



**The Making of the Modern Western World, Part 1
The Renaissance to Pre-Industrial Revolution
EDUO 9678**

3-4 Semester Credits/Units

Instructor: [Mary Lou Varni](#)

Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Welcome to **The Making of the Modern World, Part 1**, a course in a two-course series designed by Dominican University of California, Division of Continuing Education. The courses can be taken independently.

The Renaissance to the Pre-Industrial Revolution is a course designed for social studies teachers as well as for teachers seeking general professional development. This course covers the period often called the *Formative Modernity, or Pre-Industrial Revolution*, from approximately 1500 to 1800, when the institutions of the Western World were being formed.

The other course in the series, **The Making of the Modern Western World, Part 2: The Industrial Revolution to the Vietnam War, EDUO 9679** covers the period of time from approximately 1800 to 2000.

There are two levels of depth available. For teachers seeking professional development, the Read and Reflect course (Option I) will suffice. Students will read and summarize six short texts covering the major events of the period.

Social studies teachers can go further by completing both the Read and Reflect portion and then, the Plan and Implement portion (Option II), that requires creation of lesson plans, implementing the lessons in the classroom, and then reporting on the results.

- **Option I, Read and Reflect, for Professional Development - 3 units:** teachers will read and summarize six short texts covering the major events of the period. They will utilize the “How to Do History” framework provided.
- **Option II, Plan and Implement, for Social Studies Teachers - 1 additional unit:** teachers can go further in depth by completing both the Read and Reflect portion and the Plan and Execute portion. The Plan and Execute portion requires the creation of detailed lesson plans and the implementation of those plans in the classroom, then reflecting and reporting on results.

Course Context:

History is not about facts. It's not about dates. It's not about dead white males. In fact, it's not even about memorization, though all of those things have their place in the study of history. History is about ideas, specifically the conflict of ideas and how those conflicts played out in earlier times and what they can tell us about today.

Why did democracy emerge in the very specific time and locale of ancient Greece? Why did it lapse? How did the feudalism of the middle ages contend with the rise of capitalism? Why did Europe choose science over religion, as the system for organizing what man knows about the world? Should people have representation in government? Are people rational and can that be a basis for organizing governments? What does it mean to be a "Great Power?" Why do some powers rise while others fall?

These and a thousand other questions like them are the real interest of history. We study these questions—and the people and societies that fought over them—in order to understand our own times, for the questions and the interests they represent are universal. And we study history so we can (hopefully) make better decisions as citizens in our own country today. The famous historian George Santayana said it best: "Those who fail to learn the lessons of history are doomed to repeat them."

Invitation:

It is the hope of the instructor that while you are working on this course you will in some way be inspired, perhaps moved, to use what you have learned in this course to experiment with a new approach to teaching history, **To Do** history in a new way. For those who accept the invitation, I look forward to seeing your project come to life.

Course texts: The texts, or summary booklets, will provide the background needed for this course. Five are part of "**The Best One-Hour History Series**", by Robert Freeman. One text is by Margaret C. C. Jacob. All are readily available on Amazon.com in new and used condition. In addition to the texts there is a plethora of information on the Internet that can be used as well:

1. [The Best One-Hour History: The Renaissance](#) (ISBN 0989250261) 2. [The Best One-Hour History: The Reformation](#) (ISBN 0989250253)
3. [The Best One-Hour History: The Scientific Revolution](#) (ISBN 0989250202)
4. [The Best One-Hour History: The English Civil War](#) (ISBN 0989250296)
5. [The Enlightenment: A Brief History with Documents](#), by Margaret C. C. Jacob, Bedford Cultural Editions Series (ISBN 0312179979)
6. [The Best One-Hour History: The French Revolution](#) (ISBN 0989250210)

Grading Rubric

Exemplary, Above Graduate Level Standards Exceeds Expectations to A- A+	Done to Graduate Level Standards Meets Expectations to B- B+	Below Graduate Level Standards, Unacceptable Needs Improvement, Must be resubmitted.
Reflective, writings are detailed and in-depth ideas and comments relevant to the assignments. Clearly stated and demonstrates a thorough understanding of the major influential aspects of the specific period in history and how that understanding can enhance good teaching and learning.	Presents adequate and relevant ideas and understands the major influential aspects of the specific period in history, and adequately understands the connection to good teaching and learning are evident.	Few relevant ideas connected to the assignments with little to no connection to good teaching and learning.
Reflective writings cover broadbased thorough learning of the significant events and people that define the various periods in history and show a clear understanding their impact in that period.	Some facts and specific details of the text information were overlooked. Analysis show adequate understanding of the period in history.	Few or no specific details of the basic information presented in the text. Analysis shows little understanding of the impact of that period in history.
Free of spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins.	Contains some spelling or grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins.	Contains spelling or grammatical errors. Assignments are not word processed or using standard 12pt font. Presentation is not neat and lacks good white space and margins.
Organized very well. Supporting material easy to locate, clearly labeled and related to the corresponding assignment.	Organized fairly well. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.	Organized poorly . Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled.

Assignments Option I

Part A: Introduction and Building Understanding

1. Read and Reflect

Part B: Demonstrating Understanding

1. Read and Summarize the **Background** information provided.

Background:

The included resources include a framework to guide the study of history. It starts from the premise that history is not random and so its study should not be random. The resources propose a framework of ten orienting guidelines that, when addressed, can provide a sound and compelling understanding of major historical periods and events. They are called “The 10 C’s of Historical Understanding” (by Robert Freeman ©2008):

1. Conflict
2. Context
3. Cause
4. Characters
5. Course
6. Conclusion
7. Consequences
8. Comparison
9. Comprehensiveness
10. Coherence

Every major period of history, every major conflict, every major transformation in human society can be analyzed through the prism of this framework.

Assignments Option II

Part A: Plan and Implement, for Social Studies Teachers (1 additional unit):

1. Complete Option 1, and create a lesson plan and implement the lesson.