

HISTORY 10400-002 (CRN 21288), Fall 2020

Introduction to the Modern World

Tuesdays and Thursdays, 4:30-5:45 PM
Matthews Hall 210



Instructor: Dr. Foray (she/her/hers)
Email: jforay@purdue.edu
Student meeting hours: Afternoons and early evenings by appointment, via dedicated Zoom link for this class (linked on Brightspace)

Teaching Assistant: Adam Taylor (he/his/him)
Email: taylo810@purdue.edu
Student meeting hours: Wednesdays, 3-5 PM (see Zoom link on Brightspace)

COURSE DESCRIPTION

This course introduces major events, themes, and developments in early modern and modern European history: we begin in the 16th century, with the Reformation and overseas exploration, and we will conclude with the end of the Cold War in the late 20th 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?

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. Identify and explain the ways that historians construct narratives about these ideas and developments.
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.

COURSE MATERIALS

We will be using a textbook in addition to Launchpad, a digital program accompanying this particular 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.

You will have two options to obtain the textbook plus Launchpad: you can buy a paper version bundled with the Launchpad code, available at the bookstore, or you can buy Launchpad only, which comes with an ebook version of the textbook (note: with this second option, you're renting the ebook for the semester; you will not have permanent access to it). Either of these options is fine, so you'll have to decide what format is best for you. The information for each option is listed below. If you opt for the electronic ebook version only, you will be able to purchase that directly through a link provided on our class Brightspace page.

Not every section of HIST 104 uses the same textbook and/or digital learning program, so, if you go to the bookstore, you want to make sure you are buying this particular set of materials, for our particular section.

Obtain text/Launchpad option 1:

- 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 #9781319112653
- Retail price for students = \$45.99

OR

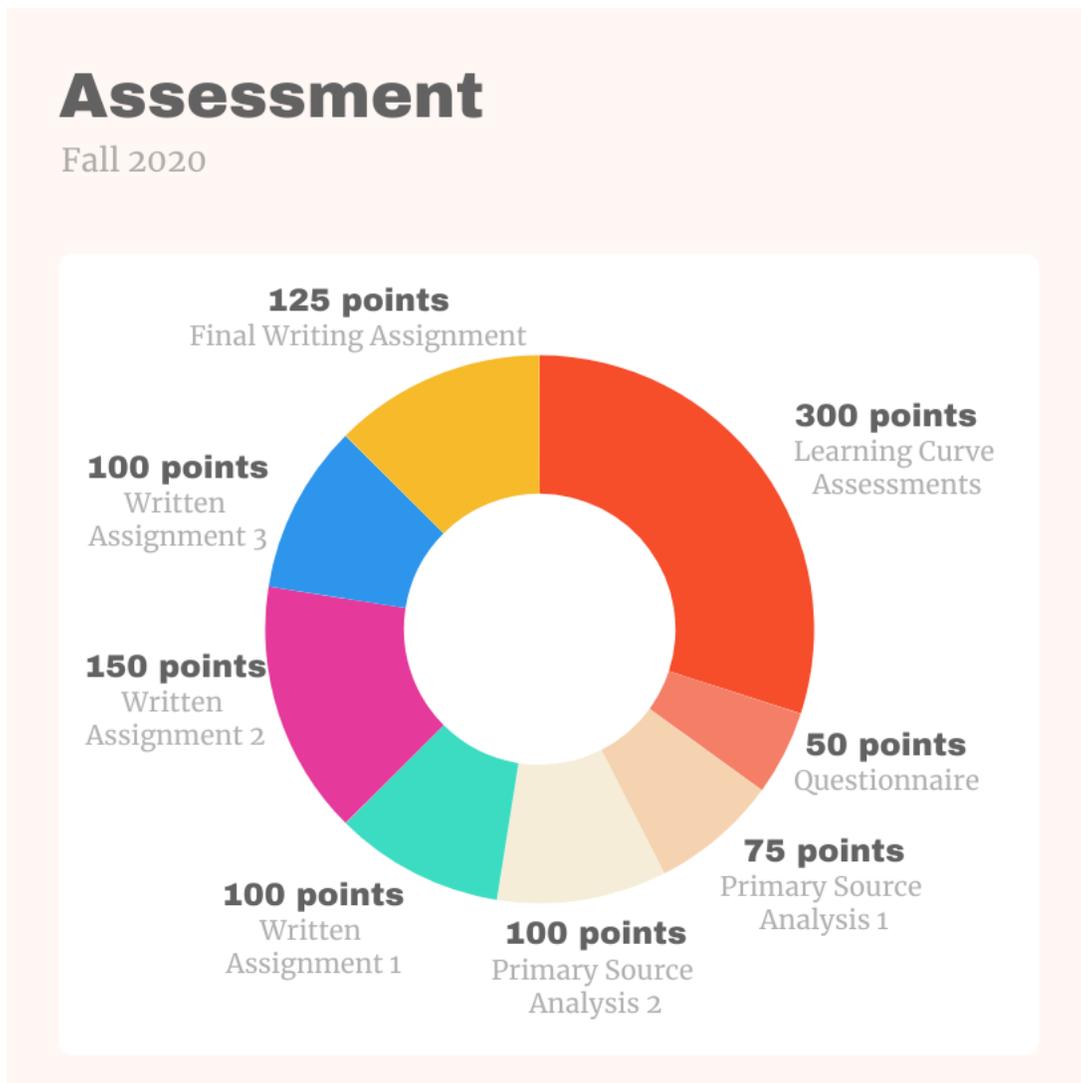
Obtain text/Launchpad option 2:

