



Template B

	City, Kings, and Pressures on Christian Church to 1600. Some consideration of technology and voyages.		emphasis on power politics, the Renaissance Prince, the rise of international economics, global trade, the growth and development of Protestantism, and its effect on the economics and politics of Western Europe until 1700.
<b>Category C</b> <i>(if not changed leave blank)</i>			
Current Course (Student Learning) Outcomes	<p>To allow music majors to acquire a broad understanding of culture and intellectual history prior to 1700 which will serve as the basis for music history courses covering the same period.</p> <p>To provide materials so that students can learn to think historically.</p> <p>To provide subject matter so as to allow the students to gain a broad knowledge and information about the period.</p> <p>To provide material so as to allow the students to gain a general knowledge of historical interpretation and primary source material related to this period.</p>	Proposed Course (Student Learning) Outcomes	<p><b>Knowledge of the Past:</b> The aim here is for you to come away with a significant body of historical information and an understanding of its various interpretations. You should be able to bring this knowledge to bear on the modern world and our attempts to understand our role in it, and our personal attempts to place our present society in context. However, historical knowledge is not just about “avoiding the mistakes of the past,” but it is also about gaining an understanding of the human experience in its own terms and by its own standards.</p> <p><b>Framing a Logical Argument:</b> The aim here is for you to understand what historians consider an important question, but also what they consider to be a well-maintained and supported answer. This is equally true for the spoken as well as written format. You should be able to recognize a successful historical presentation and to be able to do it yourself, in your formal written assignments and your spoken comments.</p> <p><b>Writing with Precision and Persuasion:</b> You should strengthen your ability to write clearly and persuasively and to employ the modes of discourse commonly used by historians. Additionally, a nicely turned phrase has never hurt!!</p>
Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i>	<p>Introduction</p> <p>Classical and Christian Background</p> <p>Carolingian Renaissance</p> <p>Medieval Monarchy and Society</p> <p>Cultural Revival and Medieval Architecture</p> <p>Black Death and the Hundred Years War</p>	Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.)</i>	<p><b>Week 1:</b> The Myth of the Popular Commune: Burckhardt and the historiography of the idea of an Italian Renaissance; Growth of the cities; Medieval thought and culture; Italian politics.</p> <p><b>Week 2:</b> The Medieval Papacy, 1300-1500:</p>

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	<p>Renaissance Republics and Warfare  Renaissance Society  Dante + Medieval or Modern?  Classical Revival and Humanism  Education and Civic Humanism  Florentine Art and Architecture  The Rome of Michelangelo and Raphael  Leonardo da Vinci and Renaissance Science  Machiavelli and the End of the Italian Renaissance  More, Erasmus and Christian Humanism  N. Renaissance Art: van Eyck, Bosch, Breugel  Overseas Discovery and the Renaissance Mentality  Europe in the 16<sup>th</sup> century  European Society  The Lutheran Reformation  Zwingli and Calvin  Other Reform Movements: Anglicanism and Catholic Reform  The Religious Wars  Anglican England and Catholic Spain  War and Revolt in the early 17<sup>th</sup> Century  Copernican Revolution  Kepler and Galileo  Influence of Science on Thought and Society  16<sup>th</sup> Century Mannerism, Skepticism and Cervantes  Shakespeare  Baroque Culture  Baroque Art and Architecture  Europe 1660  Absolutism and European Politics  European Society  The Court of Louis XIV  Newton and Lock  17<sup>th</sup> Century Classicism</p>		<p>Christian and the Catholic Church; The Papacy and the Holy Roman Empire</p> <p><u>Week 3:</u> The Republics: Kingdom of Naples; Rise of the City States; International trade; Renaissance rivalry, war, and diplomacy; the Republics of Venice and Florence.</p> <p>Week 4: The Crises of the 14<sup>th</sup> Century: Warfare; Plague; International Economics; A new concept of man's nature; The Crisis of Women.</p> <p><u>Week 5:</u> The Renaissance Popes: Power politics across western Europe; Money</p> <p><u>Week 6:</u> Political Upheavals: Invasions from other Europeans; Internal conflicts; Holy league(s); Political instability.</p> <p><u>Week 7:</u> Northern Humanism: Renaissance humanism; Early Northern Humanism; Distinctive national forms of humanism in England, France, and Germany; Did Women have a Renaissance?</p> <p><u>Week 8:</u> Traditional Christianity and its World: Outline of basic theological points; The church's relationship with princes and monarchs, including power struggles of lay investiture; The Church and Jews and Muslims.</p> <p><u>Week 9:</u> Martin Luther and his World: His intellectual development; Basic theological points; Politics and war; The spread of Lutheranism; Women's loss of position in church structure.</p> <p><u>Week 10:</u> Ulrich Zwingli and his World: His intellectual development; basic theological points; politics and war; The memorial mass.</p> <p><u>Week 11:</u> The Radical Reformation and Europe's</p>
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			<p>Fear: Non-mainstream Protestant movements, particularly the Anabaptist (and later the Amish). Main theological positions; The place of women; Source of conflict; War against Non-Conformity.</p> <p><u>Week 12</u>: The Catholic Reformations and its impact on the New Worlds: The Counter-Reformation; The Catholic Reformation; The Council of Trent, its main points and influence; The Society of Jesus; Teresa of Avila; Catholics in North America, South America, and China.</p> <p><u>Week 13</u>: The English Reformation and its Reformation by Statute. Political separation with the Church in Rome; Issues of Sovereignty; Shifting religious positions; International politics; Political crises.</p> <p><u>Week 14</u>: Concluding Conversations: The early modern intertwining of religion and politics; the debate about whether the early modern was ultimately medieval or modern.</p>
<b>Rationale for Proposed Changes (All Categories)</b>			
Why is the course being revised/deleted:	To incorporate Liberal Studies objectives; To reflect changes in the state of the field; It is no longer a Music Department requirement.		
Implication of the Change on: - Program - Other programs - Students	These changes will not affect the history department in terms of additional money or staffing; It will add another Liberal Studies offering, but without adding faculty or spending money; it will allow students a larger Liberal Studies selection, as well as access to additional history courses, again without adding faculty or spending money		
For Dual Listed Courses	<i>List additional learning objectives for the higher-level course</i> Graduate Students will display an advanced understanding of the historiography and the current debates within the field. They will display an advanced level of historical research in primary sources, as well an advanced level of academic writing. These two goals will be achieved by additional readings in the historiography that result in critical book reviews, as well as a research paper that is driven by the analysis of primary sources		
<b>For Dean's Review</b>			
<ul style="list-style-type: none"> <li>• Are resources available/sufficient for this course?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> </ul>			
<ul style="list-style-type: none"> <li>• Is the proposal congruent with college mission?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> </ul>			

