

WEST HILLS COLLEGE
HIST 4A, Western Europe to 1700
Fall 2016

Course Syllabus

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Office Hours: 7:30-8:00am, 3:20-4:30pm, or by appointment

Catalog Description:

History 4A is the study of European history to 1700, emphasizing Western Europe and its contribution to the American settlement. (AA, CSU, UC)

Prerequisite:

Successful completion of English 51A or the equivalent.

Course Objectives:

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

1. Develop an appreciation for and an enjoyment of learning and expanding your knowledge base.
2. Recognize the correlation of events and how they relate to the current activities in and around Europe.
3. Recognize point of view, bias and propaganda, and describe their importance in the unfolding of events in European history.
4. Acquire an appreciation for history, Europe's unique role in modern world history, and the importance of individual and societal choice and action.
5. Participate in critical thinking and formulate higher thinking skills through class discussion.
6. Write analytic and interpretive essays within a limited timeframe.
7. Appreciate some of the intellectual-cultural, political-diplomatic, and social-economic themes in modern European history.
8. Acquire skills useful for continued study of history and the social sciences.

Text:

McKay et al. 2013. *A History of Western Society*. Eleventh Edition. Boston, MA: Houghton Mifflin [ISBN-13: 978-1457642180; ISBN-10: 1457642182]

Supplemental Texts [Purchase not required]:

Noble et al. 2011. *Western Civilization: Beyond Boundaries*. Boston, MA: Houghton Mifflin [ISBN-13: 9781133008613; ISBN-10: 0495900745]

Perry, *Sources of Western Tradition, Volume II, 8th ed.* Boston: Houghton Mifflin Company, 2011.

Sherman, *Western Civilization Sources, Images, and Interpretations-Volume I, 8th ed.*
Boston: McGraw Hill, 2010.

Course Outline and Topics:

Introduction to Early European History

Black Death: Causes, Reactions, Various Points of View, and Impact

- Read excerpts from *DeCameron* (p. 145, Sherman vol. 1).
- Read Secondary Source: “The Black Death: A Socioeconomic Perspective” by Meiss (p. 153, Sherman vol.1) and “A Psychological Perspective of the Black Death” by William Langer (p. 154, Sherman vol. 1).
- Students will create a cause and effect graphic organizer that examines causes and effects of the Black Death, keeping in mind all the sources that have been read.
- Generate a thesis to address this question: What were the most significant effects of the Black Death on Medieval Europe?

100 Years’ War: Causes, Major Developments, and Outcomes

Changes in the Church: Babylonian Captivity, Great Schism, Impact on Church authority

Social Unrest: Peasant Uprisings, Ethnic Tensions

- Read Primary Sources 1. “Attack on the Papacy: The Conciliar Movement” (p. 142 in WC) and 2. “Manual of the Inquisitor” (p. 143, Sherman vol. 1).
- Using pre-made events cards, students will create a timeline of major events that occurred in the church.
- Read Primary Sources: 1. “The Rebellion of 1381” by Sir John Froissart (p. 143, Sherman Vol. 1) and 2. Image “The Triumph of Death” (pp. 149-150 WC). [CR1b] Secondary Source: *The Crisis of the Late Middle Ages* by Francis Oakley (p. 152 WC).
- Based on these sources and the other information from this unit, answer the following question with a thesis and essay outline: Which factors most greatly contributed to the crisis of the Late Middle Ages?

Origins of the Renaissance: Political, Social, Cultural, and Economic

- Read excerpts from Petrarch (p. 6, Perry) and *Study of Greek Literature and Humans Educational Program* by Brunni (p. 7, Perry).
- This information will be used to have a class discussion that examines the characteristics of humanism as well as the impact these ideas will have on Italy and the rest of Europe.

Changing Society: Race and Slavery, Role of Nobility, Gender Roles

Changing Political Structure: France, England, and Spain

- Students will examine and answer the following question by creating an essay, timeline, or graphic organizer. What changes were most significant in helping to establish New Monarchies in France, Spain, and England?

