History 104: Introduction the Modern World

Spring 2021
MWF, 1:30pm – 2:20pm, Lilly Hall of Life Sciences G126
(Monday/Wednesday classes in person, Friday via Zoom)

Instructor:
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COURSE DESCRIPTION

This course introduces major events, themes, and developments in early modern and modern European history, since 1589, beginning with the era of absolutism and ending with the age of globalization and the complex challenges of the early 21st century.

Throughout the semester, we will examine the political and military clashes that shaped Europe, but we will devote particular attention to the religious, economic, cultural, and psychological changes that accompanied these conflicts. We will explore the most influential events and developments seen during this time period as well as the everyday experiences and responses of ordinary Europeans.

We will pay particular attention to worldviews, political ideologies, and the relationships between ruler and ruled: as seen over time, how have Europeans understood their communities, the world beyond their communities, and their relationships between one another? How were they oppressed? How were they oppressed in ways that tell us about our current life today?

We will explore these questions by engaging primary sources (materials created by individuals and groups of people with direct involvement in historical events and developments). Using in-class exercises and discussions as well as written assignments, students will analyze, discuss, and create their own primary sources to develop critical and history thinking skills.

Course Structure
This course is Hybrid. This means that on M/W all students will be able to attend class in person, with ample physical distance between all students, and the professor's lecture will be broadcast simultaneously via Boilercast. Friday classes will be held via Zoom, and involve a discussion of that week's themes, historiography, and philosophical questions where you can share your thoughts and questions. You can expect to spend 5-6 hours on this class per week. We will go through roughly a chapter of the textbook a week, and you will complete a reading quiz ("Learning Curve") due Mondays at noon on the chapter you will have read over the weekend.

In order to minimize physical contact and allow for maximum flexibility, students will complete these online reading quizzes through the textbook's digital platform, LaunchPad, and submit all written assignments on Brightspace. We will use Hotseat, a tool for student responses, to conduct at least some of our discussions and in-class exercises, and students will always have the opportunity to ask questions and actively participation in these class meetings. I will not take attendance in class, but I do expect you to either attend class in person or commit to watching our class meetings on Boilercast. All class lectures will be recorded and available via Brightspace. Students can either follow the "live" transmission of that day's class (albeit with a slight delay) or they may watch the full recorded Boilercast after the conclusion of class. As goes without saying, health and well-being are our number one concern, so if it seems unwise to hold classes in person, we will be ready to switch the class online, and will let you know in advance.

Brightspace:
Our class Brightspace page will be organized using the "Week by Week" View. Learning Curves, chronologies, powerpoint slides, and any additional materials assigned for classes will be linked to that week's module. Check the Brightspace regularly.

The weekly modules will also link to your written assignments, and, in addition, you can always locate your assignments by clicking on the "Assignment" tab on the Brightspace menu, located under the course banner. Should you be unable to locate or access any of these materials on Brightspace, please let us know as soon as possible.

LEARNING OBJECTIVES

As a student in this course, you will learn to:

1. Evaluate, contextualize, and assess the significance of primary sources, both written and visual.
2. Identify and explain the significance of major ideas and developments that occurred in this period of European history.
3. Develop your knowledge of historical skills, particularly synthesis, periodization, continuity and change over time, and contextualization, and employ these skills in your own writing.
4. Learn to use primary source-based evidence in order to construct and defend an argument.
5. Discern and evaluate the historical perspectives informing both primary and secondary sources, including our textbook.

REQUIRED TEXTS

We will be using the textbook *A History of Western Society* in addition to Launchpad, a digital program accompanying this textbook. Taken together, the text and Launchpad contain the materials you will need to use in this class; you do not need to purchase any other texts or materials. Throughout the semester, we will also examine other materials that are not included in the text/Launchpad set, but I will provide these to you in class and/or on Brightspace as PDFs.

You will have two options to obtain the textbook plus Launchpad. Either of these options is fine, so you'll have to decide what format is best for you. Not every section of HIST 104 uses the same textbook and/or digital learning program, so make sure you are buying the materials for our particular section of HIST 104. Regardless of which option you choose, please ensure that you are using the correct edition of this particular text, as specified in the information below.

Option 1: Obtain Launchpad/E-Book of the Test
Buy LaunchPad for *A History of Western Society* (Six Month Online), 13th edition. Textbook Authors: Merry E. Wiesner-Hanks, Clare Haru Crowston, Joe Perry, and John P. McKay. ISBN #9781319112622. Retail price for students = $45.99, for six-month access (you do not have to return the text once done; the license simply expires). If you wish to buy this directly from the Macmillan Learning Student Store, you may do so via this link:
https://store.macmillanlearning.com/us/product/LaunchPad-for-A-History-of-Western-Society-Six-Month-Access/p/1319112625?_ga=2.12815031.1203339361.1605622849-1835683934.1559076528. You will also be able to purchase this Launchpad/ebook option through a link provided on our class Brightspace page.

