HST202
RENAISSANCE TO EARLY MODERN EUROPE
3 Credit Hours

Revised Date: February 2009
by
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Arts and Science Education
Mindy Selsor, Dean
HST202  Renaissance to Early Modern Europe

I. COURSE DESCRIPTION

A. Prerequisite: none

B. 3 semester hours credit

C. Renaissance to Early Modern Europe is a general survey that examines the political, social economic and cultural aspects of the second third of the Western civilization sequence. Beginning with the Renaissance and continuing to the cusp of the twentieth century, the course analyzes the creation and the evolution of the Western tradition. Renaissance to Early Modern Europe will partially fulfill the humanities requirement for the A.A. and A.S. degrees. (F,S,Su)

II. EXPECTED LEARNING OUTCOMES WITH ASSESSMENT MEASURES

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

A. Have a general concept of the chronological developments of Western civilization;

B. Understand the basic movements, forces and trends that have shaped Western civilization;

C. Understand the impact of the Protestant and Catholic Reformation;

D. Understand the ideas and impact of the scientific revolution and the Enlightenment;

E. Understand the birth, growth and evolution of capitalism and the concomitant rise of modern political ideologies;

F. Understand the rise of middle class culture;

G. Have the ability to understand the discipline of history and the perspectives, knowledge and tools of the field;

H. Develop basic critical thinking skills and historical knowledge by assessing various historical interpretations, facts and perspectives.

Each outcome may use one, some, or all of the following assessment measures: class discussions, quizzes, tests, written assignments, group projects, oral presentations, and research assignments.
III. COURSE OUTLINE (course content will be drawn from this)

A. Unit I: The Origins of Early Modern Europe
   1. Unit I Outline
      a. The Renaissance
      b. The Reformation and Counter-Reformation
      c. The Wars of Reformation
   2. Unit I Objectives
      a. Describe the important ideas, individuals, accomplishments, and legacy of the Renaissance.
      b. Compare and contrast the different origins, key ideas, the social and, political contexts and impact of the Lutheran, Zwinglian, Calvinist, and English Reformations.
      c. Assess the goals of the Catholic Reformation and its results.
      d. Evaluate the causes, the important developments, and results of the religious wars of the late sixteenth and early seventeenth in Europe.

B. Unit II: The Age of Absolutism
   1. Unit II Outline
      a. The Age of Absolutism
      b. The Atlantic System
      c. The Scientific Revolution and Enlightenment
   2. Unit II Objectives
      a. Explain how France under Louis XIV defined and shaped absolutism for the rest of Europe.
      b. Analyze how absolutism was manifested in Prussia, Austria, Poland and Russia.
      c. Explain how the Dutch Republic challenged absolutism culturally, economically, and politically.
      d. Describe the contested rise of constitutionalism in England over the course of the seventeenth century.
      e. Evaluate the impact of slavery and the Atlantic system on world trade and the emergence of consumer society.
      f. Assess the major scientific, economic and political ideas of the scientific revolution and Enlightenment and explain their significance and connections.

C. Unit III: The Dual Revolution and its Legacy
   1. Unit III Outline
      a. The French Revolution
      b. The Age of Napoleon
      c. The Industrial Revolution
   2. Unit III Objectives
      a. Explain the origins of the French Revolution.
b. Describe the numerous political shifts that took place in the French Revolution and account for this instability.
c. Discuss the significance of Napoleon for France and Europe.
d. Define what is meant by an "industrial revolution" and explain why it began in England.
e. Evaluate how the industrial revolution affected and changed the lives of the middle classes and the working classes and reshaped Europe’s cities.
f. Analyze the development of Liberalism in England after 1815 and explain why this experience was so different from the French?
g. Describe the origins of nationalism and compare and contrast the nation building experience of Germany with that of Italy.

D. Unit IV: The Rise of the Modern European Nation-States
   1. Unit IV Outline
      a. National Culture, Middle-Class Culture, & the Rise of Mass Politics
      b. The Age of imperialism
      c. The rise of modernism
      d. The road to war
   2. Unit IV Objectives
      a. Describe how European culture and society was transformed by the middle and working classes.
      b. Explain the rise of imperialism and the increasing international rivalry between European powers in the late nineteenth century.
      c. Evaluate how European politics changed in the last third of the nineteenth century.
      d. Evaluate the goals of the socialists and how they worked to implement their agenda. How did the socialists differ from other parties?
      e. Analyze the rise of modernism and its impact.
      f. Assess the important changes in the politics involving socialism, liberalism, suffragism and anti-Semitism.
      g. Describe the long term and more immediate origins of World War

IV. METHODS OF INSTRUCTION

A. Lecture
B. Discussion
C. Student presentations
D. Films and video
E. Assigned readings
F. Study guides

G. Multimedia presentations

H. Research assignment

V. REQUIRED TEXTBOOK


VI. REQUIRED MATERIALS

A. Textbook and other assigned readings

B. Notebook and writing implements

C. Access to newspapers, periodicals, and the internet

VII. SUPPLEMENTAL REFERENCES

A. Library data bases, History Center, and holdings

B. Current periodicals

C. On-line state and federal resources

D. Local museums and historical sites

VIII. METHODS OF EVALUATION

A. Periodic examinations, consisting of written essays and objective questions.

B. Subject assessment assignments, e.g. minute papers, quizzes, papers, group projects.

C. Outside reading analysis, e.g. essay questions, tests questions, papers.

D. Special projects as required.

E. Attendance and participation in class discussion.

F. Notebook journals
G. Research projects

H. Final Exam

VIII. GRADING SCALE

A – Consistent excellence
B – Superior work
C – Average
D – Below average
F – Failing

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000. ext. 169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. See the College website: