



**School of Arts & Science  
HUMANITIES DEPARTMENT**

**HIST 120-01**  
**Europe: 1500-1789**  
**2007F**

## **COURSE OUTLINE**

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### **1. Instructor Information**

(a)	<b>Instructor:</b>	Susan Johnston		
(b)	<b>Office Hours:</b>	Tuesday, Thursday 10:30 -11:30, 2:30-3:00 or by appointment		
(c)	<b>Location:</b>	Young 323		
(d)	<b>Phone:</b>	370 3363	<b>Alternative Phone:</b>	
(e)	<b>Email:</b>	JohnstoS@camosun.bc.ca		
(f)	<b>Website:</b>			

### **2. Intended Learning Outcomes**

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

1. Identify critical events/issues in Europe from 1500-1789, including the development and transformation of the intellectual, political, scientific, religious, economic and social foundations of Europe from 1500 to the French Revolution.
2. Define modernization, and explain the growth of cities and nation-states, the development of modern economic systems, the nature of technological change and its social impacts, and challenges to intellectual and religious systems.
3. Explain the impact of Europeans in the global context including the interaction of, and conflicts between, Europeans and non-Europeans regarding issues such as imperialism, slavery, and Christianity and Islam.
4. Explain the emergence of modern ideologies, define them, and summarize subsequent ideological conflicts.
5. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.
6. Demonstrate critical thinking about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments.
7. Apply the methodology of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
8. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
9. Research, write and present ideas orally and in writing.

### 3. Required Materials

(a)	Texts	Hollister, C. Warren, J. Sears McGee, Gale Stokes. <i>West Transformed: A History of Western Civilization, Volume B 1300-1815</i> . Toronto: Harcourt College Publishers, 2000.  History 120 Course Readings Package, 2007.
(b)	Other	Camosun College Department of Humanities History Style Guide 2006-2007, available for download at: <a href="http://www.camosun.bc.ca/schools/artsci/humanities/history-style_guide.pdf">www.camosun.bc.ca/schools/artsci/humanities/history-style_guide.pdf</a>

### 4. Course Content and Schedule

**Lectures** will be scheduled for Tuesday. Lectures will contextualize or provide interpretations not contained in the course readings. You will be tested on lecture content.

**Textbooks:** *West Transformed, Volume B* is the textbook for this course. Before each class, read the relevant chapter. After class, take notes on themes covered in lectures and seminars. The *Reading Package* will be used for seminars. Assigned readings are compulsory and you will be tested on them.

**Tests and Examinations:** You must complete a library test which will be handed out on week two. As well, there will be a midterm exam on Tuesday, October 23, and a final exam during the formal examination period. The best way to study for exams is to prepare for seminars, attend lectures, and read and take notes on the relevant chapters of the textbook and course pack. Exams will consist of short answer, paragraph, and essay questions. Each exam is worth 20% of the grade for this course.

**Seminars:** On Thursdays, the class will be divided into two sections to discuss the documents and articles in the *History 120 Readings Package*. Seminar participation will make up 15% of the grade for this course. Seminars require your interaction with the group; they cannot be "made up". Therefore, **if you miss more than (3) three seminars, you will forfeit the 15% participation mark.**

Students must read the assigned documents, think about the focus questions, and come to seminar prepared to contribute to the discussion. Students will be assessed on their contribution to the discussion and their understanding of the thesis and argument presented by the authors. **In order to facilitate discussion, students will bring at least one question to ask other members of the seminar group.** Questions should be "big picture" questions which draw the documents together or focus on problems with interpretations of historical data. For example, two authors might disagree on how to interpret a process or event. Your question would point out this inconsistency and focus attention on why that might be so. A question might also pull together the common theme of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does.

#### Written Assignments:

**Article Reviews:** Students will hand in article reviews of the two secondary sources from the *History 120 Readings Package*. The article reviews are due before the seminars scheduled for the weeks of November 01 and November 22. Each review will be 300 words and will consist of the following:

1. Paragraph one--identify the thesis (theme or argument) of the article.
2. Paragraph two--describe how the author put his/her argument together, analyze the sources used as evidence, and explain the style of the argument.
3. Paragraph three--evaluate the thesis and the method, sources, and style (personal opinion).

**Research essay:** Students will write a research essay/project of approximately 1500 words (4-6 pages) on one of the topics below:

Hobbes	Portuguese slave trade	Pope Alexander VI
Alchemy	Amish	Crystal Palace
Martin Luther	John Calvin	Tycho Brahe
Bank of England	Francis Bacon	Bubonic plague
Edmund Burke	Mary Wollstonecraft	Voltaire
Weber thesis	Mary Queen of Scots	Catherine de Medici
Commune of Paris	Condorcet	William II of Orange
Church of England	Machiavelli	Dutch West Indies Company
Thirty Years War	Glorious revolution of 1688	Declaration of the Rights of Women
Rousseau	Philosophes	Columbian exchange
Society of Jesus	Christian humanism	Peter the Great
Marie Antoinette	Pascal	Prostitution
Homosexuality	Mary Shelley	sans culottes
Women's roles		

While incorporating the research and citing techniques of the traditional term paper, as well as delivering a clearly identifiable thesis with supporting information, the paper may be presented either as a traditional essay or in an alternate style. Examples of alternative styles are letter, diary, travel account (a traveller from somewhere else witnessing the person or events), epic poem, television/movie script (documentary), apology/sermon.

