

**History 104: Introduction to the Modern  
World  
Spring 2026 – 3 Credit Hours  
Async-Online  
Dr. Meredith Tuttle Stukey**

**COURSE OBJECTIVES**

This course will introduce major events, themes, and developments in early modern and modern European history: we begin in the 16<sup>th</sup> century, with the Age of Exploration and the Enlightenment, and we will conclude with the Cold War and modern history in the early 21<sup>st</sup> century. We cannot possibly cover everything in 500 years of Western History and I certainly don't want to try. Rather, this course examines key moments in these 500 years and emphasizes depth of understanding more so than breadth of material.

Using both our textbook and selected primary source readings, we will examine the political and military clashes that shaped the modern world, but we will also devote particular attention to the religious, economic, cultural, and psychological changes that accompanied these conflicts. In other words, 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.

This class is intended to make you think about historical processes, the forces that shaped the world we live in today, and our ongoing connections to the past. So, just as we examine historical content, we will also discuss and practice historical thinking skills. In your creative project, you will choose a project and support it using relevant, appropriate, and accurate historical evidence. We will learn to analyze historical sources and evidence (both primary and secondary sources), and we will make connections between various developments, ideas, and societies. We will employ chronological reasoning: we will identify, analyze, and evaluate the relationships among multiple historical causes and effects. I expect you to think and articulate your thoughts in the writing assignments.

Please note: **As this is an online course, the textbook and primary source reader are essential to the course.** This course involves a significant amount of reading and self-motivated study. If you fall behind on the readings, you will not do well in the course. I expect you to think and articulate your thoughts in the writing assignments, and you will do so independently, there is no group work in this class. **College is an investment, both of time and money, and you should be prepared to play an active role in your education and keep up with the work in the course.**

## LEARNING OUTCOMES

1. Comprehend the turning points and changes in European History and interpret these events and their lasting implications.
2. Recognize the causes, major events, endings, and results of the historical events that we will study.
3. Identify the characteristics and accomplishments of the major figures of this period in European History.
4. Understand how historians, journalists, novelists, filmmakers, and readers have studied European history from 1600-2010.
5. Write effectively and ethically using proper syntax, applicable sources, and formal citation styles.

## COURSE TEXTS AND MATERIALS

Two textbooks are **required** for this class. They are available via Amazon, Barnes and Noble, W.W. Norton, and at the Purdue Bookstore. I highly recommend renting the textbooks or purchasing used copies. **You will not need any online resources/access codes included with new books** so it is perfectly acceptable to purchase used copies or rent the textbooks.

You may choose a print or eBook of the textbook based on your personal preference but the source reader should be purchased in print. The eBooks are cheaper from the publisher but print copies are cheaper new/used from Amazon or other booksellers. I recommend shopping around for the best prices.

**Be careful if using older editions of the books, the chapters/texts may not line up with the syllabus, quizzes, and exams.**

**Textbook: The West: A New History (Volume 2)**

**Author: David A. Bell & Anthony Grafton**

**Publisher: W.W. Norton and Company**

**Edition/Year: 2018**

**ISBN: 9780393640861**

**Source Reader: Perspectives from the Past: Primary Sources in Western Civilizations (Volume 2)**

**Author: James M. Brophy, Joshua Cole, John Robertson, Thomas Max Safley, Carol Symes**

**Publisher: W.W. Norton and Company**

**Edition/Year: 2<sup>nd</sup> Edition, 2020**

**ISBN: 978-0-393-41872-9**

If needed, other required materials will be posted on the course Brightspace site.

## COURSE DELIVERY

This is an online course delivered on Brightspace. With the exception of the textbooks, all content and assignments will be available on Brightspace. Weekly content includes PowerPoints, required readings in your textbook and reader, video clips on Brightspace, and occasional outlines/key terms sheets. **I will not be posting video lectures in this course, however all of my lecture notes are included in each PowerPoint for you to read at your own pace.** My powerpoints are copyrighted and can only be downloaded for personal study, not for uploading or sharing. I will regularly post critical announcements to Brightspace. It is your responsibility to keep up with these announcements daily.

