

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

HIST 101 - HISTORY OF EUROPE TO 1815

CIP Code: 54.0103

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**SCHOOL of BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
Fall 2024**

A. **TITLE:** History of Europe to 1815

B. **COURSE NUMBER:** HIST 101

C. **CREDIT HOURS:** 3 Lecture Hours per Week for 15 Weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** GER 10

F. **SEMESTER(S) OFFERED:** Fall and Spring

G. **COURSE DESCRIPTION:**

This is a basic survey course in European history from the Late Middle Ages to 1815. The course focuses on the political institutions, social structures, economic systems, and cultural developments that shaped European civilization. Among the topics to be studied are: the Late Middle Ages, the Renaissance, the Reformation, contact between Europe and the Americas, absolutism, the Scientific Revolution, the Enlightenment, and the French Revolution.

H. **PRE-REQUISITES/CO-REQUISITES:** None

I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>GER _10_</u>	<u>ISLO & Sub-Sets</u>
a. Describe the social, economic, and cultural institutions of medieval and Early Modern Europe	2	
b. Explain the evolution of monarchy and constitutionalism in medieval and Early Modern Europe	1	
c. Analyze the relationship between European religious and political institutions in the medieval and Early Modern periods	1	
d. Analyze the impact of contact on Europe, Africa, and the Americas	2	4 [IK]
e. Analyze the impact of religious conflict on Europe and the Muslim world in the medieval and Early Modern periods	1	4 [IK]
GER __10_ Students will demonstrate: 1. demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and 2. demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.		

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]

2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** No

If Yes, select one or more of the following categories:

Classroom/Lab____	Civic Engagement____
Internship____	Creative Works/Senior Project____
Clinical Practicum____	Research____
Practicum____	Entrepreneurship____
Service Learning____	(program, class, project)
Community Service____	

K. **TEXTS:** To be determined by the instructor

L. **REFERENCES:**

Benedict, Philip, and Myron P. Gutmann. *Early Modern Europe: From Crisis to Stability*. Newark: University of Delaware Press, 2005.

Blanning, T. C. W. *The Culture of Power and the Power of Culture: Old Regime Europe, 1660-1789*. Oxford: Oxford University Press, 2002.

Blumenfeld-Kosinski, Renate. *Poets, Saints, and Visionaries of the Great Schism, 1378-1417*. University Park, PA: Pennsylvania State University Press, 2006.

Cantor, Norman F. *The Civilization of the Middle Ages: A Completely Revised and Expanded Edition of Medieval History, the Life and Death of a Civilization*. New York: HarperCollins, 1993.

Clark, William, Jan Golinski, and Simon Schaffer. *The Sciences in Enlightened Europe*. Chicago: University of Chicago Press, 1999.

De Vries, Jan. *The Industrious Revolution: Consumer Behavior and the Household Economy, 1650 to the Present*. Cambridge: Cambridge University Press, 2008.

Dewald, Jonathan. *The European Nobility, 1400-1800*. New York: Cambridge University Press, 1996.

Englund, Steven. *Napoleon: A Political Life*. Cambridge, MA: Harvard University Press, 2004.

Fischer, David Hackett. *The Great Wave: Price Revolutions and the Rhythm of History*. New York: Oxford University Press, 1996.

Goffman, Daniel. *The Ottoman Empire and Early Modern Europe*. Cambridge, U.K: Cambridge University Press, 2002.

Guy, J A. *Tudor England*. Oxford: Oxford University Press, 1988.

Herlihy, David, and Samuel K. Cohn. *The Black Death and the Transformation of the West*. Cambridge, Mass: Harvard University Press, 1997.

Holt, Mack P. *Renaissance and Reformation France, 1500-1648*. Oxford: Oxford University Press, 2002.

Housley, Norman. *Religious Warfare in Europe, 1400-1536*. Oxford: Oxford University Press, 2002.

Hsia, R. Po-chia. *Reform and Expansion, 1500-1660*. Cambridge, UK: Cambridge University Press, 2007.

Jones, P J. *The Italian City-State: From Commune to Signoria*. Oxford: Oxford University Press, 1997.

Karras, Ruth M. *Unmarriages: Women, Men, and Sexual Unions in the Middle Ages*. Philadelphia: University of Pennsylvania Press, 2012.

Najemy, John M. *Italy in the Age of the Renaissance: 1300-1550*. Oxford: Oxford University Press, 2004.

Nauert, Charles G. *Humanism and the Culture of Renaissance Europe*. Cambridge: Cambridge University Press, 2006.

Nicholas, David. *Urban Europe, 1100-1700*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2003.

Nirenberg, David. *Communities of Violence: Persecution of Minorities in the Middle Ages*. Princeton, N.J.: Princeton University Press, 1996.

Outram, Dorinda. *The Enlightenment*. Cambridge: Cambridge University Press, 1995.

Scott, Jonathan. *England's Troubles Seventeenth-Century English Political Instability in European Context*. Cambridge, UK: Cambridge University Press, 2000.

Shagan, Ethan H. *Popular Politics and the English Reformation*. Cambridge, U.K.: Cambridge University Press, 2003.

Tackett, Timothy. *When the King Took Flight*. Cambridge, Mass: Harvard University Press, 2003.

Watts, John. *The Making of Polities: Europe, 1300-1500*. Cambridge, UK: Cambridge University Press, 2009.

Wiesner, Merry E. *Early Modern Europe, 1450-1789*. Cambridge: Cambridge University Press, 2006.

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A -F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:
Exams • Quizzes • Assignments • Participation/Discussion • Debates

P. DETAILED COURSE OUTLINE:

- I. Late Medieval Europe, 1300-1500
 - A. Society and Economy
 - B. The Black Death
 - C. Crisis in the Western Christian Church
 - D. Consolidation of Political Power
- II. The Renaissance
 - A. Humanism B. Renaissance Society
 - B. Renaissance Art and Culture
 - C. Renaissance Politics
- III. Europe and the New World
 - A. Voyages of Exploration
 - B. Spanish and Portuguese Empires in the Americas
 - C. The Columbian Exchange
 - D. New Economic Patterns
- IV. The Reformation
 - A. Martin Luther and Reformation in Germany
 - B. Protestant Reformation beyond Germany
 - C. Social and Cultural Impact of the Reformation
 - D. Reformation, Politics and the Wars of Religion
- V. The Search for Order in the Seventeenth Century
 - A. Constitutionalism and the English Civil War

- B. Absolutism and Louis XIV
 - C. Absolutism in Central and Eastern Europe
 - D. The Golden Age of the Dutch Republic
- VI. The Scientific Revolution
 - A. Background to the Scientific Revolution
 - B. Revolution in Astronomy
 - C. The Scientific Method and New Science beyond Astronomy
 - D. Social and Cultural Impact of the Scientific Revolution
- VII. The Age of Enlightenment
 - A. Intellectual Developments
 - B. Culture and Society in the Enlightenment
 - C. European States in the Age of Enlightenment
 - D. Economic Expansion
- VIII. The Age of Revolution
 - A. Revolution in America
 - B. The Social Order of the Old Regime
 - C. The French Revolution and Napoleon