Read carefully the history style guide on the humanities website. It holds valuable information on researching, presenting, and citing information.

#### **Assignment and Marking Standards:**

1. The essay will contain no more than 1500 words, i.e., 4-6 double-spaced pages.
2. Topics must be chosen by Thursday, October 4, on which date students will submit a proposal describing the topic and the question the student will address in the essay. Attached will be a list of sources (minimum of three scholarly books and two academic articles, specific to the topic) as well as a photocopy of the first two pages of each source, the first page which contains footnotes or endnotes, and a short summary explaining why that source is appropriate for the paper. You must also attach your library test. While you may use reference works to define the topic, the sources used for the essay must be academic books and articles focused on the topic. Even though late proposals will receive a zero for that portion of the course mark, papers will not be considered unless a proposal is first submitted.
3. Your final essay will include a title page and correctly formatted footnotes and bibliography. The essay must contain a minimum of 20 footnotes -- the citing of specific information, ideas, or quotes. Attach the marked copy of the original proposal to the back of the essay.
4. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.

5. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.
6. **The last date to hand in the essay will be before class on Nov. 13. Late work will not be accepted without supporting documentation from a health professional.**
7. For further information on writing a research essay, see the History Style Guide on line.

**Plagiarism: a form of cheating and a serious academic offence that will result in a grade of 0 for the paper and can result in failure of the course. The instructor may inform the Dean of Arts & Science of any case of plagiarism.** Plagiarism is theft of another scholar's work. Plagiarism is easy to avoid provided that you acknowledge all scholarly material that is not your own work. You must do all your own research, you may not quote from or use ideas from other people's work without acknowledging them in a citation, you may not submit for this course a paper you have submitted for another, you may not submit on your own behalf a paper written by another person, you may not cut and paste information from internet sources, and you may not cheat on examinations. **As students will have the opportunity to ask questions about plagiarism and cheating in class, the instructor will accept no excuses if the student does cheat or plagiarize.**

### **Weekly Class Schedule**

*Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class.*

Sep 04 Lecture (L): Introduction, Late Middle Ages I (Reading: Hollister, McGee, Stokes (HMS), Ch. 11)  
Seminar (S): Introduction

Sep 11 L: Late Middle Ages II (HMS, Ch. 11), Library information session  
(test handed to students)  
S: library test

Sep 18 L: European Renaissance (HMS, Ch. 12)  
S: Course pack, Lesson 1

Sep 25 L: Reformations (HMS, Ch. 13)  
S. Course pack, Lesson 2

Oct 02 L: The "Old" and "New" Worlds (HMS, Ch 14)  
S: Course pack, Lesson 3

**ESSAY PROPOSAL DUE**

Oct 09 L: Seventeenth Century Statecraft (HMS, Ch. 15)  
S: Course pack, Lesson 4

Oct 16 L: Absolutism and the Age of Louis XIV (HMS, Ch. 16)  
S. Course pack, Lesson 5

Oct 23 **Midterm examination**  
S: Writing history essays (history style guide)

**MIDTERM EXAM**

Oct 30 L: The Scientific Revolution (HMS, Ch. 17)  
S: Course pack, Lesson 6

**ARTICLE REVIEW 1 DUE**

Nov 06 L: The Enlightenment (HMS, Ch. 18)  
S: Course pack, Lesson 7

Nov 13 L: The Eighteenth Century State (HMS, Ch. 19)  
S: Course pack, Lesson 8

**RESEARCH ESSAY DUE**

Nov 20 L: The Industrial Revolution (HMS, Ch. 20)  
S: Course pack, Lesson 9

**ARTICLE REVIEW 2 DUE**

Nov 27 L: The French Revolution (HMS, Ch. 21)  
S: Course pack, Lesson 10

Dec 4 L: Backward and Forward  
S: Wrap-up

**EXAM REVIEW**

## 5. Basis of Student Assessment (Weighting)

Written Assignments	Due Date	Weighting
Article Review	Nov. 03	7.5%
Article Review	Nov. 24	7.5%
Mandatory Research proposal	Oct. 06	5.0%
Research essay	Nov. 15	20.0%
<b>Exams</b>		
Library Test	Sep. 11	5%
Midterm Exam	Oct. 23	20%
Final Exam	in exam period	20%
<b>Seminar</b>		
Seminar Participation	on going	15%

## 6. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.