OR

Option 2: Obtain Paper Version of the Text and add on Launchpad
Buy the paper version of the textbook and add LaunchPad. You can buy a bundle set of this from the University Book Store, though it is not the cheapest option: *A History of Western Society*, Volume 2, 13th edition + LaunchPad for *A History of Western Society* (Six-Months Access) 13th

edition Package. Textbook Authors: Merry E. Wiesner-Hanks, Clare Haru Crowston, Joe Perry, and John P. McKay. ISBN #9781319353438. Retail price for students= $160.99. (Please note: this bundled set should also come with a separate document reader. The e-book version has this document reader already embedded in it.) Much cheaper than at the University Book Store, you can instead order a paperback value edition directly from Macmillan with free shipping if you use the code "**SHIPFREE**": [Macmillan Learning Student Store Link (click here)](). If you choose this option, be sure to add on LaunchPad just as you would for the University Book Store addition: click on "Packages" instead of "Format" and buy the Paperback + Launchpad for $52.99.

The reason to buy a paper version would be 1) that you prefer physical texts or 2) that you want to keep the text for longer than the six-month access Option 1 involves, but it is by no means required or especially encouraged, and I expect that most students will follow Option 1.

Important last step, regardless of which option you choose, for your grades to show up: After you obtain your copy of Launchpad and create your Launchpad account as per the instructions, you will then need to connect your Launchpad account with Brightspace. Please follow these instructions to do so: [https://purdue.brightspace.com/content/enforced/213977-wl.202120.HIST.10400.004/LaunchPad%20Student%20Registration/LaunchPad%20Registration%20Instructions.html](). Make sure to register on LaunchPad with **the same email you used to sign up for Launchpad** (otherwise you might create two LaunchPad accounts, and have to talk to tech support). The recommended web browser for Launchpad is Google Chrome, so if you encounter issues on another browser, you might want to first switch to Chrome. Launchpad is not supported on mobile devices, unfortunately.

SCHEDULE

Note: As of the beginning of term, the plan is to have in-person classes on Mondays and Wednesdays, and Friday classes via Zoom. This will of course all be contingent on how the pandemic develops, with health being the priority, so approach the class with the understanding that if the Covid situation gets really bad over the course of the semester we may have to transition to all online classes (via Zoom). You will be notified of all changes via Brightspace and email.

Week 1   Introduction
Wed. Jan 20:   Introduction to the Course, Syllabus, Topics, and Themes
                · Set up your Launchpad access and link to your Brightspace account

Fr. Jan 22:   Writing in History + Primary Sources Discussion; Looking Forward
                · On Brightspace: chapters from *A Pocket Guide to Writing in History*:
                "Introduction: Why Study History?", "Working with Sources", and selections
                from "Approaching Typical Assignments in History" (note: these are in one PDF)
                · Online map review: quiz yourself

Week 2   Chapter 15
Mon. Jan 25:   Absolutism and Constitutionalism, 1589-1725
                · Read Chapter 15
                · Chapter 15 Learning Curve completion: 12pm

Wed. Jan 27:   Absolutism and Constitutionalism (cont.)
               Initial questionnaire due by 12pm

Fr. Jan 29:   Discussion

Week 3   Chapter 16
Mon. Feb 1   Toward a New Worldview, 1540-1789
               · Read Chapter 16
               · Chapter 16 Learning Curve completion: 12pm

Wed. Feb 3:   Toward a New Worldview (cont.)

Th. Feb 4   Primary source analysis due by 10pm

Fr. Feb 5   Discussion

Week 4   Chapter 17 and Chapter 18
Mon. Feb 8:   The Expansion of Europe, 1650-1800
               · Read Chapter 17
               · Chapter 17 Learning Curve completion: 12pm

Wed. Feb 10:   Life in the Era of Expansion, 1650-1800
               · Read Chapter 18
               · Chapter 18 Learning Curve completion: 12pm

Fr. Feb 12:   Discussion

Week 5   Chapter 19 and Chapter 20
Mon. Feb 15:   Revolutions in Politics, 1775-1815
               · Read Chapter 19
               · Chapter 19 Learning Curve completion: 12pm

Wed. Feb 17:   Reading Day (no class)
               The Revolution in Energy and Industry, 1780-1850
               · Read Chapter 20
               · Chapter 20 Learning Curve completion: 10pm

Fr. Feb 19:   Discussion

Week 6   Chapter 21
Mon. Feb 22:   Ideologies and Upheavals, 1815-1850
               · Read Chapter 21
               · Chapter 21 Learning Curve completion: 12pm

Wed. Feb 24:   Ideologies and Upheavals (cont.)