- 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 ebook version has this document reader already embedded in it.

IMPORTANT LAST STEP: Then, 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 the instructions to do so. The recommender 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.

ASSIGNMENTS AND ASSESSMENT



Over the course of the semester, you will complete the following assignments.

- **Completion of Learning Curve assessments** (reading quizzes) as assigned before each class meeting = **300** points total over course of semester
 - You will be assessed for the completion of these, not the score earned on each Learning Curve. These are intended to help you discern both main ideas and specific details, as covered in your textbook.
 - There are worth a total of 17 assigned over the course of the semester. You have to complete 15 of these, with each worth 20 points.
 - 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 personalized tracking sheet to note 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.
 - You must complete these by noon on the date they are assigned in order to receive credit for them. Submission beyond this due/date time is not permissible with the Launchpad system.

- **Primary source analyses and other written assignments** = 7 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. You'll receive detailed written instructions for each of these, and we'll also discuss them/occasionally prepare in class.
 - Initial questionnaire, due Thurs Sept 3 = 50 points
 - Primary source analysis, due Thurs Sept 17 = 75 points
 - Written assignment, due Thurs, Sept 24 = 100 points
 - Primary source analysis, due Thurs, Oct 22 = 100 points
 - Written assignment, due Thurs, Nov 5 = 150 points
 - Written assignment, due Tues, Nov 24 = 100 points
 - Final writing assignment, due Wed Dec 9 = 125 points

Assignment Checklist:

- You should submit all written assignments via Brightspace, in the form of a separate Word document, Googledoc, or a word-processing document of your choice.
- All assignments must be typed.
- Do not submit your assignment as a PDF unless I specifically ask you to do so.
- 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 "Foray Writing Assignment due Thurs Sept 24."
- Use a standard text font for your document, in 12 point size, and use double-spacing unless instructed otherwise.

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, I would rather you submit an assignment late than fail to submit it entirely. Should you miss a deadline, or should you anticipate a problem

with an expected deadline, contact me as soon as possible to discuss your options, including any late penalties.

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. There is no curve in the class; your grade depends upon your individual performance.

