COURSE OUTLINE

HIS 235
Course Number

Early Modern Europe
Course Title

3 Credits

3 or online as a separate course
Hours: lecture/laboratory/other (specify)

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.

Prerequisites:       Corequisites:
Recommended: HIS 102 or 113     ENG-101

Required texts/other materials:


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)

Last revised: Spring 2018

Course coordinator: Padhraig Higgins higginsp@mccc.edu ex 3495.
**Information resources:**
J-STOR
Oldbaileyonline.org

**Other learning resources:**
No tutors or study groups as of now.

**Course Competencies/Goals:**
The student will be able:
1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. to use information technologies in acquiring new knowledge and perspective.
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
4. to identify major personalities in Early Modern European history.
5. to describe major movements, trends, and developments of Early European history.
6. to 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 Early Modern European history.
7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature.

**Institutional Learning Goals**

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

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.

MCCC ASA Course Outline 9/9/2004
Institutional Learning Goal 11.
Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

**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 General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking). Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

**Reading Assignments**
- Textbook as well as primary documents should be clearly assigned to the students

**Exams & Quizzes**
- At least two (2), one-hour exams
- A Final Exam
- Exams should include at least a short-essay component

**Writing Assignments** (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected 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), but preferable three (3), writing assignments
- At least one (1) essay should concentrate on primary documents
- At least one (1) one assignment must incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project.

Length of the essays may be determined by the instructor; short (e.g., two-or three-page) essays are acceptable.

**Academic Integrity Statement:**

See: [http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf](http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf)

Students who cheat or plagiarize on any assignment in this class will receive a “0” on that assignment which may result in the failure of the course and will be subject to further disciplinary action as deemed appropriate by MCCC’s Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another’s words for a MCCC ASA Course Outline 9/9/2004
paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material.

**Units of study in detail.**

**Introduction: the World at the end of the 15th century**

Learning Objectives: *The student will be able to*

- Discuss the characteristics that distinguish Early Modern Europe.
- Explain the personal importance of understanding Early Modern European history.
- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.
- Understand all course assignments.
- Describe the basic political and economic structures of Europe around 1500 and understand Europe’s relations with the non-European world at this time.

**Unit I: Society and Economy**

1. Europe’s Place in the Wider World

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. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
- Compare and contrast the goals and achievements of Portuguese and Spanish explorers. *(Course Competencies 5 & 6; ILG Goal 7)*
- Describe colonial, political, and economic developments. *(Course Competencies 5 & 6; ILG Goal 7)*
- Discuss how the arrival of Europeans in the Americas transformed native cultures and life. *(Course Competencies 5 & 6; ILG Goal 7 & 11)*
- Explain why the European encounter with Asian civilizations was far less disruptive than those in Africa and the Americas. *(Course Competencies 5 & 6; ILG Goal 7)*
- Describe how the world was tied together in global biological and economic systems. *(Course Competencies 5 & 6; ILG Goal 7 & 8)*
- Assess technological and cultural preconditions to European exploration. *(Course Competencies 5 & 6; ILG Goal 7)*
- Discuss the effect of the Columbian exchange on the Old and New Worlds. *(Course Competencies 2 & 4; ILG Goals 7 & 8)*
- Analyze European attitudes toward New World peoples and culture. *(Course Competencies 2 & 4; ILG Goal 7 & 8)*
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the *Letters of Columbus*. *(Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)*

2. Gender and Social Relations

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. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*

MCCC ASA Course Outline 9/9/2004
• Describe the rituals of punishment and execution in Early Modern Europe. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Understand gender’s role with regard to the family and the economy. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Compare and contrast the gendered experience of the body and sexuality during this period. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• 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. (Course Competencies 1, 3 & 4; ILG Goal 6, 7, 10, & 11)

