



**B I S L A**  
Liberal Arts College

## Global Awakening: Historical Movements from the 14<sup>th</sup> to the 18<sup>th</sup> Centuries

**Instructor:** Lucas A. Sprouse, MAHR

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**Term:** Fall 2021

**Credits:** 5

**Instruction:** English, including lecture and seminar

**Lessons:** Mondays and Wednesdays 16:20-17:50 (90+90)

**Office Hours:** Mondays and Wednesdays: 15:50-16:20 or by appointment

### Course Description

**Global Awakening** is a survey of the major historical developments in society, politics, economics, religion, and culture from the 14th to the 18th centuries. During this time, movements thrived that defined the world as we know it and major dynastic powers throughout the world rose, developed, and fell. This course will look at how the world truly awakened and began to coalesce.

Europe rose to global prominence during the Renaissance, clashed ideologically during the Reformation, and explored the great expanses of the world. As Europeans planted numerous colonies, they were met with established dynasties and native peoples with completely different cultures, societies, and belief systems. These include Islamic empires, Chinese dynasties, a Japanese shogunate, and various Native American empires and confederations. Towards the end of this course, we will look at the development and impact of the Enlightenment as it shaped intellectual thought and created changes contemporary thinkers could only have dreamed of.

In addition to lectures, discussion-based seminars will focus on primary and secondary source readings, and students' written and oral communication skills will be developed through essays and presentations. Along with increased historical understanding, students will cultivate better critical thinking and analytical skills that can be applied in a range of academic and practical settings.

### Required Readings:

- Petrarch, *Letters*
  - Translated by James Harvey Robinson and Henry Winchester Rolf, (New York: G.P. Putnam's Sons, 1909), pp. 59-65, 207-209, 213, 239-251
- Ogier Ghiselin de Busbecq, *Turkish Letters: A European Diplomat's Impressions of Suleiman*
  - 1555-1562
  - [http://msjabbar.weebly.com/uploads/1/3/4/7/13476668/turkish\\_letters\\_-\\_busbecq.pdf](http://msjabbar.weebly.com/uploads/1/3/4/7/13476668/turkish_letters_-_busbecq.pdf)
- Sir John Chardin, *Travels to Persia*
  - 1673-1677, (London, Argonaut Press, 1927) ed. Janeen Richards (2000)
- Daniel Gerstell, *The Dutch East India Company and Its Rise to Power*

- Gertsell, Daniel. *Administrative Adaptability: The Dutch East India Company and Its Rise to Power*. Emory Endeavors in History: Volume III: Navigating the Great Divergence, 2011.
- Chen Hongmou, *On the Duties of an Official*
  - *Sources of Chinese Tradition: From 1600 Through the Twentieth Century*, compiled by Wm. Theodore de Bary and Richard Lufrano, 2<sup>nd</sup> ed., vol. 2 (New York: Columbia University Press, 2000) 162-167 © 2000 Columbia University Press
- Emperor Kangxi, *A Sacred Edict*
  - *Sources of Chinese Tradition: From 1600 Through the Twentieth Century*, compiled by Wm. Theodore de Bary and Richard Lufrano, 2<sup>nd</sup> ed., vol. 2 (New York: Columbia University Press, 2000) 71-72 © 2000 Columbia University Press
- Tokugawa Ieyasu, *Edict on Foreign Contact*
  - *Edict of 1635 Ordering the Closing of Japan*: addressed to the Joint Bugyō of Nagasaki
  - *Japan: A Documentary History: The Dawn of History to the Late Tokugawa Period*, edited by David J. Lu (Armonk, New York: M. E. Sharpe, 1997), 221-222. © 2001 M. E. Sharpe
- Hideyoshi Toyotomi, *Limitation on the Propagation of Christianity, 1587*
  - *Japan: A Documentary History: The Dawn of History to the Late Tokugawa Period*, edited by David J. Lu (Armonk, New York: M. E. Sharpe, 1997), 196-197. © 2001 M. E. Sharpe.
- Hideyoshi Toyotomi, *Expulsion of Missionaries, 1587*
  - *Japan: A Documentary History: The Dawn of History to the Late Tokugawa Period*, edited by David J. Lu (Armonk, New York: M. E. Sharpe, 1997), 196-197. © 2001 M. E. Sharpe.
- Bernal Diaz del Castillo, *The Spanish Encounter with Montezuma, Ruler of the Aztecs*
  - Bernal Diaz del Castillo, *The Discovery and Conquest of Mexico, 1517–1521*, trans. A. P. Maudsley, New York, Farrar, Strauss, 1956, pp. 228–231.
- Nahuatl Account of the Encounter with Montezuma
  - *The Broken Spears: The Aztec Account of the Conquest of Mexico*, ed. Miguel Leon-Portilla, Boston, Beacon Press, 1992, pp. 63–68
- Ida Amanda Johnson, *The Michigan Fur Trade*. Lansing: Michigan Historical Commission, 1919.
- *Voyagers Letters: Fur Trade 1833*
  - Ackerson, Robert C. *LaSalle: A Classic Source Book*. Baltimore, Maryland: Bookman Publishing, 1986.
- John Askin, *Letters*
  - John Askin and Milo Milton Quaife, *The John Askin Papers*. Detroit Library Commission, 1928.
- Martin Luther, *95 Theses*
  - Jackson J. Spielvogel, *Western Civilizations: A Brief History*, vol. I, 2<sup>nd</sup> edition
  - *The Protestant Reformation Original Works*
- John Calvin, *Institutes of the Christian Religion*
  - John Calvin, *Institutes of the Christian Religion*, (Trans.) Henry Beveridge, 3 vols. (Edinburgh: Calvin Translation Society, 1846), 3:518, 544-54
- *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics*