Fr. Feb 26:   Discussion

Week 7   Chapter 22
Mon. Mar 1:   Life in the Emerging Urban Society, 1840-1914
               · Read Chapter 22
               · Chapter 22 Learning Curve completion: 12pm

Wed. Mar 3:   Life in the Emerging Urban Society (cont.)

Fr. Mar 5:   Discussion

Sat. Mar 6   Written assignment due by 10pm

Week 8   Chapter 23
Mon. Mar 8:   The Age of Nationalism, 1850-1914
               · Read Chapter 23
               · Chapter 23 Learning Curve completion: 12pm

Wed. Mar 10: The Age of Nationalism (cont.)

Fr. Mar 12:   Discussion

Week 9   Chapter 24
Mon. Mar 15: The West and the World, 1815-1914
               · Read Chapter 24
               · Chapter 24 Learning Curve completion: 12pm

Wed. Mar 17: The West and the World (cont.)

Fr. Mar 19:   Discussion

Week 10   Chapter 25
Mon. Mar 22: War and Revolution, 1914-1919
               · Read Chapter 25
               · Chapter 25 Learning Curve completion: 12pm

Wed. Mar 24: War and Revolution (cont.)

Fr. Mar 26:   Discussion

Week 11   Chapter 26
Mon. Mar 29: Opportunity and Crisis in the Age of Modernity, 1880-1940
               · Read Chapter 26
               · Chapter 26 Learning Curve completion: 12pm

Wed. Mar 31: Opportunity and Crisis in the Age of Modernity (cont.)

Th. Apr 1   Primary source analysis due by 10pm

Fr. Apr 2:   Discussion

Week 12   Chapter 27
Mon. Apr 5:   Dictatorships and the Second World War, 1919-1945
                · Read Chapter 27
                · Chapter 27 Learning Curve Completion: 12pm

Wed. Apr 7:   Dictatorships and the Second World War (cont.)

Fr. Apr 9:   Discussion

Week 13   Chapter 28
Mon. Apr 12: Cold War Conflict and Consensus, 1945-1965
                · Read Chapter 28
                · Chapter 28 Learning Curve Completion: 12pm

Wed. Apr 14: Cold War Conflict and Consensus (cont.)

Fr. Apr 16:   Discussion

Week 14   Chapter 29
Mon. Apr 19: Challenging the Postwar Order, 1960-1991
                · Read Chapter 29
                · Chapter 29 Learning Curve completion: 12pm

Wed. Apr 21: Challenging the Postwar Order (cont.)

Fri. Apr 23:   Discussion

Sat. Apr 24:   Written Assignment due by 10pm

Week 15   Chapter 30
Mon. Apr 26: Life in an Age of Globalization, 1990-2020
                · Read Chapter 30
                · Chapter 30 Learning Curve completion: 12pm

Wed. Apr 28: Life in an Age of Globalization (cont.)

Fr. Apr 30:   Final Discussion, Looking Back

Wed. May 5: Final Reflection due by 6pm

ASSIGNMENTS AND ASSESSMENT

Over the course of the semester, you will complete the following assignments for a total of 1000 points, and your final course grade will be assessed as detailed below.

Completion of Learning Curve assessments (reading quizzes on that week's chapter) as assigned before the Monday class meeting = 300 points total over course of semester
o You will be assessed for completion, not the score earned on each Learning Curve. These are intended to help you discern both main ideas and specific details from the textbook.
o There are 16 Learning Curves over the course of the semester, typically due Mondays at noon. You have to complete 15 of these, with each worth 20 points.
o If you choose to complete the extra Learning Curve beyond this required 15, you will earn an additional 20 extra credit points. Therefore, if you complete 16 Learning Curves, you will earn an additional 20 points beyond the 300.
o Both Launchpad and Brightspace will record your completion of these, and you should be able to check how many you have completed. I would also suggest that you use the Personal Progress Form to track which ones you have completed and when. Neither I nor your TA will be able to tell you how many you have completed/have yet to do.
o You must complete these by 11:59am on the date they are assigned in order to receive credit for them. With the Launchpad system, I cannot extend the due/date time once it has passed, unfortunately.
o I will program Launchpad so that you should receive reminders about your upcoming Learning Curves 24 hours in advance of its due date/time.

