Eastern Illinois University  
New Course Proposal  
HIS 2560, Early Modern World History

1. Catalogue Description
   a) HIS 2560  
   b) Early Modern World History  
   c) MWF (3-0-3)  
   d) F, S, SU  
   e) Early Mod World  
   f) A survey of world history from the fourteenth through the eighteenth centuries. WI  
   g) N/A  
   h) Fall 2004

2. Objectives and Evaluations of the Course
   a) Student Learning Objectives  
      i) Students will learn the broad survey of the political, economic, social, and cultural history of the world from the fourteenth through the eighteenth centuries.  
      ii) Students will learn historical methodology and historiographical debate.  
      iii) Students will improve analytical skills through the interpretation of primary source documents.  
      iv) Students will improve written communication skills.  
      (Note: This is not a general education course.)  
   b) Methods of Assessment  
      i) Written examinations—these examinations will assess students’ thematic knowledge of world history and knowledge of historiographical controversies.  
      ii) Quizzes—multiple choice quizzes will assess student’s factual knowledge of the world history.  
      iii) Analysis of primary source documents—short analysis papers will assess students’ skills in interpreting primary source documents. These essays will also permit feedback from instructors to facilitated improvement in students’ written skills as well as their analytic skills and ability to apply historical methodology.  
   c) This course is not technology-delivered.  
   d) This course is not eligible for graduate credit.  
   e) This course is writing-intensive. The majority of grading within the course will be based upon students’ written work. In addition, students will re-write at least one assignment.

3. Outline of the Course
   a) The course will be taught in 15-weeks of three, 50 minute class periods.  
      Weekly Schedule  
      Week 1 – What is Early Modern?  
         Modernity and its Preconditions  
      Week 2 – The Islamic World—India to Africa  
         Trade Across the Eastern Hemisphere  
         The Transfer of Ideas
Week 3—The European Renaissance
  Renaissance Humanism
  Revival of Ancient Learning and the Islamic World

Week 4 – The Chinese Renaissance
  The Ming Revival
  The Qing State

Week 5 – The American Empires—Aztec and Inca
  The Aztec Use of State Terror
  The Inca System of Labor Extraction

Week 6 – Africa and the Beginning of the Atlantic Slave Trade
  The Portuguese Initiative
  The African Supply System

Week 7 – The Age of European Discovery
  European Exploration
  Amerindian Response

Week 8 – Colonization of the Americas
  The Debate over Amerindian Civilization
  The Ecological and Humanitarian Consequences

Week 9 – East Asia and the European Arrival
  The Jesuits in China
  Japan and the Limits of Interaction

Week 10 – The European Time of Troubles
  The Thirty Years War
  The Rise of the Absolute State
  The English Model

Week 11 – South Asia
  The European Competition for India

Week 12 – Slavery and Slave Societies in the Caribbean
  Sugar, Tobacco, and Slavery
  Plantations and Slave Society

Week 13 – Science and Enlightenment
  The Scientific Revolution
  Materialism and the Rise of the Enlightenment
  The Enlightenment and the Public Sphere

Week 14 – The Age of Revolution: France and Europe
  Liberty, Citizenship, and the French Revolution
  Terror and the Napoleonic State

Week 15 – The Age of Revolution: Latin America and the Caribbean
  The Haitian Revolution
  Simon Bolivar and the Latin American Revolutions

b) N/A

4. Rationale

a) HIS 2560 Early Modern World History is being added to the curriculum as a replacement for HIS 2300 Western Civilization I. The Illinois State Board for Education has developed its teaching standard for certification to teach history with a focus on world history, and we are seeking to adjust our curriculum so that our students who intend to certify to teach will meet the expectations of the standards.

b) HIS 2560 is being devised as a sophomore level course in which students will be given a broad introduction to the analysis of primary sources.
c) HIS 2560 is not similar to any other course.
d) HIS 2560 will replace HIS 2300 as a required course in the History Major and the History Major with Social Science Certification.

5. Implementation
   a) Roger Beck, Newton Key, Jose Deustua Deustua, David Smith, Joy Kammerling.
   b) N/A


6. Community College Transfer
   A community college course may be judged equivalent to this course.

7. Approved by Department of History Curriculum Committee:

   29 August 2003

8. Approved by Social Science Coordinating Committee:

   18 September 2003

9. Approved by College of Science Curriculum Committee:

   10 October 2003

10. Approved by College of Arts and Humanities Curriculum Committee

   15 October 2003

11. Approved by CAA

   30 October 2003