## COURSE REQUIREMENTS AND GRADING

Your grade in the course will be determined as follows:

|   |   |
|---|---|
| <b>Discussion Board Post:</b>                   | <b>25 points</b>  |
| <b>Quizzes (on Brightspace):</b>                | <b>25 points each (x15 quizzes) for a total of 375 points</b> |
| <b>Exam 1:</b>                                  | <b>125 points</b>   |
| <b>Final Exam:</b>                              | <b>125 points</b>   |
| <b>Creative Project:</b>                        |   |
| <b>Topic:</b>                                   | <b>100 points</b>   |
| <b>Report Paper &amp; Project:</b>              | <b>250 points</b>   |
|   | <b>= 1000 points possible in the course</b>                   |
| <b>Extra Credit: Up to 50 additional points</b> |   |

### Grading Scale:

|                  |
|------------------|
| <b>A 90-100%</b> |
| <b>B+ 88-89%</b> |
| <b>B 83-87%</b>  |
| <b>B- 82-80%</b> |
| <b>C+ 78-79%</b> |
| <b>C 73-77%</b>  |
| <b>C- 72-70%</b> |
| <b>D+ 67-69%</b> |
| <b>D 60-66%</b>  |
| <b>F 0-59%</b>   |

### Exams

In two exams, you will answer multiple choice and short answer questions over the course material. These exams are open book/open note, but they are timed so you will need to keep up on the reading and be aware of key terms in order to do well. The exams will be open for 48 hours on a Monday/Tuesday and close at 11:59pm on Tuesday evening. They will not reopen. **If you have course accommodations, please let me know ASAP.**

### Creative Project

You can create almost any project based on the course material of European History from 1600-present. You can create a map, write a short story, research and design a historical outfit, build a model, compose a song, recreate a journey, or whatever interests you! If you need ideas or have questions, please email me or we can chat via Zoom. Please select your project by **February 6** and **upload a brief explanation of your project to Brightspace**. Please turn in a **report** of 750+ words on your creation, with photos if applicable, by **March 6**. **Also, you are welcome to turn in your project at any time before March 6, I appreciate early submissions.**

I absolutely **do not** want to see any AI in your assignments. I want to hear your own voice and your own thoughts about the course material. You may **not** upload or use any of the PowerPoints or course materials to websites or AI generators. These materials are **copyrighted** and I do not give permission for their use other than personal study. Students who use AI technology (including Grammarly) will fail the course.

### Quizzes

Quizzes are simply intended to ensure you are reading and keeping up with the course material and prepare you for exams. They are **open book/open note, and can be taken more than once**. Quizzes will be posted each Monday and are **due by Friday at 5pm, each week**. Your quiz grades will be posted on Brightspace.

- Quizzes and Exams will cover the weekly reading assignments. The best way to prepare for them is simple: read the assigned materials for that week of class and regularly review your class notes and other materials from previous class meetings.
- Should you have technical/internet issues with a quiz, please contact me as soon as possible. I know that internet connections can go out and glitches happen, so please let me know if anything happens and I can reset the quiz for you. That being said, you must contact me about issues with a quiz **before 5pm on Friday** or your quiz grade for that week will be a 0.
- There will be no make-ups for quizzes. You have 6 days to complete each quiz (longer in the first three weeks of class) and if you fail to do so, you will not be given a make-up and will earn a 0.
- Quiz 1 is posted in the Week 1 folder and will be open until January 30. If you miss the deadline, it will not be reopened.

### Discussion Board

There will be a course discussion board available to you, for conversations with your peers or questions for me. **In lieu of a quiz the first week and to earn 25 points, please introduce yourself in the discussion thread “Welcome to the Course.”** After that, you

are not required to use the discussion board, nor will it be graded during the semester, but it is available to you throughout the course as a resource.

### **Extra Credit**

At any point in the semester, I encourage you to visit a historical site or museum, fully engage with the exhibits/presentations there, and write a short reflection (500+ words) about your experience. If possible, try to connect your experience in some way to the course; however, I understand that depending on the site you choose, this may not be possible. **Using any AI to complete this assignment will result in a 0.**