For your final course grade, your points will translate into the following letter grades:

- 941-1000 = A
- 900-940 = A-
- 870-899 = B+
- 830-869 = B
- 800-829 = B-
- 770-799 = C+
- 730-769 = C
- 700-729 = C-
- 670-699 = D+
- 630-669 = D
- 600-629 = D-
- Below 599 = F

COURSE SCHEDULE

- Tues. Aug. 25: Introduction to the Course, Syllabus, and Topics
- Set up your Launchpad access and link to your Brightspace account
- Thurs. Aug. 27: Primary Sources; 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 all contained in one PDF)
 - Online map review: quiz yourself
- Tues. Sept 1: The Reformation and Religious Wars
- Read Chapter 13
 - Chapter 13 Learning Curve completion: noon today
- Thurs. Sept. 3: Reformation document discussion
- Review materials linked on Brightspace
 - **Initial questionnaire due on Brightspace by noon (before class)**
- Tues. Sept. 8: European Exploration and Conquest
- Read Chapter 14
 - Chapter 14 Learning Curve completion: noon today
- Thurs. Sept. 10: Absolutism and Constitutionalism
- Read Chapter 15
 - Chapter 15 Learning Curve completion: noon today
- Tues. Sept. 15: New Worldviews: The Scientific Revolution and Enlightenment
- Read Chapter 16
 - Chapter 16 Learning Curve completion: noon today
- Thurs. Sept. 17: Agricultural and Demographic Developments in a Changing Europe
- Read Chapter 17
 - Chapter 17 Learning Curve completion: noon today
 - **Primary source analysis due by 2 PM**
- Tues. Sept. 22: Daily Life in the 18th Century
- Read Chapter 18
 - Chapter 18 Learning Curve completion: noon today
- Thurs. Sept. 24: **Written Assignment due by 6 PM today**
- There is no class meeting today

- Tues. Sept. 29: The French Revolution, Part I: And So it Begins....
- Read Chapter 19
 - Chapter 19 Learning Curve completion: noon today
- Thurs. Oct. 1: The Revolution, Cont'd, and Ended?
- Review materials linked on Brightspace
- Tues. Oct. 6: The Revolution in Energy and Industry
- Read Chapter 20
 - Chapter 20 Learning Curve completion: noon today
- Thurs. Oct. 8: 19th Century Ideologies and Upheavals
- Read Chapter 21
 - Chapter 21 Learning Curve completion: noon today
- Tues. Oct. 13: Urban Development and Life in the Modern City
- Read Chapter 22
 - Chapter 22 Learning Curve completion: noon today
- Thurs. Oct. 15: Mass Politics in the Age of Nationalism
- Read Chapter 23
 - Chapter 23 Learning Curve completion: noon today
- Tues. Oct. 20: "Modern" Imperialism
- Read Chapter 24
 - Chapter 24 Learning Curve completion: noon today
- Thurs. Oct. 22: **Primary source analysis due by 6 PM today**
- There is no class meeting today
- Tues. Oct. 27: The Great War
- Read Chapter 25
 - Chapter 25 Learning Curve completion: noon today
- Thurs. Oct. 29: Revolution and War's End
- Review materials linked on Brightspace
- Tues. Nov. 3: The "Age of Anxiety" and the Great Depression
- Read Chapter 26
 - Chapter 26 Learning Curve completion: noon today
- Thurs. Nov. 5: **Written Assignment due by 6 PM**
- There is no class meeting today

- Tues. Nov. 10: Dictatorships and the Second World War, Part I
- Read Chapter 27
 - Chapter 27 Learning Curve Completion: noon today
- Thurs. Nov. 12: Dictatorships and the Second World War, Part II
- Review materials linked on Brightspace
- Tues. Nov. 17: Cold War Conflict and Consensus
- Read Chapter 28
 - Chapter 28 Learning Curve Completion: noon today
- Thurs. Nov. 19: Challenging the Postwar Order (this is our last in-class meeting!)
- Read Chapter 29
 - Chapter 29 Learning Curve completion: noon today
 - Discussion of next week's assignment
- Tues. Nov. 24: **Written Assignment due by 6 PM today**
- There is no class meeting today
- Tues. Dec. 1: Discussion of Berlin Wall documents and materials
OR
 Held during "live" class hours, 4:30-5:45 PM ("Dead Week")
- Thurs. Dec. 3:
- Please plan to attend **one** of these two class meetings to be held via Zoom.
 - In preparation for your session, please review the materials linked on Brightspace.
 - At the end of each of these sessions, we will also discuss your last written assignment, which will be due on the Wednesday of Finals Week.
- Wed. Dec 9: **Final assignment due at 6 PM**