**Template B**

- Has the proposer attempted to resolve potential conflicts with other academic units?  Yes  No  NA

Comments: Click here to enter text.

## Liberal Studies Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If new LS course, complete Templates A and C. If LS course revision, complete Templates B and C.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu); this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu).

Contact Person(s)	Lynn Botelho	Email Address	Botelho@iup.edu
Proposing Department/Unit	History	Phone	724-357-2284

<p>1. Liberal Studies Course Designations</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Skills:   <input type="checkbox"/> English      <input type="checkbox"/> Mathematics</p> <hr style="border-top: 1px dashed black;"/> <p>Knowledge Area:   <input type="checkbox"/> History      <input type="checkbox"/> Literature      <input type="checkbox"/> Philosophy or Religious Studies      <input type="checkbox"/> Fine Arts</p> <p style="padding-left: 40px;"><input type="checkbox"/> Natural Science Laboratory    <input type="checkbox"/> Natural Science Non-Laboratory      <input type="checkbox"/> Social Science</p> <p style="padding-left: 40px;"><input type="checkbox"/> Dimensions of Wellness</p> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> Global and Multicultural Awareness</p> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> Writing Intensive</p> <hr style="border-top: 1px dashed black;"/> <p>Liberal Studies Elective (please mark the designation(s) that apply – must meet at least one)</p> <p><input type="checkbox"/> Global Citizenship                      <input checked="" type="checkbox"/> Information Literacy                      <input type="checkbox"/> Oral Communication</p> <p><input type="checkbox"/> Quantitative Reasoning                      <input type="checkbox"/> Scientific Literacy                      <input type="checkbox"/> Technological Literacy</p>
<p>2. Expected Undergraduate Student Learning Outcomes (EUSLOs) – <i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners, or Responsible Learners (see <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a>).</i></p> <hr/> <p><b>Objective 1:</b> Explain the major themes in Renaissance and Reformation History.</p> <p>Expected Student Learning Outcomes 1 and 2: Informed Learners and Empowered Learners</p> <p>Rationale: Assignments will require students to demonstrate their ability to analyze key themes in Renaissance and Reforma</p>

## Template C

history. These include development of the rise of the City States, the beginnings of capitalism and proto-industrialization, religious reformations, warfare and developing technologies, the construction of gender and the role of women, and Europe's relationships with ethnic and religious minorities, including those in the Americas, Africa, and the East. As INFORMED LEARNERS students will demonstrate knowledge and understanding of: the interrelationship within and across cultures and global communities. As EMPOWERED LEARNERS students will demonstrate Critical Thinking Skills and Reflective Thinking Skills, including analysis, application, and evaluation of information from a wide variety of sources (written, spoken, visual); Effective Oral and Written Communication Skills (essays, presentations); and the Ability To Work Within Complex Systems And Diverse Groups (group work, group presentations).

**This Objective meets the Informed Learners Outcome as a Liberal Studies Elective, and specifically as an Information Literacy elective.**

### Objective 2:

Analyze some of the major themes in the historiography of Renaissance and Reformation History.

Expected Student Learning Outcome 2: Empowered Learners.

