

**CAS GE to LE Core Application**

**Preparer(s)**

Sanislo, Teresa M.

**Section I. CAS GE to LE Core Application Cover Sheet**

Department/Program: History

Effective year and term for implementation of action: [2015]Fall

**Current Course Information**

Prefix: HIST	Number: 315	Credits: 3
Catalog Title: The Age of Reformation		

**Section II. Application for Inclusion in the Liberal Education Core**

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

Knowledge	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input checked="" type="checkbox"/> K3	<input type="checkbox"/> K4
Skills	<input type="checkbox"/> S1	<input type="checkbox"/> S2	<input type="checkbox"/> S3	
Responsibility	<input type="checkbox"/> R1	<input checked="" type="checkbox"/> R2	<input type="checkbox"/> R3	
Integration	<input type="checkbox"/> I1			

**B. Provide the requested information for each identified learning outcome.**

**Knowledge 3 (K3):** Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

My course is designed to inform students about the way that historians raise questions, approach problems, interpret and use evidence, and generate arguments or interpretations about developments in the past. Although I provide an occasional background lecture, particularly towards the beginning of the semester, the course is primarily a seminar. Students spend the majority of the time in my class reflecting on and discussion readings, both primary sources (documents from the past) and secondary sources (historical scholarship). The course offers extensive training in reading and interpreting documents from the past and using them in order to build arguments about historical developments. The course focuses on the religious, political, social, and cultural history of Europe and European Empires in the late medieval and early modern period. Students interpret documents in order to gain insights into and formulate arguments about important questions and developments in this time period. It also focuses on historiography (trends in the field) and evaluating the research and interpretations of historians. The course is designed to help students achieve all four elements in the K3 rubric at least at a basic level and hopefully higher. I would say that course content and assignments align 100% with the K3 goals and outcomes.

I spend only 3-4 days of the course outline below giving background lectures. The rest of the days are devoted to seminar style discussions on primary and secondary sources in class or on-line through D2L posts and small discussion groups, and group presentations evaluating a scholarly article and its contribution to the historiography on the Reformation.

**Course Outline**

**Week One**

9/4 Introduction to the Course  
9/6 Early Modern Europe- Overview and Key Terms

**Week Two**

9/9 The Peoples of Europe  
9/11 The States of Europe on the Eve of the Reformation  
9/13 Big Picture Overview – Movie- “When the World Changed 1300-1700”

**Week Three**

9/26 The Old Church  
9/18 The Call for Reform  
9/20 The Catholic Church in a Global Context

**Week Four**

9/23 Humanism  
9/25 Luther’s Revolt  
9/27 Luther’s Revolt

**Week Five**

9/30 The Spread of Lutheranism  
10/2 Changing Times  
10/4 What is a Critical Book Review

**Week Six**

10/7 Presentation: Group 1  
10/9 Zwingli, the Swiss Reformation, and the Anabaptists  
10/11 Midterms Due

**Week Seven**

10/14 Presentation: Group 2  
10/16 Reformers in France, Calvinism, and Geneva  
10/18 Discussion of Roper's Holy Household. Women and Morals in Reformation Augsburg

**Week Eight**

10/21 Presentation: Group 3  
10/22 Roper Holy Household  
10/25 Critiques of Holy Household Due

**Week Nine**

10/28 Presentation: Group 4  
10/30 Politics and Religion in England  
11/1 Politics and Religion in England

**Week Ten**

11/4 Presentation: Group 5  
11/6 Presentation: Group 6  
11/8 Discussion of Shagen, Popular Politics and the English Reformation

**Week Eleven**

11/11 Shagen  
11/13 Shagen  
11/15 Critiques of Popular Politics Due

**Week Twelve**

11/18 Presentation: Group 7  
11/20 Presentation: Group 8  
11/22 Critical Book Reviews Due

**Week Thirteen**

11/25 Spain and the Catholic Reformation

**Week Fourteen**

12/2 Spain and the Catholic Reformation  
12/4 An Age of Religious Warfare  
12/6 European Empires – Global Impact

**Week Fifteen**

12/9 The Legacy  
12/11 Final Exams Due in Class  
12/13 Personal Reflections and Lessons from History 315

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

The opportunities that students have to meet the learning outcomes are woven in to the assignments that I have for the class and the mentoring that I do with students in class. The course gives students the opportunity to engage in historical analysis, argumentation, and the interpretation and evaluation of historical documents. It also focuses on historiography (trends in the field) and evaluating the research and interpretations of historians. Students demonstrate historical knowledge in their midterm and final exams and in short writing assignments (journals) used to prep for class discussions and their posts for on-line small group discussions. Students use historical and cultural contexts to explain how the Reformation happened and how its effects differed for a range of different European states and their empires (midterm and final exams). They identify, organize, and explain evidence in their short writing assignments and their exams. Finally, they analyze and interpret primary sources, secondary sources, and offer a critical evaluation of the work of a scholar in their midterm, class presentations and critical book reviews.