3. Rural and Urban Society

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. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Understand the distinctive features of urban governance and the tensions between local rule and central government. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Assess the degree to which towns played a central role in the transmission of ideas. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Analyze the significance of custom to landlord and tenants. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Examine the significance and extent of urbanization in different regions in the sixteenth and century centuries. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Identify how trade with Asia and the Americas contributed to the growth of cities. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Explain how economic change affected tradition urban and rural society. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Discuss the characteristics that distinguish rural culture in the Early Modern Era. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Understand the experience of poverty and marginality in Early Modern Europe. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Compare and contrast the fortunes of ordinary people in Eastern and Central European states during the Thirty Years’ War. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Assess a selection of literary, historical and artistic primary sources on urban and rural society, including, but not limited to von Grimmelshausen, Simplicius Simplicissimus. (Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)

4. The Early Modern Economy

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. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Describe the process of economic and cultural exchange during this period. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Analyze the economic effects of European expansion and conquest. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Explain the ideas of the relationships between state and economic theories, such as Mercantilism. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- 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. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- 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. (Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)

5. The Renaissance

Learning Objectives: The student will be able to
- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Describe “humanism” and show its effect on philosophy, education, attitudes toward politics, and the writing of history. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Discuss the impact of classical values on Renaissance thought. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Evaluate the impact of classical models on Renaissance art, and what was "new" about Renaissance art. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Discuss how the monarchies of western Europe gathered the strength to become more assertive and effective. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, such as Thomas More’s Utopia. (Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)

Unit II: Religion, Culture and Empire

6. Religious Culture and Reformations

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. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- State how Luther’s basic ideas on religion differed from those of Catholicism and analyze how he arrived at his conclusions. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Analyze how imperial political problems contributed to the spread of reformed religion in the Holy Roman Empire. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Identify the principal Protestant traditions that emerged in the 16th century and how they differ from each other and from Roman Catholicism. (Course Competencies 5 & 6; ILG Goals 7 & 8)
- Discuss the different application and development of reformed religion in England, France, and other states. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Evaluate the effect of the Reformation on society, morality, and community life. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Explain the social and religious background of the Reformation and trace the course of the Lutheran Reformation in Germany. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Discuss the Catholic Counter-Reformation and the religious warfare and social and political strife engulfing Europe. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Assess a selection of literary, historical and artistic primary sources from the Reformation, including, but not limited Martin Luther's *Sermons*. *(Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)*

7. Religious Wars

Learning Objectives: *The student will be able to*
• Describe the role of religion in the European wars of the 16th century. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Assess how religion motivated and affected political action in Spain, France, and England. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Evaluate the causes and effects of the Thirty Years' War. *(Course Competencies 5 & 6; ILG Goals 7 & 87)*
• Discuss how art and literature of this age reflect political, social, and religious tensions. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Evaluate the causes and effects of the Thirty Years' War. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Identify the causes and long-term consequences of the English Civil War. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• 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*. *(Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)*

8. Print and Scientific Revolutions

Learning Objectives: *The student will be able to*
• Describe the broad historical preconditions and environment leading to Copernicus's theoretical explorations. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Analyze the effects of science on the social and philosophical order. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Explain the development of scientific methods, disciplines, and standards. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Describe the broad historical preconditions and environment leading to Copernicus's theoretical explorations. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Analyze the effects of science on the social and philosophical order. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*
• Explain the development of scientific methods, disciplines, and standards. *(Course Competencies 5 & 6; ILG Goals 7 & 8)*

MCCC ASA Course Outline 9/9/2004
• 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*. (Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)

9. Popular Culture and Witchcraft

Learning Objectives: *The student will be able to*

• Discuss the impact of the Inquisition on popular religious culture. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Examine the ways in which the Reformation effected popular religious practice. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Understand the rise in prosecutions for witchcraft between the mid-sixteenth and mid-seventeenth centuries. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Identify the regional variations in prosecutions and accusations of witchcraft. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Explain the early modern beliefs that led to the rise of witchcraft prosecutions and centrality of gender in these understandings. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to *Malleus maleficarum*. (Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)

