

## **HISTORY 104: INTRODUCTION TO THE MODERN WORLD**

Prof. James R. Farr  
Spring Semester 2018  
MWF 1:30-2:20

Brown Laboratory of Chemistry 1154

### **Contact Information:**

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Blackboard Learn is accessible when enrolled in the course. This site contains course materials: access to Revel (textbook, quizzes and primary source documents), syllabus, powerpoint lectures, primary source essay assignments, study guides, announcements, and grades. Please check it frequently.

**NOTE ON THE USE OF ELECTRONIC EQUIPMENT IN CLASS:** Students today are tempted by all kinds of electronic distractions that inhibit their ability to learn effectively in class. Therefore, I require that you refrain from using **any** electronic device during class: no earbuds or headphones, no laptops, no tablets, no phones.

### **Teaching Assistant:**

Tyler Herber

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### **Required Readings:**

Brian Levack, Edward Muir and Meredith Veldman, *The West: Encounters and Transformations*, 5<sup>th</sup> edition, vol. 2 1500-Present. Revel Edition

### **Course Requirements and Assignments:**

Quizzes (taken on-line within Revel, multiple quizzes within each chapter): 1868 points

6 Essays on Primary Source Documents (the documents are within Revel; the assignments will be posted separately on Blackboard): 1132 points

1 Mid term exam: 1000 points

1 Final Exam: 1000 Points

Grade scale (total available points 5000)

4650 points and above=A

4500-4649=A-

4350-4499=B+

4150-4349=B

4000-4149=B-

3850-3999=C+

3650-3849=C  
3500-3649=C-  
3350-3499=D+  
3150-3349=D  
3000-3149=D-  
Below 3000= F

**Attendance Policy:**

Attendance in class is required and will be recorded. The policy is not intended to be a punishment, but an incentive. Every student with two or fewer unexcused absences at the end of the semester will be awarded 150 points to their final semester score.

**Class Schedule: [Read the assigned chapters before the corresponding quiz]**

**January 8 (Monday):** Introduction; Learning Revel

**10 (Wednesday):** “Nasty, Brutish and Short”

**12 (Friday): Lecture:** The Crisis of the Sixteenth Century

**15 (Monday):** No Class

**17 (Wednesday):** Lecture: “Rights and the English Revolution”; Read Chapter 16; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 16.

**19 (Friday):** Lecture: “Rights and the English Revolution” (concl.); Complete Revel quizzes for Chapter 16 **by 11:45 p.m.**

**22 (Monday):** Lecture: “The Scientific Revolution”; Read Chapter 17; **First Essay** on Primary Source Documents due; see assignment on Blackboard in “Primary Source Essays” folder; submit on Blackboard in word format through ‘safe assign’ function.

**24 (Wednesday):** Lecture: “The Scientific Revolution” (concl.); Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 17

**26 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 17 **by 11:45 p.m.**

**29 (Monday):** Lecture: “European Imperialism and Capitalism: The Dutch Golden Age”; Read Chapter 18

**31 (Wednesday):** Lecture: “Sugar and Slavery”; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 18

**February 2 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 18 **by 11:45 p.m.**

**5 (Monday):** Lecture: “The Enlightenment and the Lessons of Science”; Read Chapter 19.

**7 (Wednesday):** Lecture: “The Enlightenment: Freedom, Equality and Rights”; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 19.

**9 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 19 **by 11:45 p.m.**

**12 (Monday):** Lecture: “Revolutions in the Atlantic World”; Read Chapter 20 and Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 20

**14 (Wednesday):** Lecture: “Revolutions in the Atlantic World” concl.;

**16 (Friday):** no class; writing day; Complete Revel quizzes for Chapter 20 **by 11:45 p.m.**; **Second Essay** on Primary Source Documents due; see assignment on Blackboard in “Primary Source Essays” folder; submit on Blackboard in word format through ‘safe assign’ function.

**19 (Monday):** Lecture: The Industrial Revolution; Read Chapter 21

**21 (Wednesday):** Lecture: The Industrial Revolution; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 21

**23 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 21 **by 11:45 p.m.**

**26 (Monday):** Lecture: “Nationalism”; Read Chapter 22. **Third Essay** on Primary Source Documents due; see assignment on Blackboard in “Primary Source Essays” folder; submit on Blackboard in word format through ‘safe assign’ function.

**28 (Wednesday):** Lecture: “Freedom, Equality and Rights in the Nineteenth Century”; Begin and complete Revel assignments (module quizzes and end of chapter quiz) for Chapter 22 **by 11:45 p.m.**

**March 2 (Friday): Mid-Term Exam; Please bring an examination booklet with you.**

**5 (Monday):** Lecture: “The Age of the Masses”; Read Chapter 23

**7 (Wednesday):** “Blood and Iron”; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 23

**9 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 23 **by 11:45 p.m.**

**12-16: (M-F) Spring Break**

**19 (Monday):** Lecture: “The New Imperialism”; Read Chapter 24

**21 (Wednesday):** no class; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 24.

**23 (Friday):** no class; complete Revel quizzes for chapter 24 **by 11:45 p.m. Fourth Essay** on Primary Source Documents due; see assignment on Blackboard in “Primary Source Essays” folder; submit on Blackboard in word format through ‘safe assign’ function.

