



# UNIVERSITY OF GUELPH

## HIST\*1010 Early Modern Europe

Winter 2026

Section 01

Department of History

Credit Weight: 0.50

### **Land Acknowledgement: Guelph**

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

### **1 Course Details**

#### **1.1 Calendar Description**

This course examines the evolution and expansion of European society during the pre-industrial era. Commencing with the Renaissance and Reformation it will survey such themes as the voyages of exploration, the impact of western culture on indigenous societies, the development of commercial capitalism, the transformation of science and technology and the conflict between imperial powers in Europe and overseas.

#### **1.2 Course Description**

History 1010 introduces the important developments in western Eurasia – “Europe” – and its regional and global neighbours in the period 1300-1800. The course examines trends, development, evolution and events that together shaped early “modern” institutions in the Eurasian West. These include: post-Plague (1350) recovery; Renaissances; Reformations; overseas expansion, colonialisms and imperialism; state building and growth of government; emergence of framework of modern science; concepts of individual liberty during 18th- century Enlightenment, and American, French, Haitian and other political revolutions. HIST\*1010 hopes to help us understand

the foundations of modern forms, including Canada and others, and to explore ways to link history with reconciliation of peoples in our current context.

### 1.3 Timetable

Class meets for first time Tuesday 6 January 2:30-3:50 p.m. [REDACTED] we meet twice a week on Tuesdays and Thursdays until Thursday 2 April with the exception of the Winter Break 16-20 February.

### 1.4 Final Exam

Saturday 18 April [REDACTED]. Check WebAdvisor for the latest information about location.

### 1.5 Instructional Support Team

Instructor: [REDACTED]

Office & Office Hours: [REDACTED], Tuesday and Thursday, 4:15-5:15 p.m. or by appointment

Graduate Teaching Assistants for HIST1010 W26:

[REDACTED]

Graduate Teaching Assistants will establish their own meeting hours and locations by Week II.

## 2 Learning Resources

### 2.1 Required Resources

Mark Konnert, *Medieval to Modern. Early Modern Europe*. Oxford and Toronto: Oxford University Press, 2017. E-Book form: ISBN: 978019901849 (Textbook)

<https://www.redshelf.com/>

Margot Northey, *Making Sense*. Toronto: Oxford University Press, 2016. ISBN 9780199031603 (Academic Style Textbook) recommended.

*Making Sense* is a valuable writing guide that can serve as resource in all of your coursework. *Making Sense* details the documentation technique as well as writing practices at University/professional level.

### 2.2 Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
Mark Konner. <i>Medieval to Modern</i>	Required	Print text: \$129.99; 180-day eBook: \$59.50
Margot Northey. <i>Making Sense</i>	Recommended	180-day eBook: \$21.95

Students are advised that prices are often determined by the publisher or bookstore and may be subject to change.

### **2.3 Required Reading Details**

Readings for the Thursday Document Study and Quiz activities are found either directly linked on syllabus, on CourseLink or on the ARES electronic course reserves which can be accessed through ARES. Please bring copies or digital versions of these readings to class for our Thursday workouts. The class works best if participants study these readings beforehand, and the Prof thanks you for entertaining this idea.

### **3.0 Course Learning Outcomes**

By the end of this course:

1. you should understand the historical development of many of the key elements of modernity.
2. you should be able to demonstrate an informed historical perspective by reading primary sources in context and by analyzing their bias and limitations.
3. you should be able to use the library's collections and services for specific research tasks by researching a specific historical question or problem.
4. By the end of this course, you should demonstrate increased capacity to work with others and deepen your perspective by debating complex historical problems and participation in class-wide discussions.
5. you should demonstrate capability and confidence required to organize and present research results, deliver clear argument and evidence in written form, document information, and deliver project elements by a specified deadline, by completing your written assignments.
6. you should be able to demonstrate increased historical awareness, capacity to think critically, and an enhanced capacity for informed citizenship.

## **4 Teaching and Learning Activities**

### **4.1 Lecture**

#### **Week I**

6 January: Introduction to HIST\*1010; Medieval foundations of Western Eurasia

8 January: Foundations + How to read Primary Sources (Practice Exercise) and Quiz 1 on CourseLink)

References:

Mark Konnert, *Medieval to Modern*. Early Modern Europe, ch. I: 1-16

Document Discussion:

[https://commons.wikimedia.org/wiki/File:T and O map Guntherus Ziner 1472.jpg](https://commons.wikimedia.org/wiki/File:T_and_O_map_Guntherus_Ziner_1472.jpg)

<http://avalon.law.yale.edu/medieval/statlab.asp>

## **Week II**

13 January: Social and political transformation at end of “Middle Ages”

15 January: Transformation + Document Discussion – and sign-up instructions for research assignment.

References: Konnert, *Medieval to Modern* Ch. 1: 16-47

Document Discussion and Quiz 2: <https://sourcebooks.fordham.edu/source/stfran-rule.asp>

## **Week III**

20, 22 January: Europe’s relations with Islam, South Asia and China, 1200-1500

20 January: Research and HIST\*1010 Research Project: workshop with Amber Allen, our Learning Liaison at the McLaughlin Library. Please bring laptop/tablet or phone in order to interact with Library resources and begin to identify scholarly sources.

