

History 6686: **From the Medieval to the Modern World View**

Fall 2006

Tuesdays 5:30-8:00 P.M.

Class: TLC 3205

Office hrs: MT 4:30-5:30 P.M., after class and by appt.

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Goals of the course:

- To learn how the intellectual worlds of the Middle Ages changed through the period of early modern Europe (ca. 1500-1700)
- To discover how scientific, religious, philosophical and social thought influenced each other to produce new world views
- To learn how medieval and early modern people constructed their world views

Learning Outcomes:

- Students will be able to identify, classify and describe some major schools of medieval and early modern thought
- Students will be able to read primary or secondary historical writing and be able to analyze the author's perspective and biases.
- Students will be able to write a paper of their own incorporating their own research into a major paper
- Students will be able to recognize and describe, in written and oral form, the major schools of thought in the medieval and early modern worlds

Policies and Procedures:

Class meetings: Students are expected to attend each class and to participate in the class discussions. More than **two** unexcused absences will result in a lower final grade. Please turn off all cell phones, pagers, etc. before coming into the classroom.

Tests, Quizzes, etc.: There will be **two** tests covering the material in the reading assignments and class materials. Students with documented special needs must see me to make special arrangements for test taking and/or other needs.

Papers: There will be a research paper due for this class. The paper will be a twelve to fifteen-page research paper on a topic approved by the instructor. The instructor will distribute guidelines for the paper. The paper will be due **28 November 2006**. No late papers will be accepted. For information on plagiarism, please consult the History Department website: <http://www.westga.edu/~history/plagiarismhtm.htm>. The grading rubric may be found [here](#).

Reports: Students will prepare summaries and responses to **two** of the reading assignments during the term and will help lead a class discussion on those class days. Summaries and responses should be approximately **two to three pages** in length indicating the major ideas presented, examples to illustrate the thesis or chief ideas of the section, and the student's critical response to the reading. A signup sheet will be circulated in class for these reports.

Class discussions: Part of your final grade will depend upon class participation. Students are expected to have read the material for the class period and will be expected to be prepared to discuss it. Often that will mean bringing the correct text to class.

This syllabus is subject to change, so please attend class to keep up with assignments.

Grading:

The final grade for the course will consist of the following:

Research paper	40%
1st test	15%
2nd test	15%
Class participation and reports	<u>30%</u>
	100%

Note: No extra credit will be assigned for this course. No assignment prepared for another class can be submitted for this course without instructor approval.

Required Books:

Dear, Peter. *Revolutionizing the Sciences: European Knowledge and Its Ambitions, 1500-1700*. Princeton: Princeton University Press, 2001

Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Baltimore: Johns Hopkins, 1982

Locke, John. *The Second Treatise on Government*. Mineola, New York: Dover Thrift Edition, 2002

Merchant, Carolyn. *The Death of Nature: Women, Ecology and the Scientific Revolution*, (with a new Preface). San Francisco: Harper and Row, [1980]

Muir, Edward. *Ritual in Early Modern Europe*. Cambridge: Cambridge University Press, 1997

Weisner, Merry E. *Women and Gender in Early Modern Europe*. 2nd ed. Cambridge: Cambridge University Press, 2000

Wilcox, Donald J. *In Search of God and Self: Renaissance and Reformation Thought*. Boston: Houghton Mifflin, 1975

Sources:

Pico, [*Oration on the Dignity of Man*](#) (1486)

Copernicus, [excerpt](#) from *The Revolutions of the Heavenly Bodies* (1543)

Galileo, [*Letter to the Grand Duchess Christina of Tuscany*](#) (1615)

Descartes, [excerpt](#) from *Discourse on Method* (1637)

Francis Bacon, [**The Great Instauration**](#) (1620) excerpts

Krämer and Sprenger, [excerpt from *Malleus Maleficarum*](#) (1486; but used throughout Reformation) – click on “continued” at bottom of page
Luther, [“Against Catholicism”](#) (1535)
St. Ignatius of Loyola, [excerpt from *Spiritual Exercises*](#) (1541)
Luther, [“Jews and Their Lies”](#) (1543)
Luther, [“Of Free Will”](#) in *Table-Talk* (1566)
Calvin, [“On Predestination”](#) (1559)
St. Francis of Sales, part II, chs. [14-15](#) of *Introduction to the Devout Life* (1607-8)

Schedule:

August 15: Introduction, nature of class, goals and requirements

August 22: What were the ways of knowing in the later Middle Ages?

Reading: Dear, *Revolutionizing the Sciences*, Introduction and ch. 1;
Merchant, *Death of Nature*, ch. 1-3;

August 29: Renaissance Ideas

Reading: Pico, [Oration on the Dignity of Man](#) (1486); Copernicus, [excerpt from *The Revolutions of the Heavenly Bodies*](#) (1543); Wilcox, *God and Self*, Preface-ch. 3;

September 5: The Renaissance and the Occult, Neo-Platonism

Reading: Merchant, *Death of Nature*, ch. 4-5; Krämer and Sprenger, [excerpt from *Malleus Maleficarum*](#) (1486; but used throughout Reformation) – click on “continued” at bottom of page; Wilcox, *God and Self*, Preface-chs. 4-7;

September 12: Scientific Ideas and the Creation of the Mechanical Worldview

Reading: Dear, *Revolutionizing the Sciences*, ch. 2-4; Wilcox, *God and Self*, Ch. 8; Merchant, *Death of Nature*, chs. 6-7

September 19: The Mechanical Universe and its Implications

Reading: Dear, *Revolutionizing the Sciences*, ch. 5-6; Descartes, [excerpt from Discourse on Method](#) (1637); Francis Bacon, [The Great Instauration \(1620\)](#) excerpts; Merchant, *Death of Nature*, chs. 8-9; Wilcox, *God and Self*, chs. 10-12 (for background)

September 26: Ritual and Rites of Passage in late medieval and Renaissance Lives

Reading: Muir, *Ritual*, Introduction and parts one and two

October 3: **First Hour Exam**

October 10: **Fall Break**

October 17: The Reformation and Its Implications

Reading: Wilcox, *God and Self*, chs. 15-16; Muir, *Ritual*, part three

October 24: Reformation Ideas

Reading: Dear, *Revolutionizing the Sciences*, chs. 7-conclusion; Merchant, *Death of Nature*, ch. 12; Wilcox, *God and Self*, chs. 17-19;

October 31: The Spread of Reformation Ideas

Reading: Wilcox, *God and Self*, chs.20-24; Luther, "[Against Catholicism](#)" (1535); St. Ignatius of Loyola, [excerpt from *Spiritual Exercises*](#) (1541); Luther, "[Jews and Their Lies](#)" (1543); Luther, "[Of Free Will](#)" in *Table-Talk* (1566); Calvin, "[On Predestination](#)" (1559); St. Francis of Sales, part II, chs. [14-15](#) of *Introduction to the Devout Life* (1607-8)

November 7: Reformation and the [un-]Common Man

Reading: Ginzburg, *The Cheese and the Worms*

November 14: The Reformation and Politics

Reading; Locke, *Second Treatise of Government*; Wilcox, *God and Self*, chs. 9, 14

November 21: Gender and Ideas

Reading: Wiesner, *Women and Gender*, part 1

November 28: Gender and Ideas

Reading: Wiesner, *Women and Gender*, chs. 5-8

December 5: **Second Examination 5:30-7:30**