Miyazaki International College

Course Syllabus

(Fall Semester 2020)

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| Course Title (Credits) | HIS313 - Europe: Reformation to Revolution |
| Course Designation for TC |  |
| Content Teacher | |
| Instructor | Felix A. Jiménez Botta, PhD. |
| E-mail address | [fjimenez@sky.miyazaki-mic.ac.jp](mailto:fjimenez@sky.miyazaki-mic.ac.jp) |
| Office/Ext | Room 211 |
| Office hours | M-W, 4:20 – 5:15 PM. |

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| Course Description: | | |
| The primary focus of this course is to trace the history of Early Modern Europe from 1450 to the French Revolution of 1789. We will trace the broad transformation that occurred in this period from “Christendom,” which embodied a medieval mindset centered on the Catholic Church and faith, to a “Europe” that reflected a modern mindset focused on nation-states and science. We will tackle major topics such as the Protestant and Catholic Reformations, the formation of nation-states and Absolutism, and the dawn of European colonization through to the Enlightenment and the French Revolution. This course is about history, by the end students will have made significant improvements in their understanding of what history is, what historians do, and in their ability to use and manipulate academic English. They will also be expected to be able to think critically about the development of Early Modern European history. | | |
| Course Objectives: | | |
| The course aims to help you to do the following in each class session:  - Enhance your understanding of the history of Early Modern Europe  - Help you to level up your critical reading skills and develop your vocabulary.  -Guide you in asking as well as answering *good* questions.  -Heighten your mastery of communication (writing, listening, presenting).  -Increase your overall proficiency in analysis and discussion.  -Level up your ability to create, develop, and test original arguments. | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction to the Course,  Syllabus,  Geography | Student Profile Sheet Handout,  Syllabus review.  Map of Early Modern Europe. |
| 2 | The nature of a history course | Today’s Question: Why study European History? Why specifically Early Modern, and what is it?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 3 | Working with Sources and Images | How do we use sources and images in history?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 4 | People’s Lives | Main Question: What was the great intellectual transformation of humanism? How did the printing press help spread new ideas?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 5 | People’s Lives, II | Main Question: What was the Renaissance? What did it come out of?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 6 | Renaissance and Humanism | Main Question: What intellectual transformations did the Renaissance bring to Europe? What was the political and economic role of the Catholic Church?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 7 | Renaissance and Humanism | Main Question: How did people live in early modern Europe?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 8 | The Printing Press | Main Question: What was the role of religion, and how did it guide everything that people did?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 9 | The Spanish Reconquista | Main Question: How did the Crusades and the Reconquista shape European images of others, and especially of dark-skinned people?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 10 | The Discovery and Conquest of the Americas | Main Question: Why did the Iberians, of all Europeans, seek a way to Asia and finally find the Americas? What did they do in the Americas?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 11 | The Portuguese in Asia | What were the Portuguese looking for in Asia? What did they do there?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 12 | The Reformation | Main Question: What led to the Protestant Reformation? How were the reformers themselves split?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 13 | The Reformation, II | Main Questions: What effects did the Reformation have on the reshaping of Germany and Europe? How did Catholics react?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 14 | Religious Wars | Main Questions: Why did Europeans attempt to destroy themselves?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 15 | Religious Wars | Main Questions: What did the wars do to the power of the Spanish Habsburgs? Why did France and Britain emerge on top?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work  **Brief Recap for Midterm: Bring Questions!** |
| 16 | **Midterm Examination** |  |
| 17 | Absolutism and Mercantilism | Main Question: Why did Absolutism become such an interesting form of rule for European monarchs?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 18 | Absolutism and the nation state | Main Questions: What were the achievements of Absolutists? Why did Absolutists engage in so many wars? What impact did these wars have?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 19 | Early Modern Europe Abroad | The Slave Trade  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 20 | Early Modern Europe Abroad | Life on the American Plantations  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 21 | Scientific Revolution | Main Questions: What led to the tremendous advance of science in Early Modern Europe?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 22 | Scientific Revolution | Main Question: What were the attitudes of Church and Absolutists towards scientists?