Reference: Konnert *Medieval to Modern* Ch. 2: 48-71

Document Discussion and Quiz 3: link to <https://www.islam.com.au/> Sections on God, Books and Beliefs.

## **Week IV**

27, 29 January: "Renaissances"

29 January: Document Discussion and Quiz 4

References: Konnert, *Medieval to Modern* Ch. 2: 48-91

<https://sourcebooks.fordham.edu/source/1224artelana.asp>

<https://sourcebooks.fordham.edu/source/prince-excerpt.asp>

## **Week V**

3, 5 February: Reformations : Document Link and Quiz 5.

Coursework submission 6 February: Research Outline + Bibliography uploaded to Courselink by 11:00 pm

References: Konnert, *Medieval to Modern* Ch. 3: 92-134

Document Discussion: Martin Luther, [Ninety-Five Theses](#)

## **Week VI**

10 February: Post-Reformation: Religious war and political evolution.

12 February: Mid-Term Examination (50 minutes) in CRSC 116

12 February: Lecture & Document Study:

References: Konnert, *Medieval to Modern* Ch. 4: 136-161 (first half of chapter)

Document Discussion: Ignatius of Loyola, [Rules for Thinking with the Church](#)

\*\*\* Winter Break 16-20 February\*\*\*

## **Week VII:**

24 and 26 February: Topics: New World Clash, Conquest, Colonization

26 February: Document Discussion and Quiz 6: *Hans Staden's True History: An Account of Cannibal Captivity in Brazil*, edited by Neil Whitehead, 92-96 (Courselink)

Reference: Konnert, *Medieval to Modern* Ch. 5: 174-193

## **Week VIII:**

3, 5 March: War and State-building in the Seventeenth Century

5 March: Document and Quiz 7

Reference: Konnert, *Medieval to Modern* Ch. 5: 162-171 and Ch 6: 222-263.

Document Discussion: "Excerpts from Thomas Hobbes Leviathan" (Courselink)

## **Week IX**

10, 12 March: Scientific Revolutions

12 March: Document Discussion and Quiz 8: [Robert Bellarmine, "Letter on Galileo's Theories" in Modern History Sourcebook:](#)

Reference: Konnert, *Medieval to Modern* Ch. 5: 194-213

### **Week X:**

17, 19 March: Agricultural Change and the Industrial Revolution.

19 March: Document Discussion: “Observations of Slavery 1654-1712”, appendix of *Oroonoko, The Royal Slave* (1688), by Aphra Behn and edited by Joanna Lipking, pp. 105-110 (Courselink)

References: Konnert, *Medieval to Modern* Ch. 8: 284-316

20 March (Friday) Research paper upload to Courselink by 11:00 p.m.

### **Week XI**

24, 26 March: Enlightenments and social change

26 March: Document Discussion and Quiz 9

Document Link: Montesquieu, [Excerpts from the Spirit of the Law](#)

Reference: Konnert, *Medieval to Modern* Ch. 9: 317-353

### **Week XII**

31 March, 2 April “So you say you want a REVOLUTION....”; Europe and the beginning of Western modernities.

2 April: Document Discussion – and talk of where we land! - and Quiz 10

Excerpts from Mary Wollstonecraft “A Vindication of the Rights of Woman (1792)” in *The Past Speaks*, vol 2, 134-6. (Courselink)

References: Konnert, *Medieval to Modern*

## **5 Assessments**

### **5.1 Assessment Schedule**

Weekly Thursday Quiz activity	10%	Thursdays 2:30-3 p.m. Weeks 1-12
Research proposal	8%	Friday 6 February 11 p.m. (Dropbox)
Midterm Exam	20%	Tuesday 10 February 2:30-3:25 p.m.
Research essay	32%	Wednesday 18 March 11 p.m. (Dropbox)
Final Exam	30%	Saturday 18 April 8:30-10:30 a.m. (location t.b.a.)

## 5.2 Assessment Instructions

### 5.2.1 Document Quizzes, discussed in Thursday classes. (10%)

**Date: Weekly Quiz Weeks 1,2,3,4,5,7,8,9,11,12.**

The weekly quiz is available on Wednesday afternoons on Courselink, and consists of four to five questions on primary documents and other course material. The goal of the weekly quiz is to get students' views on a given topic, as basis for Thursday classroom discussion. As such, the quiz should be completed before the start of class, so that we have enough data for robust discussion, and the class is able to establish the best answers to the quiz questions.

