

Miyazaki International College  
Course Syllabus  
(Fall Semester 2022)

Course Title (Credits)	Early Modern Europe: Reformation to Revolution	
Course Designation for TC	HIS313/ASE385	
Content Teacher		
Instructor	Felix A. Jiménez Botta, PhD.	
E-mail address	<a href="mailto:fjimenez@sky.miyazaki-mic.ac.jp">fjimenez@sky.miyazaki-mic.ac.jp</a>	
Office/Ext	Room 211	
Office hours	Tuesdays and Thursdays, 13:00 – 2:30 PM/ 4:20 – 5:15.	
Course Description:		
<p>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 Renaissance, the Protestant and Catholic Reformations, European colonization of the Americas and Asia, the formation of nation-states and Absolutism, the Enlightenment, and the French Revolution. By the end of the course students will have made significant improvements in their understanding of how to study and write history. Students will be able to think critically about the development of Early Modern European history. Students will also see their ability to use and manipulate academic English significantly improved.</p>		
Course Objectives:		
<p>The course aims to help you to do the following in each class session:</p> <ul style="list-style-type: none"> <li>- Enhance your understanding of the history of Early Modern Europe</li> <li>- Help you to level up your critical reading skills and develop your vocabulary.</li> <li>-Guide you in asking as well as answering <i>good</i> questions.</li> <li>-Heighten your mastery of communication (writing, listening, presenting).</li> <li>-Increase your overall proficiency in analysis and discussion.</li> <li>-Level up your ability to create, develop, and test original arguments.</li> </ul>		
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	Working with sources	Today’s Question: Why study European History? Why specifically Early Modern, and what is it? How do we use sources and images in history?

		Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
3	People's Lives, I	How did people live in early modern Europe? Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
4	People's Lives, II	Main Question: What was the role of religion, and how did it guide everything that people did? What was the political and economic role of the Catholic Church? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
5	Humanism Printing Press	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
6	Renaissance and Humanism	Main Question What was the Renaissance? What did it come out of? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
7	Renaissance and Humanism, II	Main Question: What intellectual transformations did the Renaissance bring to Europe? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
8	Exploration and the Age of Discovery	Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
9	Exploration and the Age of Discovery II	Main Questions: Why did the Iberians, of all Europeans, seek a way to Asia and finally find the Americas? Contingency and Eurocentrism. Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
10	Exploration and the Age of Discovery, III	What were the Portuguese looking for in Asia? What did they do there? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
11	Spanish Empire Americas	Main Question: Colonization of Mexico Activities: Critical Reading, Worksheet, Think-

		Pair-Share (TPS), Group Work
12	Spanish Empire Americas, II	Main Questions: Colonization of Perú Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
13	Luther and the Protestant Reformation	Main Questions: What led to the Protestant Reformation? How were the reformers themselves split? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
14	Luther and the Protestant Reformation, II	Main Questions: What effects did the Reformation have on the reshaping of Germany and Europe? How did Catholics react? 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 <b>Brief Recap for Midterm</b>
15	<b>Midterm Examination</b>	
16	French Wars of Religion;	Main Question: Course of the French Wars of Religion. Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
17	Rise of the Netherlands	Main Question: Dutch Rebellion and the Dutch Golden Age Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
18	Absolutism	Main Question: Why did Absolutism become such an interesting form of rule for European monarchs? France and Prussia. Failed Absolutism – Great Britain. Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
19	Scientific Revolution	What led to the tremendous advance of science in Early Modern Europe? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work

20	Scientific Revolution, II	Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
21	Scientific Revolution, III	Main Question: What were the attitudes of Church and Absolutists towards scientists? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
22	Enlightenment	Main Question: What were the tenets of the Enlightenment? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
23	Enlightenment	Readings of some enlightened thinkers Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
24	“Enlightened” Absolutism	Main Question: What relations did Enlightened thinkers and Absolutist rulers have? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
25	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
26	The American Revolution	Why did the American colonist’s revolt against Great Britain? Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
27	French Revolution	Origins and beginnings of the French Revolution Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
28	French Revolution II	The Haitian Revolution and the radical revolution in France Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
29	French (and Haitian) Revolution, III	Napoleon and the Collapse of Spanish rule in the Americas Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work
30	Final Review	Please bring your questions.
	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. Use the **rewordify website** to help simplify your reading.

***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: 20%

In-class assignments: 15%

Worksheets: 15 %

Midterm Examination: 25%

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

文部科学省から採択された 大学教育再生加速プログラム 		Advanced 	Proficient 	Developing 	Emerging 	No Attempt 
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability: relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability: must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication: relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication: tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Writing					
	Oral Communication					