**26 (Monday):** Lecture: “World War I: The Mad World of Blood, Death and Fire”; Read Chapter 25

**28 (Wednesday):** Lecture: “World War I” concl.; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 25

**30 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 25 **by 11:45 p.m.**

**April 2 (Monday):** Lecture: “The Rise of the Nazis in Germany”; Read Chapter 26.

**4 (Wednesday):** The Coming of World War II; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 26.

**6 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 26 **by 11:45 p.m. Fifth Essay** on Primary Source Documents due; see assignment on Blackboard in “Primary Source Essays” folder; submit on Blackboard in word format through ‘safe assign’ function.

**9 (Monday):** Lecture: “The Coming of World War II”; Read Chapter 27

**11 (Wednesday):** Lecture: “World War II”; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 27

**13 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 27 **by 11:45 p.m. Sixth Essay** on Primary Source Documents due; see assignment on Blackboard in “Primary Source Essays” folder; submit on Blackboard in word format through ‘safe assign’ function.

**16 (Monday):** Lecture: “Architects of Globalism”; Read Chapter 28

**18 (Wednesday):** Lecture: “Post-War West”; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 28

**20 (Friday):** No class; Writing Day; Complete Revel quizzes for Chapter 28 **by 11:45 p.m.**

**23 (Monday):** Lecture: “The Women’s Movement”; Read Chapter 29

**25 (Wednesday):** Lecture: “The Challenges of Globalism”; Begin Revel assignments (module quizzes and end of chapter quiz) for Chapter 29

**27 (Friday):** In class review; Complete Revel quizzes for Chapter 29 **by 11:45 p.m.**

**FINAL TEST: TBA (Covers all lecture materials since the second test)--BRING AN EXAMINATION BOOKLET WITH YOU!**

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## General Guidelines for the Papers on Primary Source Documents

History 104 / Spring 2018

As specified in the syllabus, you will be required to write six essays over the course of the semester. All of these exercises will ask you to analyze primary source documents contained within Revel. Complete directions will be provided with each assignment and posted to Blackboard within the folder “Essays on Primary Source Documents.” We will select one or more sources and pose questions for you to answer.

You should expect to devote about 500 words to each essay.

You should be certain to follow standard rules of English grammar. Papers that are marred by spelling errors, sloppy punctuation, and awkward sentence structures will earn lower grades. If you want your ideas and perspectives to be taken seriously, you need to take the time to make sure they are communicated effectively. Purdue offers a Writing Lab for all students to help improve your written work.

### Pointers on content

Base your responses on the *source material* provided. Do not consult Wikipedia or any other source beyond the material provided to you in this course: that means only the primary sources provided and material posted to Blackboard (powerpoint lectures) or provided in the textbook. When quoting from documents in the source material, cite by short title in parenthesis after the quote (for example, “The Declaration of the Rights of Man and Citizen”). If you quote from lectures, cite, for example “Class lecture, March 12”. Do not supply a bibliography with your paper. Do not include a cover or title page, or your PUID. Just be sure to have your name and date on your paper at the top of the first page.

Be certain to explain *how* the source material answers the questions posed. If your paper consists of nothing more than a string of quotes or examples, you have *not* addressed the question effectively. Ultimately, it is the strength of your analysis that matters most in determining the merit of your papers.

Resist the temptation to fill your papers with anecdotes from your own life. These are not blog entries or personal reflection papers. We are asking you to make informed judgments based on your understanding of the historical evidence. Phrases like “in my opinion” are unnecessary; it’s already clear that the paper represents your perspective. Our overall goal here is to encourage you to write in a way that puts argument and evidence front and center.

Submitting your paper

You will be submitting your papers electronically via “SafeAssign,” a Blackboard function. If “SafeAssign” malfunctions, e-mail the TA immediately with your paper attached as proof that the assignment was completed on time. The due date for each paper is clearly stated on the syllabus. It will also be included in the assignment itself. It would be extremely helpful if you could submit your papers in Microsoft Word format, so that we can give you direct feedback with Word’s “comments” function.

Reminder: Essential course policies

- 1) Late papers will not be accepted. Plan your schedule so that you will have an opportunity to read over your work before submitting it.
- 2) Plagiarism – passing off another’s words or ideas as your own, without attribution – is a serious violation of academic integrity. Plagiarized papers will earn a “zero” and may result in further detrimental consequences.

**Grading Rubric for the Papers**

The following chart provides an indication of how we will evaluate your papers. We are not using these numbers to “add up” your grade, but they will serve as a template as we offer feedback encouraging you to improve various aspects of your work.

You may find it helpful to refer to this chart throughout the semester. As you become familiar with the chart, we may offer feedback using numerical shorthand (for example: “solid prose with occasional slips” would be registered as II-3).

Note that these four criteria (I–IV) are not all equal in weight. This chart starts with the least important issue (formatting) and builds up the most important (argumentation).

	<b>Poor (1)</b>	<b>Weak (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
<b>I. Formatting of citations</b>	No citations	Vague references to the materials in question	Page numbers used, but erratic format	Citations accurate & properly formatted
<b>II. Use of grammar</b>	Impossible to discern what’s being said	Grammatical errors abundant throughout paper	Solid prose with occasional slips	Excellent wording & sentence structures
<b>III. Analysis of sources</b>	No attempt to address specific sources	Ideas mischaracterized	Reliable summary of views	Excellent reading of various perspectives
<b>IV. Logic and argumentation in response to questions</b>	No effort to address the questions	Vague assertions; only partial response to questions	Questions addressed fully but without compelling case	Questions addressed fully with a distinctive and compelling argument

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### **Course and Instructor Evaluation**

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor. To this end, Purdue has transitioned to online course evaluations. On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

**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 the course website or can be obtained by contacting the instructor via email or phone.