

# **History 10400-003: Introduction to the Modern World** **Spring 2018**

**Class Meeting Times: Tuesday and Thursday, Noon-1:15 PM**  
**Class Location: KRAN G016**

## **Dr. Foray**

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## Teaching Assistant

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## **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 Reformation and overseas exploration, and we will conclude with the end of the Cold War in the late 20<sup>th</sup> century. 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 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 So, just as we examine historical content, we will also discuss and practice historical thinking skills. 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. In discussions, learning checks, and exams, you will learn to create an argument and support it using relevant, appropriate, and accurate historical evidence.

Please note: on occasion, this class will be more interactive than your typical lecture class at Purdue. You will be doing much of the work, both at home and in class, not sitting in your seat passively while I dump knowledge into your heads. You will have to think and articulate your thoughts, both orally and in writing, and you will do so independently; “group work” does not figure prominently in this class. You should be prepared to play an active role in your education, and if you’re not, then this will not be the right class for you. Keep in mind that active participation in this class does not always mean providing a correct answer during class discussions. It does mean that you’ve done the work and are ready to examine—thoughtfully, critically—the materials and the subject matter.

## COURSE TEXTS AND MATERIALS

Two textbooks are required for this class. They have been bundled (combined) into one set for you, and this bundled set is available via Amazon and the University Book Store with the following **ISBN numbers: 1-319-04331-3 and 978-319-04331-5**. You may use either of these numbers to look up and order your bundled set.

If you elect not to purchase the bundled set, please use the following information to purchase the texts individually.

### **McKay, Hill, Buckler, Crowston, Wiesner-Hanks, and Perry, *Understanding Western Society: A History. Second Edition, Volume 2: From the Age of Exploration to the Present***

- You must buy this particular edition.
- The individual ISBN for this book is 978-1-4576-9491-2
- A copy of this text has also been placed on Reserves at the HSSE Library in Stewart Center.
- On the reading schedule, this text is indicated as “McKay.”
- You do not have to bring your textbook to class with you unless I tell you in class or indicate on the syllabus that you should bring your book. You also do not have to purchase or activate any of the text’s additional features, although you are welcome to explore the various free resources made available by the publisher.

### **McKay, Hill, Buckler, Crowston, Wiesner-Hanks, and Perry, *Sources for Western Society, Volume 2: from the Age of Exploration to the Present. Third Edition.***

- You must buy this particular edition.
- The individual ISBN for this book is 978-1-4576-1520-7
- On the reading schedule, this text is indicated as “Reader.” On your class outlines, individual documents contained in the Reader will be labeled as “doc.” We will also refer to this text as the “document reader.”
- Copies of this text have also been placed on Reserves at the HSSE Library in Stewart Center.
- You should bring this book with you to class, as we will use it for discussions and possible learning checks.

Other required materials will be made available on our class Blackboard site. On the reading schedule, they are indicated as such.

## COURSE REQUIREMENTS AND GRADING

Your grade in the course will be determined in accordance with the following formula.

<b>Exam 1 (in-class):</b>	<b>20%</b>
<b>Exam 2 (in-class):</b>	<b>20%</b>
<b>Exam 3 (during exam week, exact date/time TBA):</b>	<b>20%</b>
<b>Learning checks, both scheduled and unannounced throughout the semester</b>	<b>40%</b>

### Learning checks

- Learning checks are intended to ensure that you are completing assigned readings and processing the material. They constitute a significant portion of your grade in this class and will be scheduled as well as impromptu/unannounced. You should expect at least one learning check a week. Only a few are listed on the syllabus. Learning checks may be administered at

any point in class: the beginning, middle, or end. As noted below, you must be present for the entire class if you wish your learning check grade to count.

- Learning checks will cover both readings and lecture materials, and they may pertain to either that day's topics or the topics covered in previous classes. The best way to prepare for them is simple: read the assigned materials for that day's class and regularly review your class notes and other materials from previous class meetings.
- Your two lowest learning check grades, whether due to poor performance or an absence from class, will be dropped. Please see below (regarding the use of electronic devices in class) for an important exception to this policy.
- There will be no make-ups for learning checks. If you miss a learning check for any reason, you will receive a 0 (zero) for this particular learning check. Please do not ask for a make-up.
- Your learning check grades will be posted on Blackboard, and, before the exam for that particular unit of the course, you will receive your graded learning checks. I highly suggest that you review these graded learning checks as preparation for your exams.
- If your final learning check grade in the course is between two grades, regular class participation will boost you to a higher grade.

