

History 104
INTRODUCTION TO THE MODERN WORLD

Professor Whitney Walton

Fall 2010

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UNIV 323 494-9435

Office hours: MWF 9:30 - 10:20 A. M. and by appointment

This course surveys the development of the West in interaction with the rest of the world from 1500 to the present, covering major political, social, economic, and cultural changes. It seeks to explain how the world became modern, and addresses the following questions: What are the origins of democratic government and the concept of human rights? How did the West shift from fairly intense religiosity to a widespread secularism? How did the West and the world develop capitalistic, industrialized economies? In what ways were ordinary people's lives affected by these changes? What factors led to devastating wars and totalitarian regimes in the twentieth century? Answers to these and other questions are possible through examination of specific events, structures, and people in modern European history. No prior knowledge about this broad subject is required or expected.

Objectives of this course are as follows. Students will learn to conceptualize major trends and transformations in modern history, and how to select the facts that represent or provide evidential support for these changes. Through the examination of different sources (such as memoirs, letters, documents, statistics, films, interviews, and art) students will learn to think historically and critically. The course will call upon, and try to improve, students' analytical and writing skills in the process of learning significant aspects of modern European history.

Text to purchase, available at University and Folletts bookstores:

Coffin and Stacey, *Western Civilizations*, vol. 2, 16th ed.

Additional required reading/viewing will be posted on Blackboard or available online.

Course requirements, including percentage of final grade:

Attendance and participation (inc. quizzes)	15%
First exam	15%
Second exam	20%
Analytical essays (2 at 15% each)	30%
Final exam	20%

M 23 Aug	Introduction to course; orientation to Europe in 1500
W 25 Aug	Protestant Reformation – Luther's spiritual quest Coffin & Stacey, pp. 473-482
F 27 Aug	Protestant Reformation – spread of Reformation and responses to it Coffin & Stacey, pp. 482-500; 2 views of marriage, p. 489
M 30 Aug	Religious wars and state developments Coffin & Stacey, pp. 503-517; war in Central Europe, p. 511
W 1 Sep	Civil war in England; parliament vs. king and constitutional monarchy Coffin & Stacey, pp. 517-522; 543-546; democracy vs. monarchy, pp. 520-1 http://history.hanover.edu/courses/excerpts/212trial.html
F 3 Sep	Absolutism in Europe: France, Prussia, Russia Coffin & Stacey, pp. 539-56; defining absolutism, pp. 541-2 Louis XIV (on Blackboard)

M 6 Sep	Labor Day – no class
W 8 Sep	European empires in the Americas Coffin & Stacey, pp. 561-575; Equiano (on Blackboard)
F 10 Sep	Scientific Revolution Coffin & Stacey, ch. 16; Galileo’s letter, p. 587; Donne and Bacon, pp. 590-1 http://www.fordham.edu/halsall/mod/galileo-tuscany.html
M 13 Sep	Enlightenment – reason and rights Coffin & Stacey, pp. 603-617; Raynal, p. 613; slavery, p. 615
W 15 Sep	Enlightenment – revolutionary implications and cultural changes Coffin & Stacey, pp. 617-630; Rousseau, p. 618 ; on women, pp. 622-3
F 17 Sep	Review for exam on the process of becoming modern in Europe 1500-1750
M 20 Sep	*Exam (in class)
W 22 Sep	French Revolution -- overthrowing absolutism Coffin & Stacey, pp. 638-650; Sieyès, p. 643; Declaration, p. 647; grievances, p. 649
F 24 Sep	French Revolution -- freedom versus equality Coffin & Stacey, pp. 650-658; Burke and Paine, pp. 652-3 Hunt on rights of Jews, blacks, women???
M 27 Sep	Napoleon in France and in Europe; Haitian Revolution Coffin & Stacey, pp. 658-670; Napoleon, pp. 667-8 French Revolution and Haiti (on Blackboard)
W 29 Sep	Industrial Revolution Coffin & Stacey, pp. 673-688; Ure and Engels, pp. 678-9 Chumbawamba, “Poverty Knock” http://www.youtube.com/watch?v=J6K5t09wvFg
F 1 Oct	Industrial Revolution – the transformation of work and society Coffin & Stacey, pp. 688-706; Malthus, p. 689; sex and death, pp. 700-1 Industrialization documents (on Blackboard)
M 4 Oct	“Conserving” Europe: modern political ideologies Coffin & Stacey, pp. 710-724
W 6 Oct	Rebels and romantics Coffin & Stacey, pp. 725-732
F 8 Oct	Reforms, revolutions, and liberal states Coffin & Stacey, pp. 732-742; rebellion, p. 734; revolution, pp. 740-1 *First analytical essay due
M 11 Oct	No class – Fall Break
W 13 Oct	Revolutions in Central Europe Coffin & Stacey, pp. 746-754; Frederick William IV, p. 749