## **COURSE SCHEDULE** **January 12 – May 2, 2026**

**Week 1:** Course Introduction / January 12-16

**Textbook: Chapter 12**

**Source Reader: Chapter 12: de Gama, Machiavelli, More**

**Quiz 1 - Due January 30**

**Discussion Board Post due by Friday, January 16 at 11:59pm.**

**Week 2:** Age of Exploration / January 20-23

**Textbook: Chapter 12-13**

**Source Reader: Chapter 12: de Gama, Machiavelli, More  
Chapter 13: Luther & Calvin**

**Quiz 2 – Due January 30**

**Week 3:** Stuart Era / English Civil War / Louis XIV / January 26-30

**Textbook: Chapter 14**

**Source Reader: Chapter 15: Louis XIV, Hobbes, Locke, Catherine the Great**

**Quiz 3 – Due January 30**

**Week 4:** The Enlightenment / The Scientific Revolution / February 2-6

**Textbook: Chapter 15**

**Source Reader: Chapter 16: Copernicus, Galilei, Descartes, Newton**

**Quiz 4 – Due February 6**

**Creative Project Topic - Due February 6 by 11:59pm on Canvas**

**Week 5: The American Revolution / The French Revolution / February 9-13**

**Textbook: Chapter 16**

**Source Reader: Chapter 17: Rousseau, Equiano**

**Chapter 18: Sieyes, National Assembly, Burke & Paine**

**Quiz 5 – Due February 13**

**Week 6: The Napoleonic Wars / February 16-20**

**Textbook: Chapter 17**

**Source Reader: Chapter 18: Al-Jabarti, Walter**

**First Exam – Due February 17**

**Quiz 6 – Due February 20**

**Week 7: The Industrial Revolution / European Imperialism**

**Textbook: Chapter 18**

**Source Reader: Chapter 19: Smith, Engels, Marx and Engels, Ellis  
Chapter 20: Wollstonecraft, de Tocqueville, Mill**

**Quiz 7 – Due February 27**

**Week 8: Victorian Era / The Turn of the Century / The Edwardian Era**

**Textbook: Chapter 19**

**Source Reader: Chapter 21: Alexander II, von Bismark**

**Chapter 22: Lin Hsü, Livingstone, Kipling**

**Quiz 8 – Due March 6**

**Creative Project due March 6 at 11:59pm on Canvas**

**Week 9: World War I****Textbook: Chapter 20-21****Source Reader: Chapter 23: Pankhurst  
Chapter 24: All****Quizzes 9 & 10 – Due March 13****Week 10: Spring Break****No Class ☺****Week 11: The Russian Revolution / 1920's / The Great Depression****Textbook: Chapter 22****Source Reader: Chapter 23: Lenin  
Chapter 25: Petrograd Soviet, Hitler, Mussolini****Quiz 11 – Due March 27****Week 12: World War II****Textbook: Chapter 23****Source Reader: Chapter 26: Atlantic Charter, Trials of War Criminals,  
Kuribayashi****Quiz 12 – Due April 3****Week 13: The Cold War****Textbook: Chapter 24****Source Reader: Chapter 27: Churchill, Khrushchev****Quiz 13 – Due April 10****Week 14: The Fall of Communism****Textbook: Chapter 25****Source Reader: Chapter 27: Dubcek, Gorbachev****Quiz 14 – Due April 17**

**Week 15:** 9/11 / The War on Terror

**Textbook: Chapter 26**

**Quiz 15 – Due April 24**

**Week 16:** Final Exam

**Final Exam – Due May 1 by 11:59pm**

### **ATTENDANCE POLICY**

This course is online and designed to be completed remotely. University policies (see Academic Regulations: Attendance and Office of the Dean of Students: Class Absences posted in Brightspace under “University Policies and Statements.”) states that students are expected to be present for every meeting of the classes in which they are enrolled. For the purposes of this course, being “present” means participating remotely and completing work assigned unless you are ill or need to be absent for reasons excused by University regulations: grief/bereavement, military service, jury duty, parenting leave or emergent medical care. Please contact me ASAP if something happens and you need extensions with deadlines, I will try my best to work with you.

For cases that fall under **excused absence regulations**, you or your representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care. The processes are detailed, so plan ahead.

### **CLASS POLICIES**

- I expect you to keep up with the readings, turn in your assignments on time, and engage fully with the course. If you fall behind on readings, you will find it difficult to succeed with the course work.
- **Please check the syllabus and Brightspace before emailing me with questions.**
- Outlines and Powerpoints are posted on Brightspace for every week and I may post a list of key terms/events/people for you to focus upon. However, you cannot and should not rely on these materials alone. Good reading and note-taking is essential for your success with the exams and project and in this class overall.
- Use a professional tone in all emails; this will be necessary in your future careers. Always begin with “Dear Dr./Professor Stukey,” write in complete sentences, and

end with Sincerely/Best/Regards and your full name.

