



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 235	Early Modern Europe	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	ENG 101	Fall 2022

Catalog description: Introductory survey of European History between 1500 and 1800, including the Renaissance, Reformation, Scientific Revolution, Europe's encounters with non-European societies, and the development of Absolutism. National developments are examined, and placed in a broad, comparative context. Emphasis on primary sources to provide a deeper appreciation for events and people of the period.

General Education Category: Goal 7: Historical Perspective
Goal 6: Humanities | **Course coordinator:** Padhraig Higgins higginsp@mccc.edu ex 3495

Required texts & Other materials:

Beat Kümin (ed.), *The European World 1500–1800: An Introduction to Early Modern History*, 3rd edition (Routledge, 2018)

James B. Collins and Karen L. Taylor (eds.), *Early Modern Europe: Issues and Interpretations* (Blackwell, 2006)

Hans Medick and Benjamin Marschke, *Experiencing the Thirty Years War: A Brief History with Documents* (Bedford St. Martin, 2013)

Michael G. Baylor, *The German Reformation and the Peasants' War: A Brief History with Documents* (Bedford St. Martin, 2012)

William Beik, *Louis XIV and Absolutism: A Brief Study with Documents* (Bedford St. Martin, 2000)

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: Essay; small and large-group discussions; individual writing assignments*]
2. analyze and interpret primary sources (whether they seem more “historical,” “literary,” or “philosophical”) and use them as evidence to support historical arguments. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: Essay; small and large-group discussions*]
3. identify and describe the significance of major figures, ideas, and events of women in antiquity. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: quizzes; individual writing assignments*]
4. describe and analyze the context of major movements, trends, and developments of women in antiquity. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: Essay; individual writing assignments*]
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of women in antiquity. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: Essay; individual writing assignments*]
6. use information technologies in acquiring new knowledge and perspective. (ILG 4, 7, 10, 11) [*Methods of assessment: Digital History project; essay*]
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: Essay*]
8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9) [*Methods of assessment: small and large-group discussions; individual writing assignments*]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

1. Europe’s Place in the Wider World [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Explain why Europeans began to embark on voyages of discovery and expansion at the end of the 15th century.

- Compare and contrast the goals and achievements of Portuguese and Spanish explorers.
- Describe colonial, political, and economic developments.
- Discuss how the arrival of Europeans in the Americas transformed native cultures and life.
- Explain why the European encounter with Asian civilizations was far less disruptive than those in Africa and the Americas.
- Describe how the world was tied together in global biological and economic systems.
- Assess technological and cultural preconditions to European exploration.
- Discuss the effect of the Columbian exchange on the Old and New Worlds.
- Analyze European attitudes toward New World peoples and culture.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the *Letters of Columbus*.

2. Gender and Social Relations [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Understand the ways in which gender and race influenced the experience of labor and the household in the eighteenth century.
- Describe the rituals of punishment and execution in Early Modern Europe.
- Understand gender's role with regard to the family and the economy.
- Compare and contrast the gendered experience of the body and sexuality during this period.
- Assess a selection of literary, historical and artistic primary sources from the Enlightenment, including, but not limited to sources on Women in the *Old Bailey Online*.

3. Rural and Urban Society [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Define feudalism and understand the controversy over the chronology of its crisis and decline during this period.
- Understand the distinctive features of urban governance and the tensions between local rule and central government.
- Assess the degree to which towns played a central role in the transmission of ideas.
- Analyze the significance of custom to landlord and tenants.
- Examine the significance and extent of urbanization in different regions in the sixteenth and century centuries.
- Identify how trade with Asia and the Americas contributed to the growth of cities.
- Explain how economic change affected tradition urban and rural society.
- Discuss the characteristics that distinguish rural culture in the Early Modern Era.
- Understand the experience of poverty and marginality in Early Modern Europe.
- Compare and contrast the fortunes of ordinary people in Eastern and Central European states during the Thirty Years' War.
- Assess a selection of literary, historical and artistic primary sources on urban and rural society, including, but not limited to von Grimmelshausen, *Simplicius Simplicissimus*.