Intellectual and Cultural Changes: Humanism, Education, Political Thought, Printing Press, Christian Humanism, Art and Artists, and Early Scientific Thinking

- Read excerpts from *The Prince* by Machiavelli (p. 12, Perry). Conduct small group discussion considering the following questions:
 1. According to Machiavelli, what is the role of a leader?
 2. What are the potential positive and negative impacts that would be created by a ruler embracing these ideas?

Italian v. Northern Renaissance: Political, Economic, Art, and Culture

- Students will create a graphic organizer that examines the similarities and differences between Italian and Northern Renaissance movements using the following categories: political structure, intellectual movements/artistic movements, social structure, and economy.

Unit 2: Reformation and Religious Wars

State of the Church in the 16th Century: Corruption, Ignorance, and Abuse of Power
Origins of the Reformation: Christian Humanism, Martin Luther, Zwingli

- Students will read excerpts from John Tetzel (p. 174, Sherman vol. 1) and excerpts of Luther’s writings (p. 20, Perry). Based on these readings, students will generate a list of initial concerns regarding the Catholic Church and the new ideas being proposed by Luther. They will then answer the following questions:
 1. How were these new ideas in conflict with the Catholic Church?
 2. How were these new ideas in conflict with the Holy Roman Empire?
 3. What characteristics of the Holy Roman Empire made it the most likely location for the reformation to begin successfully?

Impact of the Reformation: Social Unrest, Role of Marriage and Sexuality, Political Changes, Calvinism/other Protestant Ideas, Catholic Reforms, Wars of Religion, Witch Hunts

- Students will read Luther’s “Reaction to Peasant Revolts” (p. 176, Sherman), “What Was the Reformation” by Euan Cameron, “A Political Interpretation of the Reformation” by G.R. Elton (p. 182, Sherman vol.1), “Women in the Reformation” by Marilyn Boxer and Jean H. Quataert (p. 185, Sherman vol. 1). While reading these documents, students will have small group discussions to generate a list of important social changes that occurred as a result of the Reformation.

- Students will then be asked to read “Institutes of the Christian Religion: Predestination” (p. 177 Sherman vol. 1). After reading the document, students will compare and contrast the teachings of Calvin, Luther, and the Catholic Church.
- Students will re-examine the causes of the Reformation. They will also read “Constitution of the Society of Jesus” (p. 178, Sherman) and “The Way of Perfection” (p. 178, Sherman vol. 1). Using these resources, students will explain how actions taken by the Catholic Church addressed or did not address the initial causes of the Reformation.
- Students will be asked to compare and contrast the causes and impact of the Wars of Religion in France, Spain, and England, both in discussion and in a graphic organizer, and finally, in an essay.

Unit 3: Exploration and Conquest

Pre-Columbus: Trading States, Role of Europe, Role of Ottoman, and Persian Empires

- Students will use their textbooks to make a chart that includes the following information: Who was involved in trade, and what roles did each country, state, or empire involved play in trade at that time? What motivated and enabled exploration?

Empire Building/Life in the Colonies: Spanish, Portuguese, French, and English

- Students will examine a map (p. 194, Sherman vol. 1) showing the areas explored and countries involved. In small groups, they will give explanations for who went where and the impact that these journeys had on the establishment of trade and colonies. They will then generate a timeline showing major explorers and the countries for which they were exploring.