- Richard Kagan and Abigail Dyer, ed., *Inquisitorial Inquires: Brief Lives of Secret Jews and Other Heretics*, (2<sup>nd</sup> ed, John Hopkins University Press, 2011).
- *Reflections on the Thirty Years War*
  - J. H. Robinson, (Ed. and Trans., *Readings in European History*, 2 vols. (Boston: Ginn and Company, 1906), 2: 200-203, 205-208, 211-212, 214-215.
- Domat, *On Social Order and Absolute Monarchy*
  - Jean Domat: *Le droit public, suite des lois civiles dans leur ordre naturel*, vol. 3, Oeuvres completes, nouvelle edition revue corrigée, ed. Joseph Remy (Paris: Firmin-Didot, 1829), pp. 1-2, 15-21, 26-27, 35, 39, 40, 44-45. Translated by Ruth Kleinman in Core Four Sourcebook
- Bishop Burnet, *Peter the Great*, 1698
  - James Harvey Robinson, ed. *Readings in European History, 2 Vols.* (Boston: Ginn and Co., 1904-1906), *Vol II: From the Opening of the Protestant Revolt to the Present Day*, pp. 303-312.
- Von Korb, *Diary*, 1698-99
  - James Harvey Robinson, ed. *Readings in European History, 2 Vols.* (Boston: Ginn and Co., 1904-1906), *Vol II: From the Opening of the Protestant Revolt to the Present Day*, pp. 303-312.
- General Alexander Gordon, *History of Peter the Great*, 1718
  - James Harvey Robinson, ed. *Readings in European History, 2 Vols.* (Boston: Ginn and Co., 1904-1906), *Vol II: From the Opening of the Protestant Revolt to the Present Day*, pp. 303-312.
- Jean Rousset de Missy, *Life of Peter the Great*, 1730
  - James Harvey Robinson, ed. *Readings in European History, 2 Vols.* (Boston: Ginn and Co., 1904-1906), *Vol II: From the Opening of the Protestant Revolt to the Present Day*, pp. 303-312.
- John Locke, *On Government: Chapter 18. Of Tyranny*
  - John Locke, *On Tyranny* (The Carolina Free Press, Sep/Oct, 1998) Vol IV, Issue 5

### **Evaluation Criteria**

Active Participation: 30%

Presentations: 30%

Examinations: 20%

Writing Assignments: 20%

**Active Participation:** It is absolutely necessary to come to class and participate on a regular basis. Participation includes attendance, reading preparation, and active discussion during seminars. You are allowed four unexcused absences, after which your grade will significantly decrease.

**Presentation:** Each student is expected to complete two short presentations throughout the semester. One of these presentations will cover influential individuals from the Renaissance and the other presentation will cover Native American tribes, confederations, or empires. You are required to create some sort of visual aid to accompany your presentation and engage with your audience.

**Examinations:** There will be two examinations in this course, a midterm and a final examination. Both examinations are weighted equally. Each examination will cover the material since the previous one; the final examination will, therefore, not be comprehensive. Examinations will be based upon

information from lectures, class discussions, primary source readings, the required readings, and any presentations given.

Reflective Essays: These include 500 word reflections covering historical movements that we have discussed. In these assignments, you should briefly describe the movements, analytically compare and contrast them, and explain their impact world history. You are also able to reflect upon a topic which we have mentioned in class and you wish to delve deeper into. Critical analysis is key.

**Course Evaluation**

A – excellent: 100-93%

B – very good: 92-84%

C – good: 83-74%

D – satisfactory: 73-63%

E – sufficient: 62-51%

Fx – fail: 50-0%.