4. The Early Modern Economy [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Understand the main features of an agrarian economy as well as the social relations within a rural society.
- Describe the process of economic and cultural exchange during this period.
- Analyze the economic effects of European expansion and conquest.
- Explain the ideas of the relationships between state and economic theories, such as Mercantilism.
- Understand the rise of the Atlantic World and centrality of the Slave trade and slave labor to the emergence of this new economic, political, and cultural configuration.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Olaudah Equiano's *Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*.

5. The Renaissance [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Discuss the characteristics that distinguish the Renaissance from the Middle Ages.
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture.
- Describe "humanism" and show its effect on philosophy, education, attitudes toward politics, and the writing of history.
- Discuss the impact of classical values on Renaissance thought.
- Evaluate the impact of classical models on Renaissance art, and what was "new" about Renaissance art.
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe.
- Discuss how the monarchies of western Europe gathered the strength to become more assertive and effective.
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, such as Thomas More's *Utopia*.

Unit II: Religion, Culture and Empire

6. Religious Culture and Reformations [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Explain the late medieval context of popular piety and reform ideas preceding Luther's call for change.
- State how Luther's basic ideas on religion differed from those of Catholicism and analyze how he arrived at his conclusions.
- Analyze how imperial political problems contributed to the spread of reformed religion in the Holy Roman Empire.
- Identify the principal Protestant traditions that emerged in the 16th century and how they differ from each other and from Roman Catholicism.
- Discuss the different application and development of reformed religion in England, France, and other states.

- Evaluate the effect of the Reformation on society, morality, and community life.
- Explain the social and religious background of the Reformation and trace the course of the Lutheran Reformation in Germany.
- Discuss the Catholic Counter-Reformation and the religious warfare and social and political strife engulfing Europe.
- Assess a selection of literary, historical and artistic primary sources from the Reformation, including, but not limited to Martin Luther's *Sermons*.

7. Religious Wars [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Describe the role of religion in the European wars of the 16th century.
- Assess how religion motivated and affected political action in Spain, France, and England.
- Evaluate the causes and effects of the Thirty Years' War.
- Discuss how art and literature of this age reflect political, social, and religious tensions.
- Evaluate the causes and effects of the Thirty Years' War.
- Identify the causes and long-term consequences of the English Civil War.
- Assess a selection of literary, historical and artistic primary sources from the age of Religious Wars, including, but not limited to von Grimmelshausen, *Simplicius Simplicissimus*.

8. Print and Scientific Revolutions [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Describe the broad historical preconditions and environment leading to Copernicus's theoretical explorations.
- Analyze the effects of science on the social and philosophical order.
- Explain the development of scientific methods, disciplines, and standards.
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- Analyze the effects of science on the social and philosophical order.
- Explain the development of scientific methods, disciplines, and standards.
- Assess a selection of literary, historical and artistic primary sources from the Scientific Revolution, including, but not limited to Galileo Galilei, *Letter to the Grand Duchess Christina*.

9. Popular Culture and Witchcraft [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Discuss the impact of the Inquisition on popular religious culture.
- Examine the ways in which the Reformation effected popular religious practice.
- Understand the rise in prosecutions for witchcraft between the mid-sixteenth and mid-seventeenth centuries.
- Identify the regional variations in prosecutions and accusations of witchcraft.

- Explain the early modern beliefs that led to the rise of witchcraft prosecutions and centrality of gender in these understandings.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to *Malleus maleficarum*.

10. European Expansion and Empires [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Analyze the effects of European expansion and conquest.
- Explain the ideas of the relationships between state and economic theories, such as Mercantilism.
- Outline the Spanish conquest of the Americas.
- Discuss the organization of labor and commerce in the Spanish Empire.
- Outline the establishment of the Portuguese colony of Brazil.
- Trace the establishment of French and British colonies in the Americas.
- Discuss the impact of the incursion of Europeans in Africa before 1800.
- Understand the rise of the Atlantic World and centrality of the Slave trade and slave labor to the emergence of this new economic, political, and cultural configuration.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Bernal Díaz del Castillo's *The True History of the Conquest of New Spain*.