### Exams

- Approximately one week before each exam, you will receive an exam study guide intended to help you prepare. Please read these review sheets carefully. These review sheets will narrow the scope of what you are expected to know for the exam. So, although learning checks may cover all aspects of that day's readings, your review sheets should allow you to narrow your focus to the material as you prepare for the exams.
- Exams in this course are not cumulative. Note that individual exams count less than your total learning check grade. In all likelihood, you will be unable to achieve a passing grade in this class if you miss multiple learning checks.
- Exam grades will be posted on Blackboard but only after exams have been returned in class. It is your responsibility to review your returned exam and verify that the grade posted on Blackboard matches the paper copy of your exam.
- There will be only one make-up opportunity for the first two in-class examinations. This one make-up is intended for the most serious of emergencies, such as a death in the family or a serious illness, and students will be asked to provide official documentation in support of their reason for missing the original examination. This make-up exam will be given during our regular class time on Thursday, April 12. This is the **ONLY** opportunity for you to make up either exam. Those who do not complete this make-up exam will be given a zero for the exam. Under no circumstances will students be allowed to take two make-up exams.
- As per Purdue policies, final exams (and final exams only, not regular exams) can be rescheduled for instances of direct conflict or three scheduled final exams per day. I will know which students have these conflicts, but it remains the student's responsibility to contact the

professor to arrange to an alternate exam. I will determine the day and time of the alternate exam. I will not schedule an alternate final exam for other reasons, such as holiday travel.

General notes re: grades

- Do not rely on Blackboard to assess your grade in the course. Blackboard will display your learning check grades and exam grades but will not assess them according to the formula detailed above. Please note that all of your learning check grades will appear on Blackboard; your two lowest grades will drop in our records, but not on Blackboard. When you tabulate your grade, you should take this into account.
- Exams and learning checks will be assessed out of a 100 point scale, so 89/100, 70/100, etc. with opportunities to earn bonus points, typically 5 or 10 points, on both exams and learning checks.
- Final grades in the course will be assessed according to the plus/minus scale. I do not use a curve, and there is no predetermined grade distribution. Final course grades will be assessed as follows:
 

A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F = below 60
A- 90-93	B 83-86	C 73-76	D 63-66	
	B- 82-80	C- 72-70	D- 60-62	
- Neither individual exam grades nor final course grades will be provided via email or discussed via email. If you would like to discuss your exams, grades, and/or your coursework in general, you should see me or our teaching assistant during office hours. We will be happy to review your grades with you at any point in the semester. We cannot help you, however, if you never contact or come see us or if you wait to do so until the night before exams.

**CLASS POLICIES**

Class Meetings:

- I expect you to arrive in class on time, ready to work, and to stay until the end of class. If you arrive late, leave early, or begin packing up your things before the end of class, you will be considered absent from class, and your learning check grade for that day will not count.
- In every class, you should be familiar with both the textbook reading and any documents assigned for that day. As noted above, you should bring your document reader to class with you. You may expect learning checks to cover all material presented in class and in the assigned readings, including and especially the readings due that day. If you fall behind on readings, you will find it difficult to succeed on learning checks and in this class.
- So that we can examine primary sources together, you must bring your document reader to class. If you do not bring your document reader to class, you will be unable to participate in class discussions, and this is to your disadvantage.
- Lecture/discussion outlines will be posted on Blackboard before class, and Powerpoint slides will be posted after class. You cannot and should not rely on these materials alone. Good note-taking is essential for your success in this class, as is reviewing your notes on a regular basis.

- Any changes to the syllabus will be announced in class or via email, as circumstances allow.
- You are expected to attend every class, and Purdue’s student regulations regarding attendance are clear. I will not take attendance at our class meetings, but, since I will be using a seating chart in this class, I will know whether you’ve been attending. Regular attendance is absolutely critical for your success in this class. Meaning: if you do not regularly attend class, you cannot pass this class.
- If you miss a class, it is your responsibility to obtain lecture notes and any written materials from that day. Other than what I normally post on Blackboard, I will not make my lecture notes available nor will the teaching assistant. For these reasons, you should exchange contact information with another member of the class, such as the person sitting next to you. I very much recommend you do this during the first few weeks of the semester.