10 weekly quizzes will appear – according to the schedule set out above. **Students must complete a minimum of 9 of the 10 and submit these 9 to Courselink.** Each completed weekly quiz participation event nets 1.1 % of course grade, with exception of the 9<sup>th</sup> successful quiz response, which nets 1.2%, for total of 10% of course grade. To collect the full 1.1% for each quiz, the student must score 80% on each of the weekly quizzes. Multiple attempts are permitted, and the quizzes will remain available as study materials up to morning of the Final Exam 18 April.

Submission: via the **Quizzes tab** in Courselink.

Due: Weeks 1, 2, 3, 4, 5, 7, 8, 9, 11 and 12. No document quiz 14 February (Week VI: Midterm Examination) or Week X (research essay submission).

### 5.2.2 Research Outline + Bibliography (8%)

Due: Friday 6 February 11 p.m. (upload to Dropbox in Courselink)

For this assignment you (1) sign up for an essay topic; (2) do background research on your topic using reference works (such as *Oxford Reference Online*); (3) find three **scholarly sources** – we will discuss this in class - from the library including one hard-copy monograph (single-study academic history) from the library (Omni- including Wilfrid Laurier and Waterloo as well as other Ontario University libraries), one academic journal article from an electronic journal database (e.g. Historical Abstracts) and a third **scholarly source** of your choosing (e-book, book, article, book chapter); (4) formulate a Research Question about your topic. Upload your research question before 11 p.m. Friday 6 February along with a short paragraph which explains how you plan to approach the topic, including the argument or thesis which will allow you to address the Research Question. This should be followed by a brief outline indicating the areas or themes to be covered. Paragraph should not exceed 250 words.

### 5.2.3 Midterm Exam (20%)

Date: Tuesday 10 February, CRSC 116 In-Class Midterm Exam.

The 50-minute exam will test your knowledge and understanding of the themes we have covered in class, textbook, map activity, documents and Friday quizzes, in Weeks I to V (6 January to 10 February inclusive). **Exam consists of short answers and a map question.** Students accorded

accommodation should ensure that alternative measures are in place. Contact Prof with any concerns, ideally in advance of this and any other due dates.

#### **5.2.4 Research Paper (32%)**

Due: Wednesday 18 March 11 p.m. in Courselink Dropbox

The Final Research Paper is due Wednesday 18 March (Week X), and must be uploaded onto CourseLink – where it will be checked for source accuracy and plagiarism by the integrated **Turnitin.com** tool - by 11 p.m. The paper should be **a minimum of 1500 and a maximum of 1800 words in length** – excluding footnotes and bibliography. It should cite at least 7 secondary scholarly sources in the footnotes. Footnotes must conform to Chicago Style for the Humanities ("Traditional Humanities") and **must include precise page number or numbers of source cited**. The paper will be an independent analysis synthesized from multiple secondary works. We will spell this out in detailed instructions on Courselink, but let's understand that this research assignment is laborious: technical and professional requirements (sources; documentation) take time to put together, and writing well requires rewriting. For all of us. HIST\*1010 team is there to support at every stage

#### **5.2.5 Final Exam (30%)**

Date: 18 April 2026. A two-hour (8:30-10:30 a.m.) in-person Final exam with Thematic Essays which cover the entire course. These essay topics will be made available to students in Week XII. You will address two of the four topics, as well as short answers and a map question which cover Course materials since 10 February.

## **6 Course Statements**

### **6.1 HIST\*1010 Late Assignment policy**

HIST\*1010 Team expects assignments (Research Proposal; Research Essay) to be submitted to CourseLink dropbox on time by 11 pm on due date. Unless an extension has been granted, the late paper falls to the back of grading queue. HIST\*1010 provides feedback on assignments; lateness has impact on your paper outcome. If you seek academic consideration on compassionate or other grounds, you should address the Professor as soon as possible, prior to the assignment due date. In some cases, you will be asked to provide documentation. Assignments will be penalized 2% per weekday to a maximum of 25% and will not be accepted without academic consideration beyond the last class day (6 April 2026).

### **6.2 How to Record/Assimilate and Express Course Content:**

A key outcome of HIST\*1010 is the ability to think, weigh and discuss contending facts and concepts. Note-taking is at the centre of this process. HIST\*1010 expects effective note-taking. Prof posts outlines and some maps on CourseLink but does not post slides containing his own notes; nor does HIST\*1010 capture classroom discussions or Friday document work on website, although Friday Quiz results will be viewable throughout the course in Courselink. Prof's PPT outline is not the class! So, we hope that you find a way to capture class, reading, discussion, etc. activity in your



own notebook and record-keeping system. The HIST\*1010 team is happy to help with note-taking, integration/assimilation/delivery strategies. We all do it our own way, and the HIST\*1010 team is there to help you to develop yours. Prof and Graduate Teaching Assistants are always available at their Office Hours or at mutual convenience, and would love to talk to you.