Impact of Exploration and Conquest: Political Impact, Indigenous People, Columbian Exchange, Economic Impact, Changing Attitudes and Beliefs Regarding Race and Culture

- Students will examine the following primary sources: “The Chronicle of the Discovery and Conquest of Guinea” (p. 188, Sherman), “Letter to Lord Sanchez, 1493” (p. 189, Sherman vol.1), “Memoirs: The Aztecs” (p. 190, Sherman vol. 1), “Letter to Charles V: Finance and Politics” (p. 191, Sherman vol. 1), “The Conquest of Mexico as Seen by the Aztecs” (p. 193, Sherman vol. 1). They will also read the following secondary sources: “The Expansion of Europe by Reed” (p. 195, Sherman vol.1), “The Effects of Expansion on the Non-European World” by M.L Bush (p. 196, Sherman vol. 1), and “Red, White and Black: The Peoples of Early America” by Gary Nash (p. 197, Sherman vol. 1). After reading these sources, students will be asked to construct a chart that demonstrates the point of view held by Europeans, Non-Europeans, and modern day historians. They will then be asked to write summaries of those different points of view.

- Final Activity: Students will be asked to complete DBQ 4 in their textbook (p. A-16, McKay).

Unit 4: Absolutism and New Thinking

Thirty Years' War: Causes and Outcomes

- Students will generate a list of causes for the Thirty Years' War and then have a small group discussion regarding how the causes changed over the "phases" of the war. They will then examine maps depicting political and religious division, main war zones, and population change during the Thirty Years' War (pp. 207-208, Sherman vol. 1). In addition, students will examine a map of Europe after the Treaty of Westphalia (p. 484, McKay).
- Lastly, students will read two secondary sources reflecting on the Thirty Years' War: "A Political Interpretation of the Thirty Years' War" by Hajo Holborn and "A Religious Interpretation of the Thirty Years' War" by Carl J. Friedrich (pp. 208-210, Sherman vol. 1). Using all of this information students will be asked to participate in a Socratic Seminar to address the following question: What impact did the Thirty Years' War have on Religious and Political Power in Europe? After the Socratic Seminar, they will be required to write an essay addressing the question.

Development of Absolutism in Western Europe: France, Spain, Austria, and Prussia

- In focusing on the development of absolute monarchs, students will be exposed to all the locations in which they are emerging, but will focus primarily on France for deeper analysis. Students will first be asked to think back to the French Wars of Religion and to make a list of the actions taken to end the fighting. They will then be asked to read two primary sources: "Civil War in France" and "Political Will and Testament" (pp. 202-203, Sherman vol.1). Using these resources, students will be asked to examine the threats to the king's power, how those threats were handled, and how the actions changed over time. They will also be asked to consider what outside factors contributed to the rise in power for the monarchy. Students will also be asked to compare and contrast the rise of absolutism in Russia to that in France and the rest of Western Europe.

Development of Constitutionalism: England and the Dutch Republic

- Students will use their textbooks and Internet research to trace the role of the monarchy in England from Henry VII – James I. They will be asked to pay particular attention to the role of the monarch, the role of parliament, internal conflicts, and external conflicts. They will also be asked to rank the monarchy from best to worst with evidence for their choices.

Development of Absolutism in Eastern Europe: Russia and the Ottoman Empire **New Ways of Thinking: Scientific, Philosophical, and Art – Baroque**

- Students will be asked to analyze six primary source documents: “Revolutions of the Heavenly Spheres,” “Attack on the Copernican Theory,” “The Starry Messenger,” “Letter to the Grand Duchess Christina and The Dialogue Concerning Two Chief World Systems – Ptolemaic and Copernican,” “Attack of Authority and Advocacy of Experimental Science,” and “Discourse on Method” (pp. 32-48, Perry).
- Students will then be asked to complete the following tasks in small groups:
 1. Create a timeline for the scientific developments and individuals from 1450-1650.
 2. Discuss the development of ideas over time and the connections between those ideas.
 3. What are the areas of greatest change in thinking and what impact might that have on the future? Each group will be required to report back to the whole class for a culminating class discussion.
- Students will be asked to find examples of Mannerism art and compare and contrast it to Renaissance art. They will then be asked to research Baroque art. Based on their research and class discussion, students will be asked to write an essay answering the following question: How is Baroque art a reflection of the Catholic Reformation and a rise in Absolutism? Students are to use specific examples in their answer.
- Examples may include: Dürer’s *The Adoration of the Magi* (Renaissance), Ruben’s *The Landing of Marie de’ Médici at Marseilles* (Baroque), and El Greco’s *Laocoön* (Mannerism).

