



EFFECTIVE: JANUARY 2011
CURRICULUM GUIDELINES

A. Division: **ACADEMIC** Effective Date: **JANUARY 2011**

B. Department / Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES / HISTORY** Revision New Course

If Revision, Section(s) Revised: **A, D, H, M, N, O, P, Q**

Date of Previous Revision: **APRIL 2004**

Date of Current Revision: **DECEMBER 2010**

C: **HIST 2201** D: **EARLY MODERN EUROPE** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course examines early modern European history from the Renaissance to the mid-eighteenth century. As well as exploring the evolving economy and society, the course will consider the impact of new religious, political, and scientific ideas, and artistic representations of the age.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture and Seminar Number of Contact Hours: (per week /semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester Number of Weeks per Semester: 15	H: Course Prerequisites: ONE 1000-LEVEL HISTORY COURSE	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite NONE	
	K: Maximum Class Size: 35	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

M: Course Objectives / Learning Outcomes

At the conclusion of the course the successful student will be able to:

1. Examine historical sources critically and analytically (reading history). These sources include not only survey texts and scholarly articles, but also short monographs and extended primary sources.
2. Create and communicate personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include medium-length essays (from 1500-3000 words), comparative book reviews, short interpretive essays, primary source studies, and final examinations.
3. Independently analyze the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

N: Course Content:

A sample course outline would include the following topics.

Note: Content may vary according to the instructor's selection of topics.

1. Review of Historical Methods
2. Early Modern Economies and Societies
3. The Renaissance: Humanism, Political Thought, and the Arts
4. Reformation and Counter-Reformation
5. Elizabethan England and the Golden Age of Spain
6. Religious Wars and the European Witch Craze
7. The Age of Discovery and European Expansion
8. The Early Modern City
9. Early-Modern Mentalities
10. Constitutionalism in the Making: The English Revolution
11. Absolutism in the Making: France and Europe in the Age of Louis XIV
12. The Scientific Revolution
13. The Enlightenment: The Science of Man and Society
14. Enlightened Absolutism: The Promises and Limits of Reform

O: Methods of Instruction

Class sections will be divided between lectures and seminar discussions. The seminar discussion sessions will serve as a forum for the analysis and discussion of scholarly literature and as a testing ground for student hypotheses. The instructor will encourage students to elaborate, refine and revise ideas. Discussion sessions will also include tutorials in conducting historical research, the exploration of primary source documents, and practice in oral presentations. Participation in both lectures and seminar discussions is required for the successful completion of the course.

P: Textbooks and Materials to be Purchased by Students

Texts will be chosen from the following list, to be updated periodically:

Becker, C.L. The Heavenly City of the Eighteenth-Century Philosophers. New Haven: Yale University Press, 1992.

Cameron, E., ed. Early Modern Europe. An Oxford History. New York: Oxford University Press, 2001.

Darnton, R. The Great Cat Massacre and Other Episodes in French Cultural History. New York: Vintage, 1984.

Ginzburg, Carlo. The Cheese and the Worms. Baltimore: The Johns Hopkins University Press, 1992.

Huppert, G. After the Black Death: A Social History of Early Modern Europe. Bloomington: Indiana University Press, 1986.

Kagan, Donald, Steven Ozment, and Frank M. Turner. The Western Heritage. Volume B: 1300-1815. Upper Saddle River, N.J.: Prentice Hall, 2010.

Merriman, J., A History of Modern Europe. Vol. I: From the Renaissance to the Age of Napoleon. New York: W.W. Norton, 1996.

Ozment, Steven. The Burgermeister’s Daughter. New York: HarperPerennial, 1997.

Spielvogel, J.J. Western Civilization, Volume B, 1300 to 1815, 4th ed. Belmont, CA: Wadsworth / Thomson Learning 2000.

Weber, E., ed. The Western Tradition. Vol. 2, 5th ed. Toronto: D.C. Heath, 1995.

Winks, Robin W., and Lee Palmer Wandel. Europe in a Wider World, 1350-1650. New York: Oxford University Press, 2003.

Winks, Robin W., and Thomas E. Kaiser. Europe From the Old Regime to the Age of Revolution. New York: Oxford University Press, 2004.

Q: Means of Assessment

Assessment will be in accord with the Douglas College student evaluation policy. Specific components of evaluation will include some of the following: mid-term and final exams consisting of short answer questions and essay questions; in-class written work, quizzes, research paper; seminar presentations; short debate/position papers; participation in class discussions.

Specific evaluation criteria will be provided by the instructor at the beginning of the semester and will vary according to the instructor’s assessment of appropriate evaluation methods.

An example of one evaluation scheme:
Any combination of the following totalling 100%

Seminar Presentation	10%
Class/Seminar Participation	15%
Research Essay	30%
Midterm Examination	15%
Final Examination	30%

<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>
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Course Designer(s): Elmiro Argento, Ph.D. and Rhoda Friedrichs, Ph.D.

Education Council / Curriculum Committee Representative

Dean/Director: Catherine Carlson, Ph.D.

Registrar