Unit III: Politics, Rebellion, and Revolution

11. State Building and War [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Understand the process of State Building in a comparative context and how the State effected everyday-life.
- Analyze the concept of the Military Revolution and the changing strategies and tactics of warfare.
- Identify the causes and long-term consequences of the English Civil War.
- Compare and contrast the fortunes of Eastern and Central European states after the Thirty Years' War.
- Understand the role of women rulers in the process of Early Modern State-building.
- Assessing the impact of the Interregnum and Cromwell's role in Ireland and Scotland.
- Describe the English Restoration Settlement and the causes and consequences of the Glorious Revolution.
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, including, but not limited to Hobbes' *Leviathan*.

12. Absolutism and the Court [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Discuss the theory and practice of Absolute monarchy in Louis XIV's France and in other Absolutist states.
- Understand the process of state-building and the rise of theories of absolutism.

- Explain Ottoman state organization.
- Describe and compare Ottoman society and culture.
- Outline the course of early European impingement on the Islamic world.
- Explain the deterioration of imperial leadership from the sixteenth to eighteenth centuries.
- Discuss the varied approaches that individual States have taken to address internal economic, social, and political crises.
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, James I on *The Divine Right of Kings*.

13. Riot and Rebellion: Popular Political Culture [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Understand the concept of ‘moral economy’ and the deep-rooted sense of reciprocal obligation between ruler and ruled.
- Assess the character of peasant rebellions against landlords and the state in the sixteenth and seventeenth centuries.
- Analyze patterns of crime and punishment across Europe.
- Examine the central role of women in forms of popular protest in the Early Modern period.
- Explain the rituals of popular culture and popular violence.
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, including, but not limited to Martin Luther’s *Against the Murderous, Thieving Hordes of Peasants*.

14. Enlightenment [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Analyze the ideas of the leading *philosophes*.
- Assess the broader influence of Enlightenment ideas on popular culture and the social and cultural contexts in which these ideas were encountered
- Examine the centrality of understandings of gender and race to Enlightenment ideas.
- Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period.
- Assess the broader influence of Enlightenment ideas on European society and the social and cultural contexts in which these ideas were encountered.
- Relate the ideas of the Enlightenment to the crisis in Old Regime politics and society.
- Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period.
- Assess a selection of literary, historical and artistic primary sources from the Enlightenment, including, but not limited to Voltaire’s *Candide*.

15. The Age of Revolution [SLO 1-8; ILG 1, 4-11]

Learning Objectives: *The student will be able to*

- Outline the course of resistance and revolution in the British North American colonies.
- Explain the short- and long-term causes of the Revolution.
- Understand the chronology of the Revolution and key events from 1789 to 1799.
- Assess the role of culture and gender over the course of the Revolution.

- Understand the international context of the French Revolution and compare it to other revolutionary movements during this period.
- Summarize the history of the Abolitionist movement and the demise of transatlantic slavery.
- Assess a selection of literary, historical and artistic primary sources from the French Revolution, including, but not limited to the *Declaration of the Rights of Man and the Citizen*.

Evaluation of student learning:

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

Upper level (200-level) history courses must include research papers and instruction in doing research and writing within the conventions of history. The library staff can help with the information literacy orientation.

Reading Assignments

- ♦ Textbook as well as primary documents should be clearly assigned to the students

Exams & Quizzes

- ♦ At least one exam (take home or in class)
- ♦ A Final Exam (2 hour exam or take home exam)
- ♦ Exams should include substantial essay components

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to do research and to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least two (2) writing assignments or oral reports
- ♦ At least one group presentation or project
- ♦ At least one (1) assignment should concentrate on the primary documents
- ♦ One (1) major research project (8-10 pages).