Unit 5: Absolutism and New Thinking 1648-1725

Absolutism in Western Europe: Spain, France, Austria and Prussia

- Students will investigate which countries were seeing successful absolute systems of rule, and which were not. To conduct this investigation, they will read the following primary sources: “Austria Over All If She Will: Mercantilism,” “A Secret Letter: Monarchical Authority in Prussia,” and “Memories: The Aristocracy Undermined in France” (pp. 214-216, Sherman vol. 1). Students will also complete “Case Study 2: Staging Absolutism” (pp. 38-64, Wiesner). Students will respond to the questions in the case study and participate in a class Socratic Seminar that examines the strengths and weaknesses of an absolute system of rule by looking at specific pieces of key evidence from their readings.

Development of Constitutionalism: England and the Dutch Republic

- Students will use their textbooks to review the English Civil War, Cromwell’s Commonwealth, The Restoration, and the Glorious Revolution. They will also examine three primary sources: “Leviathan,” “The English Declaration of Rights,” and “Two Treatises on Government” (pp. 22, 26, and 56, Perry). Using this information, students will make a brief timeline of the changing role of monarchy in

England. They will also be asked to compare and contrast the ideas of Hobbes and Locke. In a class discussion, students will be asked to connect the ideas of Hobbes and Locke to the scientific approach of thinking about the world as seen in the ideas of Newton, Bacon, and Descartes. Lastly, they will include Hobbes and Locke in their timelines and explain the connection between their ideas and the time in which they lived.

- After reading the description of the structure of the Dutch Republic, students will create a graphic organizer depicting it. They will also be asked to discuss the reason for this structure and its impact on the Dutch in regards to culture, economy, and trade. They will then be asked to discuss the impact this structure had on the Dutch in the Thirty Years' War.

Absolutism in Eastern Europe: Russian and the Ottoman Empire

- Students will be asked to compare and contrast Peter the Great to Louis XIV in their style of rule as absolute monarchs.

New Ideas: Locke, Baroque to Rococo, Scientific Thinking, and Enlightenment

- Students will be assigned a philosopher to research and understand. They will be given categories of information to research and discover their assigned philosopher's ideas regarding each topic. They will be asked to use their primary source readers, case study book, and outside research to find information. This information will then be used to hold a salon in which students will act as their assigned philosopher in a group discussion with other figures from the Age of Enlightenment.
- At the end of the activity, students will be asked to write a summary of their assigned philosopher and one other philosopher that they spoke with at the salon.
- Students will conduct their own research to find examples of Rococo art. They will look back to the Baroque information from Unit I and compare and contrast the two styles.
- Students will then be asked to respond to the following question: What is the major difference between Baroque and Rococo art, and how can these changes in artistic expression be explained?

Enlightened Absolutism: Prussia, Austria, and Russia

- Students will examine three rulers who attempted to be Enlightened Absolutists, and the actions they took. They will then rank them from most enlightened to least. They must offer reasons and evidence for their rankings.

Unit 6: Expansion of Europe, 1650-1800

Agricultural Revolution: Causes and Impact

- Students will create a timeline and a cause and effect chart connecting the major developments within the Agricultural Revolution. They will then be asked to discuss how these events connect with events from Unit 1.
- Students will be asked to read and complete “Case Study 4: A Statistical Analysis of European Rural Life 1600-1800” (pp. 95-115, Wiesner). They will then be asked to summarize the changing urban lifestyle using information from their textbook. Lastly, they will be asked to read two primary sources: “The Wealth of Nations” (p. 141, Perry) and “The Complete English Tradesman “(p. 27, Sherman vol. 2). They will then be asked to compare and contrast these new economic ideas to those of mercantilism.

