

**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **MAY 27, 2002**

**B:** Department/ **HUMANITIES & SOCIAL SCIENCES** New Course | | Revision **X**

Program Area: **HISTORY**

If Revision, Section(s) Revised: **D, F, M, N, O, P**

Date Last Revised: **MAY 1995**

**C: HIST 201 D: EUROPE, RENAISSANCE TO ENLIGHTENMENT 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.

<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="text-align: right;"><b>Lecture 2</b> <b>Seminar 2</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Number of Weeks per Semester: <b>14</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p><b>One 100-level History course</b></p>
	<p><b>I:</b> Course Corequisites:</p> <p><b>NONE</b></p>
	<p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p><b>NONE</b></p>
	<p><b>K:</b> Maximum Class Size:</p> <p><b>35</b></p>

**L: PLEASE INDICATE:**

Non-Credit

College Credit Non-Transfer

College Credit Transfer: Requested  Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes**

At the end of the course the student will have demonstrated the following skills:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles, but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). This will include medium length essays (1500 - 3000 words), comparative book reviews, and three-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in tutorials and seminars (discussing history).

**N: Course Content**

Sample Syllabus (14 weeks)

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 sessions will be divided between lectures and discussions. The seminar sessions will serve as a forum for the exchange of student reactions and criticisms and as a testing ground for student hypotheses. The instructor will encourage students to elaborate, refine, and revise ideas, analyses, and interpretations. Participation in class discussions is therefore essential.

**P: Textbooks and Materials to be Purchased by Students**

The instructor may select course texts from the following (though not exclusively). 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.

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

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

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

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

**Q: Means of Assessment**

The evaluation of this course will follow Douglas College policy. During the first week of classes the instructor will provide students with a typed handout outlining the evaluation scheme for the course. A general guideline for evaluation follows:

Any combination of the following totalling 100%

Essays (one to four)	20 - 60%	No single essay or test will constitute less than 10% or more than 35% of the grade.
Tests (at least two)	20 - 60%	
Instructor's General Evaluation (Participation, improvement, Quizzes, short assignments, etc.)	10 - 20%	Total value of all essays will not be less than 20% or more than 60%.
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**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

Course Designer(s)

Education Council/Curriculum Committee Representative

R. Friedrichs

Dean/Director

Registrar