Students who have missed a class or who want to enhance their notes are more than welcome to drop by MCKN 1014 (during office hours or by appointment); GTAs will also post their office hours and locations.

### **6.3 Class Attendance and Personalized Notes**

There is no substitute for attending class and taking personalized notes. However students are welcome to share notes with others registered in the course. If you would like to make your notes available, and be the Official Course Notetaker, the Prof is happy to facilitate this process by posting your contact information on CourseLink and putting you in touch with Student Accessibility Services (SAS).

### **6.4 Turnitin.com: anti-plagiarism software employed in this course.**

HIST\*1010 uses Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

### **6.5 HIST\*1010 W25 Generative Artificial Intelligence policy**

HIST\*1010 W26 notes the spread of Generative AI at University of Guelph. Our policy is to provide guidelines to source identification and Artificial Intelligence composition in HIST\*1010 writing assignments. First, all cited material must conform to [Chicago Guide Traditional Humanities](#) format. Such citation practice requires **precise page numbers of all sources that the student employs in the writing project**. The Professor and/or our Graduate Teaching Assistants will check one or more of the citations in all submitted assignments; submitted assignments which lack precise and accurate page numbers for citations will be returned to the student for revision. Second, the **Research Proposal** – due 6 February - **for the Research Essay** - due 18 March - will contain a precise and limited thesis and will provide a three-item scholarly bibliography as well as short annotation indicating proposed use of the source. Professor and/or GTAs will provide feedback and **use the proposal as a means of assessing claims and documentation of the Research Essay** itself.

The following table is an appendix of **the American Historical Association’s Ad Hoc Committee on Generative AI in History Education Report**, published by the AHA in July 2025 and presented here with permission.

The table assesses GAI’s academic acceptability by Academic History Task. The AHA suggests that this chart may spur discussion on how HIST\*1010 students approach AI in their own academic work.

The table assesses GAI’s academic acceptability by Academic History Task.

<b>Task</b>	<b>Could this be acceptable use?</b>	<b>Under what conditions?</b>
Ask generative AI to identify or summarize key points in an article before you read it	Yes	Acceptable without explicit citation
Use an AI chatbot as a writing partner to help generate and develop ideas	Yes	Acceptable, may require explicit citation depending on circumstances
Ask generative AI to produce a starter bibliography	Yes	Acceptable without explicit citation only if each reference is checked and additional databases and sources are mined
Ask generative AI to produce a historical image for a paper or presentation	Yes	Image should be clearly marked as AI generated and with explicit discussion as to how the image was created. Images should not be shared beyond the classroom
Ask generative AI to fix the structure or formatting of your footnotes	Yes	Acceptable without explicit citation
Ask generative AI to write an essay or chapter. Submit that essay or chapter as your own work	No	<b>Never acceptable</b>

Ask AI to sharpen the language of your essay/chapter, but not modify, add to, or replace the main points	Yes	Acceptable use without explicit citation only if changes suggested by AI are limited to grammar and syntax
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Write an essay/chapter. Ask AI to add additional points	Yes	Acceptable with explicit citation only if fact- checked and adapted in your own words
Ask AI to summarize a book or article in your field. Use this as a starting point for critical engagement	Yes	Acceptable without explicit citation
Ask AI to summarize a book or article in your field. Reproduce that summary in your literature review without reading the book or article	No	Never acceptable, as there has been no engagement with the book or source itself
Use an AI generated summary of scholarship to critique another scholar's approach	No	Never acceptable, as AI frequently makes basic errors and there has been no engagement with the scholarship
Include a reference generated by AI in a footnote without checking the original	No	Never acceptable

## 6.6 Need to Talk?

Professor and Graduate Teaching Assistants are easy to find. Regular office hours as well as e- mail consultation are available each and every week of the semester. Please introduce yourself to Prof and to your assigned GTA – and the whole team, if you like – and make sure you know that we are here for you, and that we know who you are!

## 7 University Statements

### 7.1 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is outlined in the Undergraduate Calendar.

## **7.2 Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website.

## **7.3 Accommodation of Religious Obligations**

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations.

## **7.4 Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **7.5 Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses.

#### **7.6 Email Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

#### **7.7 Health and Wellbeing**

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness. If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. The Student Wellness team are here to help and welcome the opportunity to connect with you.

#### **7.8 Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

#### **7.9 Recording of Materials**

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

#### **7.10 Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

#### **7.11 When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.