Changing Urban Life: Guilds and Economic Liberalism

Global Economy: Colonial Wars, Trade, Slavery, Atlantic World and Pacific World

- Students will create a timeline of the major colonial wars. The timeline must include brief summaries of the outcomes using their textbook and online research for information.
- Students will read various primary and secondary sources that reflect opinions regarding slavery in the period. Source: “The Slave Trade” (p. 28, Sherman vol. 2). Articles on Slavery (pp. 88-90, Perry). Secondary source: “Slavery-White, Black, Muslim, Christian” (p. 33, Sherman vol. 2). After reading and analyzing the documents, students will be asked to organize the responses into categories and write brief summaries of each category.

Course Review and end of semester Final

Grading

<u>Grade Book Categories</u>		<u>Semester Weighted Grading Configuration</u>	
Tests and Projects	40%	Quarter	40%
Quizzes	30%	Quarter	40%
Homework	30%	Final Exam	20%

This course will be graded on the following major components:

- Tests and Projects – 40%
 - Multiple choice tests (MCQs) are based on the readings and lectures. Each test will have about forty questions along with review material from what was previously studied. These tests will be given at the conclusion of each unit.
 - Document Based Questions (DBQs) will prepare you to do the work of a historian in brief. You will respond to a prompt and support your thesis using evidence found in the documents provided. The DBQ will be worth 50-100 points.

- Free-Response Questions (FRQs) will test your detailed knowledge of modern European history. FRQs will be worth 50-100 points each.
- A DBQ and/or FRQ will be assigned for each unit.
- Late essays will be deducted 25% each day beyond the due date.
- Quizzes – 30%
 - Reading quizzes, given periodically, will assess your reading progress.
- Homework – 30%
 - Most homework will be taking notes on your textbook and other reading. With each chapter you will be responsible for taking detailed notes. The first half of your chapter notes (ten points) will be due half way through the chapter. The entirety of your chapter outline will be due before the test.
 - The summer reading project will be the first grades in the grade book.
 - Late homework will receive a 50% deduction the first day and will not be accepted thereafter.

Attendance Policy:

Attendance and active participation is vital to success in a collegiate level course. Students are expected to attend all class sessions. Excessive absences may result in the student being dropped from the class. If unusual circumstances prevent the student from attending, he/she should notify the instructor. However, the decision to retain a student in class is the decision of the school.

Academic Honestly Policy:

Please note that plagiarism and cheating will not be tolerated. You will receive a 0% on the work without a possibility of redoing the work for credit. The guidelines in the student handbook will be followed.

Class Policies:

The following policies are non-negotiable. Please see the teacher if you have any concerns with your ability to follow these policies:

1. Love God and love your neighbor as yourself.
2. Attendance: Students are expected to be in class daily. If you are unable to attend, it is your responsibility to get the class work and homework missed. Regular attendance is necessary for success in a collegiate level course.
3. Tardiness: When the bell rings, be in your seat and ready for work.
4. Late work: Homework is due when it is collected in class. Late work will not be accepted beyond the first day.
5. Enjoy water (in a bottle) in class but not food or other drinks.
6. Bathroom: Students should plan on using the bathroom before or after class. If you must use the restroom during class time you will be given a tardy.

School Policies:

Students are subject to all academic policies of the school as printed in the Academic Catalog and Student Handbook. Furthermore, it is each student's responsibility to read and follow all academic policies of the school.

Tips for the Students:

1. Be proactive in improving your skills, work hard, come to class prepared, and seek help early.
2. Do all assignments completely and according to the directions.
3. Be respectful of others.
4. Participate.
5. Ask questions.
6. Be prepared to take the tests on the scheduled day. If you know you are going to miss school for a legitimate and approved reason, plan on taking the test in advance. If you miss any section of a test, you will make up the test on the next school day whether or not you have this class.
7. All class material should be kept in a binder (whether paper or digital) or folder for easy access.