### Rationale:

Assignments will require students to demonstrate knowledge of the major debates in the historiography of the Reformation and Renaissance. These include debates about the 'rise of the individual'; the effect of Protestantism and Catholic Revival on thought, culture, global politics, the status of women; and the impact of an author's religious affiliation on the writing of Reformation history. As EMPOWERED LEARNERS students will demonstrate critical thinking skills, including the analysis, application, and evaluation of information. Students will also demonstrate reflective thinking in their ability to synthesize information and ideas.

### Objective 3:

Learn to work with and analyze primary and secondary sources.

Expected Student Learning Outcomes 1 and 2: Informed Learners and Empowered Learners.

### Rationale:

Assignments will require students to analyze both primary and secondary sources. As INFORMED LEARNERS students will demonstrate knowledge and understanding of the past and present from historical, philosophical and social perspectives. As EMPOWERED LEARNERS students will demonstrate critical thinking skills, including analysis, application and evaluation of source materials. They will also demonstrate reflective thinking and the ability to synthesize information and ideas from a diverse range of source materials.

### Objective 4:

Students will demonstrate their understanding of the complex relationships between dominant and non-dominant groups in Western Europe, including Roman Catholics, Protestants, the Anabaptists, women, Jews, Muslims, peoples in the Americas, Africa, and the East.

Expected Student Learning Outcomes 2 and 3: Empowered Learners and Responsible Learners.

### Rationale:

Assignments will require students to demonstrate their ability to analyze these complex relationships. As EMPOWERED LEARNERS, students will demonstrate information literacy skills, including the ability to access, evaluate, interpret and use information from a variety of sources. As RESPONSIBLE LEARNERS, students will demonstrate an understanding of and a respect for the identities, histories, and cultures of others.

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3. Description of the Required Content for this Category – *Narrative on how the course will address the Selected Category Content*  
As INFORMED LEARNERS students will demonstrate knowledge and understanding of the interrelationships within and across cultures and global communities in their essays and presentations. As EMPOWERED LEARNERS students will demonstrate Critical Thinking Skills and Reflective Thinking Skills, including analysis, application, and evaluation of information from a wide variety of sources (written, spoken, visual); Effective Oral and Written Communication Skills (essays, presentations); and the Ability To Work Within Complex Systems And Diverse Groups (group work, group presentations. As RESPONSIBLE LEARNERS, students will demonstrate an understanding of and a respect for the identities, histories, and cultures of others in their essays, group presentations, and group discussions.

4. All Liberal Studies courses are required to include perspectives of diverse cultures and have a supplemental reading. Please answer the following two questions.

a) Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please describe how your course will meet this criterion.

My course will meet this requirement in 5 ways: lectures; through required textbook reading; primary sources; secondary books or novels; student presentations.

### Lectures:

Weeks 8 & 11 feature lectures on non-Christian and Christian minority groups (Muslims, Jews, the Anabaptists); Weeks 8 & 12 lectures on 'Europe in the World'. The role and position of women is explored throughout the course, but see Weeks 4, 7, & 11. The global economy and western Europe's interaction with other peoples is a feature of Weeks 3, 4, & 13.

### The Textbook:

The textbook, Jonathan W. Zophy's *A Short History of the Renaissance and Reformation Europe: Dances over Fire And Water*, includes sections on the 'War Against Islam'; 'Women Scientists'; 'Portuguese Exploration'; 'Columbus'; 'The Rise of Anabaptism'; 'The Hutterites'.

### Primary Sources:

The class' primary source readings include excerpts from John Foxe's *The First Blast of the Trumpet Against the Monarchical Reign of Women*; Episcopal decree regarding several single women, Spain 1571; Expulsion of the Jews from Spain, 1492; Ogier Ghiselin de Busbecq; The Turkish Letters, 1555-1562.

### Secondary Sources and Novels:

The Secondary Sources assigned in this class include: Richard Kagan and Abigail Dyer's *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics*; Amy Butler Greenfield, *A Perfect Red: Empire, Espionage, and the Quest for the Color of Desire* (This discusses the early modern global economy, race relations, and colonialism.)

The novels assigned in this class include: Hillary Mantel's *Wolf Hall* (an exploration of the Reformation in Englns) and Parris' *Heresy* (an exploration of the Italian Renaissance, international politics, and non-dominant religions).

### Student Presentations:

Students will make group presentations on topics to include: Housewives, Jews, Witches, Slaves, The Turk; An Heretic. A Protestant Minister; A Catholic Priest.

b) Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

Amongst the Secondary Sources assigned in this class include: Richard Kagan and Abigail Dyer's *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics*; Amy Butler Greenfield, *A Perfect Red: Empire, Espionage, and the Quest for the Color of Desire* (This discusses the early modern global economy, race relations, and colonialism.) Amongst the novels assigned in this class include: Hillary Mantel's *Wolf Hall* (an exploration of the Reformation in England) and S. J. Parris' *Heresy* (an exploration of the Italian Renaissance, international politics, and non-dominant religions).