- F 15 Oct Nationalism and new nation states
Coffin & Stacey, pp. 754-766; Italian nationalism, pp. 760-1
- M 18 Oct Europe and the world in an industrial age
Coffin & Stacey, pp. 787-804; British empire, p. 797
- W 20 Oct “Civilizing” the world through empire
Coffin & Stacey, pp. 804-820; Congo, p. 807; Kipling, pp. 812-3
- F 22 Oct No class
- M 25 Oct Mass politics – workers and women
Coffin & Stacey, pp. 830-837
Ibsen’s *A Doll’s House* (1879): <http://www.youtube.com/watch?v=d4UQh6PaH80>
- W 27 Oct Mass politics – anti-semitism and zionism
Coffin & Stacey, pp. 837-844; anti-semitism, p. 839
- F 29 Oct What is modernism or modernity?
Coffin & Stacey, pp. 851-862; Darwin, pp. 852-3
- M 1 Nov Review for exam
- W 3 Nov *Exam on a revolutionary century (in class)
- F 5 Nov World War I -- why was it the Great War?
Coffin & Stacey, pp. 865-876; diplomacy 1914, pp. 870-1
- M 8 Nov Battle fronts and home fronts
Coffin & Stacey, pp. 876-888; Britain, p. 885
World War I documents (on Blackboard)
- W 10 Nov Russian Revolution
Coffin & Stacey, pp. 844-848; 888-893; Lenin, p. 892
- F 12 Nov Ending war and attempting peace
Coffin & Stacey, pp. 893-901
- M 15 Nov Soviet communism under Stalin; Italian Fascism under Mussolini
Coffin & Stacey, pp. 904-917; Stalin, pp. 910-1
- W 17 Nov Hitler and German Nazism
Coffin & Stacey, pp. 917-928; Nazism, pp. 923-924
Nazi documents (on Blackboard)
- F 19 Nov World War II: Europe and the world
Coffin & Stacey, pp. 947-956
- M 22 Nov Holocaust and the bomb
Coffin & Stacey, pp. 956-974; Holocaust, pp. 958-9, 962-3
- Thanksgiving Break
- M 29 Nov Cold War and rebuilding Europe
Coffin & Stacey, pp. 982-996; Cold War, pp. 989-90

W 1 Dec	Decolonization Coffin & Stacey, pp. 998-1008; Gandhi, p. 999; Vietnam, p. 1005; anti-colonialism, 1009 *Second analytical essay due
F 3 Dec	Mass culture, youth revolt, and second-wave feminism Coffin & Stacey, pp. 1018-1029; feminism, pp. 1027-8 Beatles 1963?: http://www.youtube.com/watch?v=QoF-7VMMihA&feature=related
M 6 Dec	Protests of 1968 in West and East Coffin & Stacey, pp. 1029-1037; 1968, pp. 1033, 1035
W 8 Dec	Ending the Cold War; 1989 and its aftereffects Coffin & Stacey, pp. 1037-1048
F 10 Dec	New(?) globalization – networks, postcolonialism, Middle Eastern influence Coffin & Stacey, ch. 29

Sometime between 13 and 18 Dec *Final Exam (date and time to be announced)

Some course policies

Regular attendance is required. Attendance will not obviously be taken in class after the first week or so, but I will, in fact, be keeping track. More than 5 absences in the semester will lower a student's final grade; excessive absences (9 or more) will result in a failing grade. Frequent late arrivals or early departures will have the same effect. All material presented in class (in addition to assigned readings), including film clips, and on-line documents will be covered on exams or in papers. Any changes to the syllabus will also be announced in class. Students are individually responsible for everything that transpires in class; absence is not a valid excuse.

There will be only **one** make-up opportunity for the first two exams at a time determined by the professor during the week before dead week. If a student misses an in-class exam, it is the student's responsibility to learn the date and time of the make-up, to take the make-up at the announced time, date, and place, or fail the course. Students are strongly discouraged from taking the one make-up option because they will be severely disadvantaged. Students should plan on taking all exams in class on the scheduled dates. There will be no exceptions to the **one** make-up option.

There are **no** make-ups for the quizzes. Since the lowest quiz score will be dropped for the final grade, students who miss a quiz will have that missed quiz count as the lowest score to be dropped.

Papers are due in class on the scheduled dates at the beginning of class. Before the due date, students are encouraged to meet with the professor to review paper drafts. Experience shows that face-to-face interactions between students and instructors are usually more beneficial than exchanging drafts and comments by e-mail. Papers submitted after the due date will not be accepted, and a student who fails to submit a paper by 5:00 P.M. (to the professor or in the Department of History office, UNIV 231) on the due date fails the course. Students may NOT drop off a paper and leave during class.

A helpful website with primary sources relevant to this course is the following: <http://www.fordham.edu/halsall/mod/modsbook.html>. Students may wish to consult this website for sources for the second analytical essay.

Students must take all exams and submit all required papers.

Cheating, plagiarism, and other dishonest practices will be punished as much as Purdue University policies allow. The most likely consequence of a finding of academic dishonesty is an F for the course and relevant materials presented to the Dean of Students office. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing off this work as one's own. There are no excuses for plagiarism (i.e., ignorance, time pressure, lack of original ideas, etc.). For more information, see the online brochure, "Academic Integrity: A Guide for Students," <http://www.purdue.edu/odos/osrr/integrity.htm>.

The professor is happy to help students prepare for exams and write papers. Additionally, the Writing Lab, 226 Heavilon Hall, 494-3723, <http://owl.english.purdue.edu/>, is also available to help students with their paper assignments.

Disclaimer: In the event of a major campus emergency, course requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar or other circumstances. For more information on Purdue's Emergency Notification System, see http://www.purdue.edu/emergency_preparedness/warning_system.htm. Again, my e-mail address is: awhitney@purdue.edu.