#### Email/Professional Contact

- Email will be the preferred mode of contact outside of regular classroom hours and office hours. Please feel free to contact me directly (i.e., not via Blackboard’s email option) at any point. I will also create a class email list which I will use to send course-related announcements as needed. For this reason, I expect you to check your Purdue email account at least once a day.
- Email is a form of professional communication, and, in order to ensure that this communication is as efficient as possible, you should adhere to the following rules. You should also adhere to these rules when you email your TAs in this class.
- Before emailing with a general question about the class—“when’s our second exam?” “when are your office hours?”—you should consult your syllabus. This is a long and detailed syllabus for a reason: it’s meant to serve as a reference for you when you’re working on your own. I will not answer emails requesting information that is already available to you.
- Your email should contain a relevant subject heading (“Today’s Learning Check in HIST 104,” for example), a formal salutation (“Dear Professor,” “Dear Dr. Foray,” etc), and a signature including your first and last name. I will not answer emails that contain one sentence, no punctuation, and a casual tone. An email to me or to your TAs isn’t a text. Again, this is a professional interaction between you and your instructors.
- I will aim to respond to you in a timely fashion, although I may ask to meet you in person. Some subjects are best discussed—and can only be discussed—during office hours and/or scheduled meetings.
- In theory, I have no problems answering emails at all times of day/night, but be aware that my schedule may not correspond with yours. Typically, I will not be able to answer emails after 9 PM. Please take this into account as you await a response.

#### Technology policies

- You are welcome to obtain digital/electronic versions of your textbook and reader, but you will not be able to use these during class.

- Cell phones are not to be used in class at any time. This means that your phone should be turned off (airplane mode or silent, not vibrate) before class, and it should remain off for the duration of the class. If you are expecting an urgent call or should an emergency situation arise before class, you should speak to me about this before class.
- If I see you texting or otherwise using your phone, your previous learning check score will revert to a zero. If your previous learning check is already a zero, the learning check before that will become a zero. This zero will not be dropped. Please note that I may or may not call you out on cellphone use during class time, but I will take note of it, as will the TAs, to adjust your grade accordingly.
- Laptops and all other electronic devices are not permitted in this class. If a recognized disability or other condition necessitates the use of a laptop or other electronic device, you should present me with DRC-issued documentation to these ends.

#### What else?

- 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 Blackboard page.
- Purdue University is committed to maintaining a community which 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 own potential. 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 classroom discussions and our personal interactions with one another.
- 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 support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.
- 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.

#### **ETHICAL STANDARDS AND 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. You are expected to adhere to the Purdue Honors Pledge:

“As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.”

- Academic dishonesty includes, but is not limited to, the following: the use of papers or books not authorized by the instructor during examinations, learning checks, and other written assignments; consulting classmates and/or their work without express permission to do so; giving or receiving answers during or in preparation for examinations and learning checks; 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.
- 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. Please do not put yourself in this situation. 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 note: all outlines, powerpoint slides, review sheets, learning checks, and exams in this course are considered my “derivative works.” This means that I am the copyright holder of these materials, and I do not authorize the re-posting of these materials on websites such as Course Hero and Chegg. You are welcome to use these materials to create your own study guides, Quizlets, etc., but you are not to post, sell, or barter the course materials I have created, unless you have obtained my express written permission. Violations of this policy will be considered acts of academic dishonesty and reported as such.

## **SCHEDULE:**

- Tues. Jan. 9:                Introduction to the Course, Syllabus, and Topics
- Thurs. Jan. 11:            **(Beginning of Unit 1) The Reformation, Part I**
- Blackboard: 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 all contained in one PDF)
  - Blackboard: “Reformations and Religious Wars, 1500-1600”: read pages 390-404 only
- Tues. Jan. 16:            The Reformation, Cont’d; Counter-Reformation and Religious Wars  
**Learning check:** Map of contemporary (today’s) Europe and all material covered thus far (*Pocket Guide to Writing in History*, Thursday class discussion, etc.)
- Blackboard: “Reformations and Religious Wars, 1500-1600”: 404-24
  - McKay textbook (and also on Blackboard, if you don’t have the text yet): pages liii-lv
- Thurs. Jan. 18:            Exploration and Conquest
- McKay, Ch. 14: 410-441

