

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 120-001 Europe: 1500-1789 2010F</p>
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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)	Instructor:	Susan Johnston		
(b)	Office Hours:	Tuesday: 10:30 – 11:20, Wednesday: 4:30 – 5:00; Thursday: 10:30 – 11:00, 2:30 – 3:00; Friday 1:30 – 2:20, or by appointment		
(c)	Location:	Young 323		
(d)	Phone:	370 3363		
(e)	Email:	JohnstoS@camosun.bc.ca		
(f)	Website:	http://camosun.ca/learn/programs/history/johnston.html		

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	Kidner, Frank L. et al. <i>Making Europe: People, Politics, and Culture since 1300</i> . Boston and New York: Houghton Mifflin, 2009. History 120 Seminar Readings
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(b)	Other	Camosun College Department of Humanities History Style Guide (in History 120 Seminar Readings) is also available for download at: http://camosun.ca/learn/programs/history/style_guide.pdf
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4. Course Content and Schedule

Lectures

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

- *Making Europe: People, Politics, and Culture since 1300* is the textbook for History 120 and History 122. Before each class, skim the relevant chapter. After class, take notes on themes covered in lectures and seminars. Answer the questions at the end of each chapter as they may comprise part of the two exams. **Note: *Making Europe* is also the text for History 122, so if you plan on taking this course, do not resell this text.**
- *History 120 Seminar Readings* package will be used for seminar discussions. All 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 in week two and will become part of your essay proposal.
- There will be a midterm exam on Tuesday October 26 plus a final exam during the formal examination period.
- 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 *History 120 Seminar Readings*. 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 complete the assigned seminar readings plus the textbook chapter pertinent to the topic and come to seminar prepared to contribute to the discussion. Students will be assessed on their oral contribution and their understanding of the arguments 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 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. Some of the readings have questions attached. Answering those questions will help you analyze the material.

Written Assignments:

Article Reviews

There are two secondary-source articles in *History 120 Seminar Readings*. Students will hand in article reviews on the article in Topic 6 and in Topic 9 before the seminars scheduled for November 4 and November 25. Each review will be approximately 250 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 double-spaced typed pages) on one of the topics below:

Thomas Hobbes	Portuguese slave trade	Pope Alexander VI
Alchemy	Amish	Catherine de Medici
Martin Luther	John Calvin	Tycho Brahe
Bank of England	Francis Bacon	Bubonic plague
Edmund Burke	Mary Wollstonecraft	Voltaire
Commune of Paris (during the French Revolution not the later one)		
Condorcet	William III of Orange	Church of England
Machiavelli	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 Queen of Scots	Women's roles	Dutch West Indies Company

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 traveler from somewhere else witnessing the person or events), epic poem, television/movie script (documentary), apology/sermon, court case.

The history style guide holds valuable information on researching, presenting, and citing information.

Assignment and Marking Standards:

Size: The essay will contain no more than 1500 words, i.e., 4-6 double-spaced pages.

Essay proposal: Topics must be chosen by October 7 (5 marks).

- The proposal will introduce the topic (who, what, when, where), explain what question/issue the paper will address, and lay out the approach/style of presentation. You do not need to formulate a thesis at this point as your thesis will be generated by your research.
- Include a properly formatted bibliography which includes a minimum of three scholarly books and two peer reviewed articles specific to the topic. A short summary explaining why the source is appropriate to the paper should be placed under each source. Attach a copy of the title page of each book and the first page of each article plus one page from each source which contains either footnotes or endnotes.
- You must also attach your library test.
- Even though late proposals will receive a zero for that portion of the course mark, essays will not be graded unless a proposal is first submitted.

Final essay:

- Your final essay will include a title page and correctly formatted footnotes and bibliography. The required sources may be supplemented by other scholarly books, peer reviewed articles, primary source documents taken from seminar readings or elsewhere. You may also use the textbook and reference works to define the topic. These extra sources must be included in your final 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.**
- Grammar, spelling, and organization are critical to a good paper. Marks will be lost for deficiencies in these areas.