10. European Expansion and Empires

Learning Objectives: *The student will be able to*

• Analyze the effects of European expansion and conquest. Course Competencies 5 & 6; ILG Goals 7 & 8)
• Explain the ideas of the relationships between state and economic theories, such as Mercantilism. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Outline the Spanish conquest of the Americas. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Discuss the organization of labor and commerce in the Spanish Empire. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Outline the establishment of the Portuguese colony of Brazil. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Trace the establishment of French and British colonies in the Americas. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• Discuss the impact of the incursion of Europeans in Africa before 1800. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• 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. (Course Competencies 5 & 6; ILG Goals 7 & 8)
• 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*. (Course Competencies 1, 3 & 4; ILG Goal 6, 7 & 11)
Unit III: Politics, Rebellion, and Revolution

11. State Building and War

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. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Analyze the concept of the Military Revolution and the changing strategies and tactics of warfare. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Identify the causes and long-term consequences of the English Civil War. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Compare and contrast the fortunes of Eastern and Central European states after the Thirty Years' War. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Understand the role of women rulers in the process of Early Modern State-building. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Assessing the impact of the Interregnum and Cromwell's role in Ireland and Scotland. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Describe the English Restoration Settlement and the causes and consequences of the Glorious Revolution. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, including, but not limited to Hobbes' *Leviathan*. (*Course Competencies* 1, 2, 3 & 4; *ILG Goal* 7)

12. Absolutism and the Court

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. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Understand the process of state-building and the rise of theories of absolutism. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Explain Ottoman state organization. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Describe and compare Ottoman society and culture. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Outline the course of early European impingement on the Islamic world. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Explain the deterioration of imperial leadership from the sixteenth to eighteenth centuries. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Discuss the varied approaches that individual States have taken to address internal economic, social, and political crises. (*Course Competencies* 5 & 6; *ILG Goals* 7 & 8)
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, James I on *The Divine Right of Kings*. (*Course Competencies* 1, 2, 3 & 4; *ILG Goal* 7)

13. Riot and Rebellion: Popular Political Culture

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. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Assess the character of peasant rebellions against landlords and the state in the sixteenth and seventeenth centuries. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Analyze patterns of crime and punishment across Europe. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Examine the central role of women in forms of popular protest in the Early Modern period. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Explain the rituals of popular culture and popular violence. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• 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. (Course Competencies 1, 2, 3 & 4; ILG Goal 7)

14. Enlightenment

Learning Objectives: The student will be able to

• Analyze the ideas of the leading philosophes. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Assess the broader influence of Enlightenment ideas on popular culture and the social and cultural contexts in which these ideas were encountered. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Examine the centrality of understandings of gender and race to Enlightenment ideas. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Assess the broader influence of Enlightenment ideas on European society and the social and cultural contexts in which these ideas were encountered. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Relate the ideas of the Enlightenment to the crisis in Old Regime politics and society. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period. (Course Competencies 5 & 6; ILG Goals 7 & 8)

• Assess a selection of literary, historical and artistic primary sources from the Enlightenment, including, but not limited to Voltaire’s Candide. (Course Competencies 1, 2, 3 & 4; ILG Goal 7)

15. The Age of Revolution

Learning Objectives: The student will be able to

• Outline the course of resistance and revolution in the British North American colonies. (Course Competencies 3 & 4; ILG Goal 7)

• Explain the short- and long-term causes of the Revolution. (Course Competencies 2 & 4;)

• Understand the chronology of the Revolution and key events from 1789 to 1799. (Course Competencies 3 & 4; ILG Goal 7)

• Assess the role of culture and gender over the course of the Revolution. (Course Competencies 2, 3 & 4; ILG Goal 7)
• Understand the international context of the French Revolution and compare it to other revolutionary movements during this period. (Course Competencies 3 & 4; ILG Goal 7)
• Summarize the history of the Abolitionist movement and the demise of transatlantic slavery. (Course Competencies 3 & 4; ILG Goal 7)
• 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. (Course Competencies 1, 2, 3 & 4; ILG Goal 7)