reformation Reader</i></p> <p>Explore: Map of Early Modern London (MoEML)</p>	<p>In-class writing, sign up for close-reading for next week.</p>
1/23	<p>The Reformation</p> <p>Explore: Tracking the Luther Controversy</p> <p>Janz, Ch 2, “Martin Luther,” <i>The Reformation Reader</i>, introduction and pages 88-146; pages 56-59, 63-74.</p> <p>Janz, Ch 5, “John Calvin,” introduction and pages 270-328.</p>	<p>Discussion board post 1 due</p>
1/30	<p>The Reformation in England</p> <p>Janz, Ch 6, “The Reformation in England”: Introduction, 329-331 Henry 8’s Acts of Supremacy: 332-341 Thomas Cranmer, Preface to the Great Bible (1-6): 341-346 Marian Reversal: 357- 359</p> <p>Elizabethan Settlement: 362 - 368 The Thirty-Nine Articles: 368 - 376 Pius V, <i>Regnans in Excelsis</i>: 436</p> <p>The Catholic Reformation</p> <p>Janz, Ch 7: Introduction, 377-381</p>	<p>Discussion board post 2 due</p>

	<p>Explore: Virtual St. Paul's Cathedral Project Examine: Vermeer, "Allegory of the Catholic Faith"</p>	
2/6	<p>Trade 1: Old Worlds and New Levin and Watkins, "Shakespeare and the decline of the Venetian republic" [PDF]</p> <p>Thomas Brook, <i>Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World</i>: "The View from Delft," 1-26 "A Dish of Fruit," 54-84</p> <p>"Making Girl reading a letter in front of an open window," by the Gemäldegalerie Alte Meister</p> <p>Examine: Vermeer, View of Delft Vermeer, Girl Reading a Letter at an Open Window (in "Making" above)</p> <p>Bonus: Restoration of "Girl Reading a Letter at an Open Window," (with videos). Videos are in German, but are subtitled.</p>	Research Proposal for Paper 1 due
2/13	<p>Trade 2: New Worlds and Old Bartolome de las Casas, <i>A Short Account of the Destruction of the Indies</i> 435</p> <p>Thomas Brook, "Vermeer's Hat," ch.2 in <i>Vermeer's Hat</i>, 26-53 "School for Smoking," 117-151</p> <p>Examine: Jan van der Straet, preparation drawing for "America" , engraving of "America"</p> <p>Transatlantic Slave Database</p>	Discussion board post 3 due, "A Keyword"
2/16** SAT	Fieldtrip to the Folger Shakespeare Library	
2/20	<p>Faith, Identity, and the Rule of Law: Shakespeare's <i>Merchant of Venice</i> <i>Merchant of Venice</i>, Introduction, acts 1-3</p> <p>Explore: JSTOR's Understanding Shakespeare's Merchant Folger Digital Texts API</p>	Annotated bibliography 1 due
2/27	<i>Merchant of Venice</i> , acts 4-5	Paper 1 due

	Explore: Stage History of the <i>Merchant of Venice</i>	
3/6	SPRING BREAK	
3/13	<p>A True Report: News in early modern Europe Joad Raymond and Noah Moxham, Ch.1, News Networks in Early Modern Europe (Brill, 2016). https://www.jstor.org/stable/10.1163/j.ctt1w8h1ng.8</p> <p>Sara Barker, Ch. 14, “Time in English Translations of Continental News” in <i>News Networks in Early Modern Europe</i> (Brill, 2016). https://www.jstor.org/stable/10.1163/j.ctt1w8h1ng</p> <p>Explore: The Historical Calendar</p>	Research Proposal for paper 2 due
3/20	<p>Macrocosms: Galileo and scientific publishing Adrian Johns, “The Book of Nature and the Nature of the Book” [PDF] Mary Winkler and Albert Van Helden, “Representing the Heavens” [PDF] Examine: Galileo’s <i>Starry Messenger</i> Venice edition, 1610 Frankfurt edition, 1610</p>	Discussion board post 4 (Choosing Your Item) due
3/27	<p>Microcosms, Robert Hooke and The Royal Society Janice Neri, “Between Observation and Image” [PDF] Examine: Hooke’s <i>Micrographia</i>, 1665 Explore: Later Networks of Knowledge: The Republic of Letters</p>	Annotated bibliography 2 due
4/3	<p>Rhetorics of Nationhood: <i>Henry V</i> <i>Henry V</i>, Introduction, Acts 1-3 JSTOR’s Understanding <i>Henry V</i></p>	
4/10	<i>Henry V</i> , Acts 4-5	Paper 2 due
4/17	<p>Performing loyalty: <i>Henry V</i> on stage and screen</p> <p>James Mardock, “Stage and Screen” <i>Skim</i></p>	
4/24	Final day of class	Presentations on early modern material objects, Biography of an early modern object due

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. Accommodations will not be applied retroactively.

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 website 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 Canvas will not be changed due to campus closings.

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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 will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

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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.

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Published course readings (book chapters, articles, reports, etc.) available in Canvas are

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* Some readings for this course will be drawn from printed material that is well out of copyright and which is accessed via digital facsimile. In general, if it was printed before 1923, you're fine to share it. If you have any questions about which material falls under this category, please ask the instructor.

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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.