Course Description:

Analysis of the great age of monarchy between the Thirty Years War and the French Revolution. These years were remarkable for the rise of absolutist kings and queens in Europe, several of whom – Louis XIV of France, Leopold I of Austria, Peter the Great of Russia, and the eighteenth-century “enlightened absolutists” – will be examined in this course. We will also discuss the spread of new ideas in the Scientific Revolution and Enlightenment. Our central concern will be the ways in which traditional views of politics, society, and culture came under attack in the seventeenth and eighteenth centuries, weakened by broader trends such as the spread of literacy, a commercial economy, and increasingly expensive warfare.

Course Requirements:

The assignments will consist of two class exams, a final exam, three reading tests, and one paper. The class exams and the final exam will include short answer and essay questions, while the reading tests will comprise exclusively short answer questions. The paper will be 9 – 11 pages in length (2700–3300 words) and is due on December 4. The paper assignment will be handed out in mid-September.

Grading policy:

The semester grade will be broken into “fifths”: 20% of your semester grade will come from each of the three exams (the two class exams and the final exam), 20% from the average of your three reading tests, and 20% from your paper.

Attendance policy:

Class attendance is strongly recommended as a vital part of student learning but will not result in points deducted from the semester average. Roll will be taken each class by the instructor.

D2L / Brightspace:

D2L will be used this semester to post grades, the course syllabus, and some reading materials. Students will also submit their paper assignment on D2L. If
you have difficulties, you can email SFA’s D2L support team at d2l@sfasu.edu or call them at (936) 468-1919 (available Monday through Friday from 8 am to 5 pm).

Texts

Raymond Birn, *Crisis, Absolutism, Revolution: Europe and the World, 1648 – 1789*


Cardinal Richelieu, *The Political Testament of Cardinal Richelieu*


Margaret Osler, *Reconfiguring the World: Nature, God, and Human Understanding from the Middle Ages to Early Modern Europe*


Isaac Kramnick, *The Portable Enlightenment Reader*


Timothy Brook, *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World*


Dorinda Outram, *The Enlightenment*


Course Calendar:

*August 29:*

– Introduction

*August 31, September 5 and 7:*

– Historical and social context

**First reading test, lasting 15 minutes, Tuesday, September 12**

*September 12, 14, 19, 21, 26, 28, and October 3*

– The birth of absolutism in France and its failures in Great Britain and the Netherlands
* First exam, Thursday, October 5

October 10, 12, 17, 19, 24, 26, and 31:

– Central and Eastern Europe, and Great Britain in the late 17th century

Second reading test, Thursday, October 19

* Second exam, Thursday, November 2

November 7, 9, 14, 16, 28, 30, and December 5:

– 18th-century Europe

Third reading test, Tuesday, November 14

* Paper due, Monday, December 4, 11 pm

December 7:

– Final thoughts

* Final Exam, Tuesday, December 12, 1 – 3 pm

*** Note: SFA has scheduled this time for our final exam. No exceptions will be allowed.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-
administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Please read the dishonesty policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf, and also The Code of Student Conduct and Academic Integrity.

**Withheld Grades (Semester Grades Policy, A- 54):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early
as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Program Learning Outcomes

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.

This section of this course will focus on PLOs 1, 2 and 4.

Student Learning Outcomes

The more specific outcomes for this particular course are as follows:

1. The student will be able to explain and evaluate the concepts of absolutism and enlightened absolutism.
2. The student will student will be able to explain why absolutism failed to take root in Great Britain.
3. The student will be able to explain the main characteristics and consequences of the Enlightenment in Europe.

Explanation of Credit Hours Awarded for this Course

This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and
consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249
donofstudents@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741