Primary source analyses and other written assignments = 6 over the course of the semester, for a total of 700 points. These are not research-based essays and assignments; you need only your course materials to complete these. As we approach the due dates, I will provide further details about each assignment, and we will also discuss them/occasionally prepare in class. Typically they will be a minimum of 500 or 750 words and involve historical thinking skills.
o Initial Questionnaire, due Wed. Jan. 27 by 12pm 50 points
o Primary Source Analysis, due Th. Feb. 4 by 10pm 100 points
o Written Assignment, due Th. March 6 by 10pm 150 points
o Primary Source Analysis, due Th. April 1 by 10pm 150 points
o Written Assignment, due Sat. April 24 by 10pm 150 points
o Final Reflection, due Wed. May 5, by 6pm 100 points

Assignment Checklist:
· You should submit all written assignments via Brightspace, in the form of a separate Word document. You can also submit as a PDF, should you be unable to upload a Word document.
· All assignments must be typed. Use Times New Roman, in 12 point size, and use double-spacing unless instructed otherwise.
· Your document title should list your last name as well as the document due date or title of the assignment. Please put your name first in the document title, so, if I were writing the assignment, it would appear as "Sokolsky-Tifft Writing Assignment due Thurs Mar. 6."
· Please review, revise, and proofread your work before submitting. As we will discuss in class, your assignments should be examples of "reader-based prose," not something you quickly draft

for yourself. We cannot assess your work if it is missing words, punctuation, etc., that impede your meaning.

Draft Review Policy:
We will be happy to review a draft of your primary source analyses and written assignments, so please come by Office Hours. Our feedback is intended to help you revise your work. It is not intended as an indication or guarantee of a particular grade. If you wish to discuss your draft and/or receive written feedback, please bring your draft to the zoom meeting and be prepared to share your screen so that we can read and discuss your work together.

Late policy:
I hope that you will be able to complete all of your written assignments and primary source analyses in accordance with the deadlines listed above. However, should you anticipate a problem with an expected deadline, contact me as soon as possible to discuss your options, including any late penalties. On my end, it is much easier to adjust deadlines before an assignment is due as opposed to afterwards, so please reach out sooner rather than later. Note, too, that I cannot extend the Launchpad due date/time after it has passed, so please plan accordingly.

Grading Scale
Over the course of the semester, you will accumulate points as described above, and your final course grade will be based on your total number of points out of 1000. There is no curve in the class; your grade depends upon your individual performance earning these points. For your final course grade, your points will translate into the following letter grades.

Excellent: A+ (97-100), A (94-96), A- (90-93)
Above Average: B+ (87-89), B (84-86), B- (80-83)
Average: C+ (77-79), C (74-76), C- (70-73)
Below Average: D+ (67-69), D (64-66), D- (60-63)
Failing: Below 60

Feel free to consult with me at any time about your work and standing in the course, or any other questions, concerns, or ideas you may have. My office hours are listed above, or you can reach me by email. Please note that discussing grades in emails is not permitted according to university policies.

COURSE POLICIES

COVID-19: Due to COVID-19, please keep the Protect Purdue Pledge: https://protect.purdue.edu/pledge/ and review the information for students regarding health and safety: https://protect.purdue.edu/students/campus-2020/.
- Do not come to class if you suspect you might be ill or if you think that you have been exposed to COVID-19. If you are exhibiting symptoms of COVID-19, all Purdue students, faculty members and staff are encouraged to immediately contact the Protect

Purdue Health Center by calling the Purdue COVID-19 Information Center, which is open from 8am to 5pm weekdays at 765-496-4636 or toll-free at 833-571-1043.

- **You are required to wear a mask that covers your mouth and nose to attend in-person class.**
- Please practice physical distancing in the classroom by following the posted guidelines in the building.
- Help keep the class healthy by frequent hand washing and wiping down your seating area before and after class.
- It is possible to fully participate in the course via Brightspace if needed. Please notify the professor if you need to move to virtual participation in the course due to health concerns (you do not have to disclose the specific health concern). Health comes first.

Zoom Policy: In order to allow for a robust and open class experience, students are asked to refrain from posting any images, chats, or videos from our class—including, but not limited to, class discussions, presentations, and lectures--without prior consent of the instructor and every student in our class. Any student who posts images, chats, or videos from our class without permission will receive in an automatic F (failure) for the semester and the Dean of Student's Office will be informed.

Accommodation: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Mental Health Information: If you find yourself beginning to feel stress or anxiety, or generally feeling overwhelmed, feel free to try WellTrack (https://purdue.welltrack.com/), which offers support available at any time.

- If you need support and information about options and resources, please see the Office of the Dean of Students (https://www.purdue.edu/odos/) for drop-in hours (M-F, 8am-5pm).
- If you or someone you know are struggling and need mental health support, contact Counseling and Psychological Services (https://www.purdue.edu/caps/) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.
- Take care of yourself! Be proactive about preserving and cultivating your physical, mental, and emotional health.