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 23 | Enlightenment | Main Question: What were the tenets of the Enlightenment?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 24 | Enlightenment | Readings of some enlightened thinkers  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 25 | “Enlightened” Absolutism | Main Question: What relations did Enlightened thinkers and Absolutist rulers have?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 26 | Enlightenment and Revolution | Main Question: What was the connection between the Enlightenment and revolutionary ideas  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 27 | The American Revolution | Why did the American colonist’s revolt against Great Britain?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 28 | French Revolution | Origins and beginnings of the French Revolution  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 29 | French Revolution, II | The Haitian Revolution and the radical revolution in France  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 30 | French Revolution, III | Napoleon and the Collapse of Spanish rule in the Americas  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
|  | Final Exam |  |
| Required Materials: | | |
| * Folder for Handouts * B5 Notebook * Your instructor will provide you with all the other necessary materials. | | |
| Course Policies | | |
| **Attendance:** Discussion is key and many activities will be completed in class, therefore participation is vital to this course. If you are not in class, you cannot earn participation points for the day for class discussion or take quizzes. Do not schedule meetings or routine appointments during class. Everyone is expected to thoughtfully add to our dialogue both in the classroom and in our online discussions.  Each missed class will cost 1%. More than 5 unexcused absences and you will have to drop the course.  **Academic Honesty:**  It is **essential** that you use your own ideas in this class and submit your own work in this class.   * **Plagiarism** is the presentation of someone else’s work as your own, whether it be direct, undocumented quotation of words, phrases or sentences, or undocumented paraphrasing of original ideas, thoughts or content. Neglecting to acknowledge sources for outside material is a serious offense and will result in failure of the assignment and possibly the course. * Properly citing other authors is important; **do not** **copy** ideas from other people or books and pass them off as your own. If you do, you will fail.   **Office Hours:** You don’t need an appointment for regularly scheduled office hours. In fact, you are encouraged to come and talk to Dr. Jimenez about the class, assignments, readings, and so on. If you have questions, concerns, or comments, this is a great time to discuss them. If you can’t make it to office hours, you can email to make an appointment (please wait for a response). As with all emails, I will reply within one business day.  **Questions**: If questions or concerns related to this course arise, please feel free to discuss them with Dr. Jimenez during office hours, by appointment, or by email. Any questions or concerns regarding an assignment grade received must be discussed in person within **ten** business days after receiving the grade. **Please do not wait until the end of the semester to raise concerns about grades.**  **Problems**: If you have a problem or a health concern (concentration issues, need extra accommodations, etc.), come and speak with me at the start of the semester. If you have any other problems that impede your ability to complete assignments or attend class, please speak with me right away. If you have spoken to me and your problem persists, please contact Dean Passos: [apassos@sky.miyazaki-mic.ac.jp](mailto:apassos@sky.miyazaki-mic.ac.jp).  **No harassment** **of any kind will be tolerated.** Discrimination on the basis of race, creed, color, national origins, age, sex, disability, sexual orientation, and gender identity is prohibited. Please be respectful of others. As some of our course material is controversial or sensitive and may contain adult content, respectful discussion is especially crucial. I reserve the right to ask anyone to leave. | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour preparing for every hour of lesson time and one hour reviewing and doing homework. As we will spend three hours per week together, you should be spending at least six hours per week on class preparation and review.  ***You need to read and understand the assignment before coming to class*.** In class we will go beyond **what** is happening to look at the **how** and **why** and **so what.**   * Before Class: Think about the texts. Come to class with *questions*, *comments*, and *opinions* about the reading. * After Class: Review. Go over your notes from class and from your reading. When you review, pay close attention to new vocabulary and concepts. | | |
| Grades and Grading Standards | | |
| **On assignments:**  **100-90: A** grade  **80-89: B** grade  **70-79: C** grade  **60-69: D** grade  **0-59: F** grade  **Grades will be broken down as follows:**  Participation and in-class assignments: **25%**  Worksheets: **30 %**  Midterm Examination: **20%**  Final Examination: **25%**  **I retain the right to amend this syllabus as necessary during the course of the semester.** | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comments, rubric, etc. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  2: The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations  3: The ability to identify and solve problems  4: Advanced communicative proficiency in English  5: Proficiency in the use of information technology | | |

