Minnesota State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

College: Social and Behavioral Sciences  
Department: History  
Program: Graduate  
CIP #  
Type of Change: COURSE PROPOSALS  
Proposed: Change in Credits and Title  
Title Current: Scientific Revolution and Enlightenment  
Title Proposed: The Age of Absolutism and Enlightenment  
24-Char. Abbrev: Absolutism Enlightenment

Proposal #: 149  
Effective Date of Change: 05-05-25  
(For Office Use Only)

Course Designator and Number:  
Credits:  
History 407/507 3  
History 407/507 4

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

The history of Europe from the Treaty of Westphalia to the eve of the French Revolution (1648-1789). Course emphasizes absolutism and constitutionalism, the construction of European empires, the scientific revolution and Enlightenment, and social and economic changes.

Rationale or Justification for change:

Expansion of course content. This course will survey the history of Europe in the seventeenth and eighteenth centuries, rather than focusing entirely on science and intellectual developments. Political, cultural, social, economic and religious history will also receive consideration in this course.

***For General Education or Cultural Diversity Courses Only***

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<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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7 For Writing Intensive Courses, attach a description of the kind and quantity of writing.

7 For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes associated with each GE competency or CD designation.

c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

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<th>Instructional Type:</th>
<th>Lecture</th>
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☑ Course is an elective.

☐ Course is required for program

☐ Pre- or Co-requisites:

☐ Other courses are being changed or eliminated. (Explain.)

☐ Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes.

c. A list of resources required to offer and support this course.

d. A description of how teaching this course will affect department staffing.

e. If 400/500 level course, an explanation of added expectations of graduate students.
# Curriculum Proposal

## Signature Page

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<th>Department</th>
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| _Recommended_ (Category/ies_ ) | Margarita G. Molina 07/13/05  
| _Not Recommended_ (Category/ies_ ) | Department Chair  
| Comments: |

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| _Not Recommended_ (Category/ies_ ) | David J. Lucke 11/2/05  
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<th>College Dean</th>
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| _Recommended_ (Category/ies_ ) | William L. Hegar 11/2/05  
| _Not Recommended_ (Category/ies_ ) | Dean  
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| Comments: |

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| _Not Approved_ (Category/ies_ ) | Sr. Vice President / Vice Pres. Academic Affairs  
| Comments: |
Proposal for Change in Course Credits and Title

HIST 407 The Age of Absolutism and Enlightenment
Christopher Corley, Department of History

A) **Course Syllabus:** Please see attached sample course outline.

B) **Student Learning Outcomes:** Students will gain an understanding of the history of Europe in the seventeenth and eighteenth centuries. Students will examine the historical development of absolutism and constitutionalism. Students will examine the history of the intellectual revolutions (Scientific Revolution and Enlightenment). Students will examine a variety of primary and secondary sources related to these topics, thereby improving their critical thinking skills. Essay exams and formal writing assignments will strengthen the ability of students to write in a clear and concise fashion. Student learning will be assessed through essay exams, writing assignments, and the instructor’s assessment of class participation.

C) **Resources Required:** No additional resources will be required to offer this course.

D) **Effect on Department Staffing:** This course will not affect departmental staffing, since I was hired, in part, to teach this course.

E) **Added Expectations of Graduate Students:** Graduate students enrolled in the class will be expected to take a leading role in class discussion, and to produce written work that reveals a more sophisticated and nuanced understanding of the issues under study. To this end, graduate students will be expected to research and write a fifteen to twenty page historiographic essay.
A. Sample Course Syllabus and Outline

Sample Course Description
This course will examine the history of Europe from the Treaty of Westphalia to the eve of the French Revolution (1648-1789). The course emphasizes the historical development of absolutism and constitutionalism, the construction of European empires, the Scientific Revolution and the Enlightenment, as well as the important social and economic changes of the period.

Required Texts


N.B. Many of you are not history majors, and many majors have not had an introduction to European history. It is thus highly recommended that you find a useful introductory European or World History textbook that includes the early modern period.

Course Requirements

1. Class Discussion: 15% percent of the course grade. This is primarily a discussion-oriented course. We need to do all of our assigned reading on time, and we should be prepared to discuss the readings. This means that I expect you to ask as well as answer questions. Remember, it is possible to participate by being a good listener, and that I am concerned with the quality rather than the quantity of individual contributions. Your participation grade will be based on your attendance and the quality of your contributions to discussion. After two absences, failure to attend class will result in a zero for the session.

2. Group Presentations on Primary Sources: 2 x 20% of course grade. Students will lead two fifteen-minute teaching presentations about a selection of primary sources, their context, and their importance in the history of the period, raising possible questions for further discussion during the class. Students will also submit a five-page essay of the source(s) and of related secondary works. I will make a calendar of presentations after the first week of class.

3. Research Project: 35% of course grade.
4. Final Exam: 10% of course grade, due by noon on Tuesday, 13 December.

5. Graduate Student Requirements: Graduate students are responsible for all of the course requirements. In addition, graduate students will complete all three book reviews. The graduate-level research paper will have a comprehensive bibliography and will be 15-20 pages.

All papers should follow the Chicago Manual of Style. No other citation method will be accepted. Any paper can be rewritten after consultation with me. I will average the original and the revised papers for the new grade. Late papers lose a letter grade per day. I want to see your arguments and your evidence in your submissions. Plagiarism of any kind will not be tolerated -- it will result in a grade of 'F' for the course. If you have questions about what plagiarism means, please see me prior to submitting your work. No discussion of the meaning of plagiarism will take place after work has been submitted.

**Grade Distribution**

A, 90-100; B = 80-89; C = 70-79; D = 60-69; D = 63-66; F = 59 or below.

**Disability Access Statement**

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact me and the Disability Services Office at 507-389-2825 V or 800-627-3529 (MRS/TTY) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Sample Course Outline**

**Part One: The Seventeenth Century**

Week One: European Society in the Seventeenth Century

Week Two: Was there a Crisis in the Seventeenth Century?

Week Two: The Thirty Years' War

Week Three: The Age of Mercantilism and the Rise of the Netherlands

Week Four: Constitutionalism in the West: England

Week Five: Absolutism in the West: France

Week Six: Politics in Central and Eastern Europe

Week Seven: The Age of Louis XIV

Week Eight: The Scientific Revolution

**Part Two: The Eighteenth Century**

Week Eight: Society and Economy in the Eighteenth Century
Week Nine: European Empires in the Atlantic World

Week Ten: The Enlightenment: Philosophers and Ideas

Week Eleven: The Enlightenment and the Public Sphere: Spaces and Places

Week Twelve: Women and the Enlightenment

Week Thirteen: Enlightened Absolutism

Week Fourteen: The Seven Years' War

Week Fifteen: Crisis in France: Problems on the Eve of the French Revolution