- Be respectful of your peers in discussion posts and responses. Failure to do so may result in a zero and/or dismissal from the course.
- Should you have technical/internet issues, please contact me as soon as possible. I know that internet connections can go out and glitches happen, so please let me know if you have any issues. That being said, you must contact me about issues with an assignment **before 5pm on the day it is due. So don't wait until the last minute to complete your assignments.**
- Late work is accepted but points will be deducted.
- If you have a question about your grade for an assignment or for the course, **you have 48 hours to contact me after the grade is posted.** After that time has passed, your grade will not change. Please do not contact me about your grade after this deadline and most especially not on Christmas Eve or any other holiday. (Yes, this has happened.)
- In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes as necessitated by a revised semester calendar or other circumstances. Any necessary changes will be announced via email and/or the class Brightspace page. A link to Purdue's Information on [Emergency Preparation and Planning](#) is located on our Brightspace under "University Policies and Statements." This website covers topics such as Severe Weather Guidance, Emergency Plans, and a place to sign up for the Emergency Warning Notification System. I encourage you to download and review the *Emergency Preparedness for Classrooms document (PDF)*.
- This class is intended to encourage open, informed discussions, and we are all responsible for creating the kind of environment where everyone may contribute. At the same time, students should not be afraid to raise critical ideas and commentary. Respect, open-mindedness, and tolerance for dissenting opinions and diverse perspectives should inform our discussions and our personal interactions with one another.
- During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and my teaching. You will receive an official email from evaluation administrators with a link to the online evaluation site, and you will have two weeks to complete this evaluation. I consider your feedback vital, as does Purdue University. Your professors have access to these online evaluations only after grades are due. **That being said, if you are struggling in the course, please contact me so I can help you. It's very disappointing to find out from course evaluations that a student was struggling and I was not aware and able to help them.**

## UNIVERSITY POLICIES

### MENTAL HEALTH STATEMENT

**If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#).** Sign in and find information and tools at your fingertips, available to you at any time.

**If you need support and information about options and resources,** please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 a.m.- 5 p.m.

**If you find yourself struggling to find a healthy balance between academics, social life, stress, etc.,** sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.

**If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students.** If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

### NON-DISCRIMINATION STATEMENT

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

### ACCESSIBILITY

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](mailto:drc@purdue.edu) or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

### ACADEMIC INTEGRITY

- As a student in this class and at Purdue, you are expected to uphold the standards of academic integrity. Plagiarism, cheating, and other forms of academic dishonesty are serious offenses and will be treated as such in this class.
- Academic dishonesty includes, but is not limited to, the following: the use of AI technology (including Grammarly); essay writing services; consulting classmates and/or their work without express permission to do so; giving or receiving answers during or in preparation for assignments; and failing to cite sources employed for writing assignments. If you have a question about whether a certain act or behavior constitutes academic dishonesty, you should consult with me before you commit such an act.
- I absolutely **do not** want to see any AI in your assignments. I want to hear your own voice and your own thoughts about the course material. You may **not** upload or use any of the PowerPoints or course materials to websites or AI generators. These materials are **copyrighted** and I do not give permission for their use other than personal study. Students who use AI technology (including Grammarly) will fail the course.
- Those who engage in such practices should expect to fail the course. **This is non-negotiable: if I find that you have committed academic dishonesty, you will fail the course—period.** In addition, I will report the violation to the Office of Student Rights and Responsibilities (OSSR) for review at the university level, and the OSSR may consider additional penalties.
- **Please do not put yourself in the situation of considering academic dishonesty. Please contact me and I will do my best to work with you and help you get the most out of the class.**

### GRIEF ABSENCE POLICY

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student's family.

### VIOLENT BEHAVIOR POLICY

Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.

### **RIGHT OF REVISION**

Final decisions regarding course structure, requirements, and grading rest with the professor, and are subject to change.

### **DISCLAIMER**

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Brightspace or can be obtained by contacting the professor via email or Zoom.