- Tues. Jan. 23: Exploration and Conquest document discussion; Absolutism
- Reader, Ch. 14: 209-223
  - McKay, Ch. 15: 444-465
- Thurs. Jan. 25: Constitutionalism
- McKay, Ch. 15: 473-481
  - Reader, Ch. 15: 224-232, 237-243
- Tues. Jan. 30: New Worldviews: the Scientific Revolution
- McKay, Ch. 16: 484-496
  - Reader, Ch. 16: 244-250
- Thurs. Feb. 1: New Worldviews: The Enlightenment
- McKay, Ch. 16: 497-513
  - Reader, Ch. 16: 250-260
- Tues. Feb. 6: Agricultural and Demographic Developments in a Changing Europe
- McKay, Ch. 17: 516-543
  - Reader, Ch. 17: 261-274
- Thurs. Feb. 8: Daily Life in the Eighteenth Century
- McKay, Ch. 18: 546-573
  - Reader, Ch. 18: 275-287
- Tues. Feb. 13: **(in-class) Exam #1**
- Thurs. Feb. 15: **(Beginning of Unit 2) Political Revolution in France, Part I**
- McKay, Ch. 19: 576-590
  - Reader, Ch. 19: 290-300
- Tues. Feb. 20: The French Revolution, Cont'd
- McKay, Ch. 19: 591-607
  - Reader, Ch. 19: 300-311
- Thurs. Feb. 22: The Revolution in Energy and Industry  
**Learning Check: French Revolution/Napoleonic Rule**
- McKay, Ch. 20: 610-637
  - Reader, Ch. 20: 312, 317-331
- Tues. Feb. 27: Nineteenth Century Ideologies and Upheavals
- McKay, Ch. 21: 640-671
  - Reader, Ch. 21: 332-351
- Thurs. March 1: Urban Development and Life in the Modern City
- McKay, Ch. 22: 674-703
  - Reader, Ch. 22: 353-363
- Tues. March 6: Mass Politics in the Age of Nationalism
- McKay, Ch. 23: 706-717, 723-737 **(cont'd: see over)**

- Reader, Ch. 23: 373-385

Thurs. March 8: **No class**

Tues. March 13: **Spring Break: no class**

Thurs. March 15: **Spring Break: no class**

Tues. March 20: **The West and the World, aka Modern Imperialism**

- McKay, Ch. 24: 740-748, 753-769
- Reader, Ch. 22: 366-372 and Ch. 24: 386-401

Thurs. March 22: **(in-class) Exam #2**

Tues. March 27: **(Beginning of Unit 3) World War One, Part I**

- McKay, Ch. 25: 772-785
- Reader, Ch. 25: 402-408

Thurs. March 29: **The Great War, Cont'd**

- McKay, Ch. 25: 786-790
- Reader, Ch. 25: 408-413

Tues. April 3: **War's End and Revolution in Russia**

- McKay, Ch. 23: 719-721 and Ch. 25: 791-805
- Reader, Ch. 25: 413-420

Thurs. April 5: **The "Age of Anxiety"**

- McKay, Ch. 26: 808-837
- Reader, Ch. 26: 421-438

Tues. April 10: **Global Depression and Dictatorships, Part I: From Lenin to Stalin**

- McKay, Ch. 27: 840-851
- Reader, Ch. 27: 439, 442-444

Thurs. April 12: **Make-up Exams for Exam #1 and #2**

- See explanation in syllabus above: this is the only opportunity for students to take a make-up for either exam. **For those who do not need to make up an exam, there will be no class this day.**

Tues. April 17: **More Dictatorships: Mussolini and Hitler**

**Learning Check**

- McKay, Ch. 27: 852-862
- Reader, Ch. 27: 440-441, 444-446, and 450-452

Thurs. April 19: **World War Two and Occupied Europe**

**Learning Check**

- McKay, Ch. 27: 863-875
- Reader, Ch. 27: 446-450, 452-454

Tues. April 24: Post-war Recovery, New Conflicts

- McKay, Ch. 28: 878-892
- Reader, Ch. 28: 456-459, 465-466

Thurs. April 26: The Cold War, Cont'd (and Ended!)

- McKay, Ch. 28: 893-911
- Reader, Ch. 28: 459-465, 467-470 and Ch. 29: 474-480

TBD, during Final Exam week (Mon. April 30 through Sat. May 5): **Exam #3**