

# **EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES**

A.	Division:	INSTRUCTIONAL	Ef	ffective Date:		SEPTEMBER 20	)04	
В.	Department / Program Area:	HISTORY FACULTY OF HUMANITIES & SOCIAL SCIENCES	Re	evision	X	New Course		
				Revision, Section(s)		С, Н	<u> </u>	
				evised:		34.37.2002		
				ate of Previous Revision ate of Current Revision		MAY 2002 APRIL 2004		
C:	HIST 2201 D: EUROPE, I ENLIGHTE					E: 3		
	Subject & Course No. Descript		tive Ti	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:		H:	Course Prerequisites	:			
				ONE 1100 I EVEL HICTORY COURSE				
			ONE 1100-LEVEL HISTORY COURSE					
	Lecture Seminar		I:	I: Course Corequisites:				
			NONE					
		Number of Contact Hours: (per week / semester for each descriptor)		Course for which thi	s Cours	se is a Prerequisite		
	Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester			NONE				
			K:	K: Maximum Class Size:				
	Number of Wee	eks per Semester: 15		35				
L:	PLEASE INDI	CATE:						
	Non-Credit							
	College Credit Non-Transfer							
	X College C							
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (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. <u>The Heavenly City of the Eighteenth-Century Philosophers</u>. New Haven: Yale University Press, 1992...

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

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

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

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

<b>P</b> :	Textbooks (cont'd)						
Spielvogel, J.J. <u>Western Civilization, Volume B, 1300 to 1815.</u> 4 <sup>th</sup> edition. Belmont, CA: Wadswoth/Thomson Learning 2000							
	Weber, E., ed. <u>The Western Tradition</u> . 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) Tests (at least two) Instructor's General Evaluation (Participation, improvement, Quizzes, short assignments, etc.)	20 - 60% 20 - 60% 10 - 20%	No single essay or test will constitute less than 10% or more than 35% of the grade.  Total value of all essays will not be less than 20% or more than 60%.				
R:	Prior Learning Assessment and Recognit	tion: specify whet	her course is open for PLAR				
Cours	e Designer(s) R. Friedrichs	E	Education Council / Curriculum Committee Representative				
Dean / Director			Registrar				

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