3. Identify and provide a rationale for the presence of all prerequisites.

Six credits of history, or junior standing or consent of instructor. This is the standard prerequisite for upper-division history courses which require some basic historical awareness and/or enough college coursework completed to suggest some exposure to basic critical thinking skills.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

I will use the midterms and finals, class presentations or the critical book review, and journals and on-line discussion posts as artifacts for assessment.

For element A, I will use the midterm exam that asks students to discuss the power of the Roman Catholic Church and explain how the Reformation happened.

For element B, I will use the final exam that asks students to use historical and cultural contexts to explain the religious landscape in two different countries

today.

For element C, I will the midterm that asks students to analyze information and explain how the Reformation happen and critically evaluate interpretation of a key scholar in the field.

For element D, I will use the midterm that asks students to use evidence, organize, and explain it in order to back up their arguments about the nature of the Roman Catholic Church on the eve of the Reformation and how the Reformation happened.

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

I'm attaching copies the syllabus, the midterm and final exam.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? We can commit to 2 upper division sections of R-2 each semester.

How many sections of the experience will be offered in the spring semester? We can commit to 2 upper division sections of R-2 each semester.

What will be the average size for each section of the experience? 28

**Responsibility 2 (R2): Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.**

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

My class examines religious, political, and social history in a transnational, comparative manner. The Western Latin Rite "Catholic Church" was the major transnational institution in Western and Central Europe in the late Medieval Period. Its theology, structures, practices, and power stretched across this region and beyond with the rise of European Empires. The course briefly examines the early history of Christianity, including the Christianization of the Roman Empire, the division of the Roman Empire into Eastern and Western halves, and the eventual emergence of two distinct political and religious traditions in the West and East (political fragmentation and the Latin Rite Church in the West and the Byzantine Empire and Eastern Orthodox Church in the East). The course then explores the process through which the unity of the Western Church was broken and distinct religious and political traditions emerged in different parts of Europe and the world. This story of the Reformation cannot be understood without examining the transnational nature of the Catholic Church, the power that the Pope and the clergy held over the laity, the political, religious, and social conditions in different parts of Europe and European Empires, and the global forces that enabled the spread of the Reformation, including interactions between Western "Christendom" and the Muslim (eventually Ottoman) Empire. Throughout the course, we reflect upon the consequences of the actions of individuals and groups for developments that had global effects. I think it is fair to say that the entire course is devoted to comparative, transnational perspectives and the interplay between local and global forces in history.

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The opportunities that students have to meet the learning outcomes are woven into the assignments that I have for the course and the mentoring that I do with them in class. I include comparative, global perspectives in my lectures, discussions, and exams. History 315 is an upper level seminar course. It requires that students do extensive writing for their exams, papers, and preparation for class. In addition to a critical book review on one of the two monographs that students read for the semester, students hand in six page take-home essay exams for their midterm and the final. The size and format of the course (seminar) allow for a great deal of discussion in class and on-line in D2L discussion groups. Student journals (2 page writing assignments on readings and films) throughout the semester form the basis for in-class and on-line discussions. Their journals and on-line discussions are graded on a pass/fail basis. The number of passes that they earn adds up to a letter grade, which contributes to the overall grade for the course.

3. Identify and provide a rationale for the presence of all prerequisites.

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Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

I will use journals, D2L discussion submissions and posts, and exams as artifacts for assessment. For element A, I will use the final exam for the course. The exam will ask students to compare and contrast the political and religious histories of two countries in Europe prior to, during, and after the Reformation. For element B, I will use a journal or D2L discussion that asks students to explain the transnational, institutional nature of the Catholic Church and reflect upon the power of the Pope and clergy over the laity across Europe and in European Empires. For element C, I will use a journal or D2L discussion that asks students to identify and reflect upon the ripple effects of individual or collective decisions as they relate to the transformation of the religious and political landscape in Europe and European empires in this period

5. Provide additional information on the learning experience such as:

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#### Attachments

3rd 315 Reformation Syllabus Fall 2013.docx	11/9/2013 10:58 PM	History
Discussion 11 lessons from Hist 315.docx	11/9/2013 10:57 PM	History
HIST 315 Final Exam fall 2013.docx	11/9/2013 10:56 PM	History
Midterm+Examb.docx	1/5/2015 8:01 AM	Sanislo, Teresa M.

#### General Notes and Comments:

#### Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

November 10, 2013

#### College Curriculum Committee or Equivalent Action:

1/29/2015  Approved  Denied

#### University Liberal Education Committee Action:

Approved  Denied