- The 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.
- **The last date to hand in the essay will be 4:30 p.m. on Nov. 16. Unless you have contacted me in advance of the due date to discuss your situation, late work will not be accepted without supporting documentation from a health professional.**
- **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 will 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, and you may not cut and paste information from internet sources. 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 07 Lecture: Introduction, Late Middle Ages I (Reading: Kidner et al [Kidner], Introduction)
 Sep 09 Seminar (S): Seminar Introduction, Writing History Essays I (bring the history style guide to class)

Sep 14 L: Late Middle Ages II (Kidner, Ch. 12), Library information session/test
 Sep 16 S: Course pack, Topic 1

Sep 21 L: Renaissance (Kidner, Ch. 12)
 Sep 23 S: Course pack, Topic 2

Sep 28 L: Reformations (Kidner, Ch. 14)
 Sep 30 S: Course pack, Topic 3

Oct 05 L: "Old" and "New" Worlds (Kidner, Ch 13)
 Oct 07 S: Course pack, Topic 4 **ESSAY PROPOSAL/LIBRARY TEST DUE**

Oct 12 L: Seventeenth Century Statecraft (Kidner, Ch. 15, 16)
 Oct 14 S. Course pack, Topic 5

Oct 19 L: Absolutism and the Age of Louis XIV (Kidner, Ch. 16)
 Oct 21 S: Film

Oct 26 Midterm examination **MIDTERM EXAM**
 Oct 28 S: Film continued

Nov 02 L: The Scientific Revolution (Kidner, Ch. 17)
 Nov 04 S: Course pack, Topic 6 **ARTICLE REVIEW 1 DUE**

Nov 09 L: The Enlightenment and class discussion of Topic 7 Seminar readings (Kidner, Ch. 17)
Nov 11 REMEMBRANCE DAY **NO CLASS**

Nov 16 L: The Eighteenth Century State (Kidner, Ch. 16, 18,) **RESEARCH ESSAY DUE**
 Nov 18 S: Course pack, Topic 8

Nov 23 L: The Industrial Revolution (Kidner, Ch. 18)
 Nov 25 S: Course pack, Topic 9 **ARTICLE REVIEW 2 DUE**

Nov 30 L: Origins of the French Revolution (Kidner, Ch. 19)

5. Basis of Student Assessment (Weighting)

Written Assignments	Due Date	Weighting
Mandatory Essay Proposal	Oct. 07	05%
Article Review 1	Oct. 27	10%
Research essay	Nov. 12	20%
Article Review 2	Nov. 26	10%

Exams

Library Test	Oct. 07	0% (part of essay proposal)
Midterm Exam	Oct. 26	20%
Final Exam	in exam period	20%

Seminar

Seminar Participation	on going	15%
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6. 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 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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.

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.

LIBRARY RESOURCES FOR HISTORY

Camosun Libraries can help with your research. When you need reliable books, articles and websites for essays and research projects, ask a librarian to help you find suitable items. You can go to the Information Desk in the library, or use the online service called AskAway. There is a link to AskAway, as well as the catalogue and library hours, on the [library's homepage](http://www.camosun.ca/library) at www.camosun.ca/library.

The Library gives you access to thousands of articles through [online databases](#).^{*} To find articles that are relevant to History topics, click on "Databases by subject" or "Databases A to Z.". These databases will be useful:

1. *Academic Search (EBSCO)* –journals with an academic focus, many full-text
2. *Combined CBCA* – Canadian magazines & journals, some full-text
3. *JStor* – full-text, academic journals
4. *Humanities Index* – index only, some full-text

You can read the articles on any computer with an internet connection, but to gain access you will need your student number (C#####) and library password. Your *library password* is usually your birthdate in the format MMDDYY. Ask for assistance if this does not work.