COURSE POLICIES

Perhaps more so this semester than any semester previously, it is important that we are able to remain in contact with one another. In order to facilitate immediate, informal group messaging and discussion, I will also create a dedicated Slack channel for our class, which will use your Purdue email address. You are welcome to use this for any and all class-related matters, albeit with the knowledge that I will be participating in this Slack channel also. If you need to reach me about a confidential or sensitive matter (including grades), you should contact me via email in order to schedule a virtual meeting.

I will be holding student meetings (office hours for students) via Zoom this semester, and we will schedule these by appointment, at a time/hour that best suits our (likely) changing schedules. Unfortunately, I will be unable to answer questions before or after class, as I normally would be able to do. Please email your question(s) to me or, alternately, post it on Slack if you wish others to see and offer commentary.

Especially because I will not be holding in-person office hours and meetings this semester, email will be the preferred mode of contact outside of regular classroom hours. Please feel free to contact me directly (i.e., not via Brightspace'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. Please note, too, that important announcements concerning Purdue's Covid-19 response/changes as necessitated by current virus conditions will likely arrive via email.

Please note that, because of FERPA regulations, I am unable to discuss grades with you via email or any other insecure setting. I am able to provide you with feedback during video conferences, however, and I will be happy to do so.

In the event of a major campus emergency, including a mandated shift to remote instruction, I will adjust course requirements, deadlines, and grading percentages as necessary. In this case, I will create and make available a revised course syllabus.

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.

COVID-19/PROTECT PURDUE POLICIES AND GUIDANCE FOR FALL 2020

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (765-496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask in classrooms and campus building, at all times (e.g., no eating/drinking in the classroom), disinfecting your desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding

shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

Students should stay home and contact the Protect Purdue Health Center (765-496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment. Only the instructor can excuse a student from a course requirement or responsibility.

When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, through Brightspace, or by phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

If you become quarantined or isolated at any point in time during the semester, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager. Please also keep me informed via email. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

ETHICS, ACADEMIC INTEGRITY, AND INCLUSIVITY

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. 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. More details are available on our course Brightspace table of contents, under University Policies.

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. More details are available on our course Brightspace under Accessibility Information.

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.”

- For the purposes of this course, academic dishonesty includes, but is not limited to, the following: the use of papers, books, or media not authorized by the instructor; having someone else write a paper and submitting it as one’s own; consulting classmates and/or using their work without the instructor’s express permission to do so; and “recycling” papers and assignments originally submitted for other classes. 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 both the individual assignment and the course. 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 HIST 104 course materials 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 Quizlets or other personalized study materials, but you are not to post, sell, or barter the course materials I have created, unless you have obtained my express written permission. I will consider violations of this policy to be acts of academic dishonesty, and I will have to report them as such.

LASTLY, TAKE CARE OF YOURSELF

This semester is going to pose unique challenges, and Purdue maintains numerous resources you may explore to help you navigate these. Now more than ever, I urge you to be proactive about cultivating and preserving your physical, mental, and emotional health. Please reach out if I can help in any way, but know that I am not a professional in this field. Here are some resources at your disposal during your course of study at Purdue:

- If you find yourself feeling stress, anxiety and/or feeling slightly overwhelmed, try WellTrack (<https://purdue.welltrack.com>), an interactive self-help therapy service. 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 am- 5 pm.
- 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 completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.
- 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 of the second floor of the Purdue University Student Health Center (PUSH) during business hours.