
HIST 104 DIS

Introduction to the Modern World

COURSE DESCRIPTION & LEARNING OUTCOMES

As a Humanities course, HIST 104 will provide these Foundational Learning Outcomes:

1. Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
2. Analyze and evaluate texts, works, objects, events, or ideas in their cultural, intellectual, or historical contexts.
3. Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.
4. Describe the history, literature, languages, arts, philosophy, religion, or traditions of other world cultures.
5. Identify the history and the basic principles and operation of government in the United States or other countries.
6. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts.

More specifically, this course is a broad-based survey of the history of the modern Western World from the Renaissance to the 2000s. After completing this introductory course, the student will be able to:

1. Identify and trace the political, cultural, social, intellectual and economic development of European civilizations from 1500 to the 1990s. Pivotal events are: the religious wars; the growth of the modern State; the Scientific Revolution; the Enlightenment; the Atlantic Revolutions; the Industrial revolution; the two World Wars; the Depression; the Decolonization and the Cold War.
2. In addition, we will examine a number of cultural developments that profoundly affected the Western history and identity. Among these are the characteristic Western ethnocentrism and the assumption of its superiority: the birth of modern ideologies and the development of imperial economies and cultures.
3. Technical Skills:
 - a. Generate a short argumentative piece with relevant statements and facts.
 - b. Critically select relevant sources to support their argumentation.
 - c. Effectively cite their sources to demonstrate intellectual honesty.

Spring 2025 (January 13 – May 10)

Instructor: **Dr. Dorothée Bouquet**

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T.A.: Shriya Dasgupta

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Student Hours: Mondays 12-1 pm or by appointment on Zoom

This course is on BrightSpace (BS) at

Purdue.brightspace.com

Required Material

John P. McKay, Bennett D. Hill, John Buckler, Clare Haru Crowston, Merry E. Wiesner-Hanks, Joe Perry, *A History of Western Society*, Value Edition, Vol. II, 14th edition (2023)

Value Edition

ISBN: **9781319537098**

Value Text Volume 2 + **Achieve 1 term access card**: ~\$61

Make sure to register with your Purdue email on Achieve.

Milestones

MONDAYS, 12-1 PM (Zoom)

Office hour on Zoom (Optional) when there is an essay due that week.

FRIDAYS, 11.59 PM (MIDNIGHT)

- Submit your Essay
 - Deadline for the Weekly Quiz
-

JANUARY 27TH, 12PM (NOON)

Complete the ICP activity in the folder W1 on BS for the Initial Course Participation

All deadlines are set on EST.

- d. Maintain professional correspondence with peers and instructors.

FORMAT

This course will be exclusively online. There will be:

- NO LECTURES. Instead, you will be in charge of meticulously reading, gathering facts and concepts from the reading assignments, and watching video recordings for the essays.
- NO MIDTERM OR FINAL EXAM. Instead, you will have weekly assignments (except during Quiet Period).
- ONLINE INDIVIDUAL WEEKLY QUIZZES. You will take them on Achieve (with a link from BS) at any point you want, as long as you complete them before the deadline.
- ONLINE SHORT ESSAYS to reflect on a set of historical documents.

GRADING DISTRIBUTION

- 14 best QUIZZES (out of 16) for a total of 60% of your grade.
- 8 best ESSAYS (out of 10) for a total of 40% of your grade.

There will be opportunities for the class to earn an extra-credit. It will be a collective effort, with a collective reward. These will be announced by email.

ACADEMIC PROCEDURES AND REGULATIONS

Attendance Policy

The University expects that students will attend online and traditional classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. Therefore, I will drop the lowest 2 quiz and essay grades out of everyone's final grade, so that everyone can skip 2 weeks of assignments if they need. If a student needs accommodation for more than two weeks of absence (particularly for Grief/Bereavement, Military Service, Jury Duty, Parental Leave, and Medically Excused Absence), they will have to contact the Office of the Dean of Students at (765) 494-1747 to discuss needs for support.

Initial Course Participation

I am required to report your "Initial Course Participation" to the Registrar's Office by 1/27, 12PM. To be "attending" this course, you need to complete your ICP activity, located in your W1 folder on BS. If you do not complete it by the due date, you will be reported as "absent".

Accommodations and 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 encouraged to contact the Disability Resource Center at drc@purdue.edu or by phone: 765-494-1247. You are also welcome to let me know so that we can discuss options.

Learning climate and Nondiscrimination Statement

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

Grading Scale

A+	=	96.5 – 100%
A	=	92.5 – 96.5%
A-	=	89.5 – 92.5%
B+	=	86.5 – 89.5%
B	=	82.5 – 86.5%
B-	=	79.5 – 82.5%
C+	=	76.5 – 79.5%
C	=	72.5 – 76.5%
C-	=	69.5 – 72.5%
D+	=	66.5 – 69.5%
D	=	62.5 – 66.5%
D-	=	59.5 – 62.5%
F	=	0 – 59.5%

This course is not graded on a curve.

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.

Land Acknowledgment

Before we begin today, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named building that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

encourages each individual to strive to reach their 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. Purdue's nondiscrimination policy can be found [here](#).

This means that we will not tolerate behaviors that deny the existence or experience of others in this course. It is my prerogative to redirect such disruptive, harassing, disrespectful behavior to the Dean of Students.

HOW TO FOSTER A GOOD RELATIONSHIP WITH YOUR ONLINE INSTRUCTOR AND TEACHING ASSISTANT

KEEP IN TOUCH WITH YOUR INSTRUCTOR

- Inform me of your need(s) for accommodation: longer absence than 2 weeks? Unreliable access to internet?
- Inform me if you are graduating at the end of the semester
- Inform me if you want to discuss a fast-track schedule
- But keep in mind that my emails cannot guarantee privacy (by law, they can be pulled by public request of information). If you want to discuss sensitive and personal information, I recommend you ask for a virtual meeting.

BUT BEFORE EMAILING YOUR INSTRUCTOR AND/OR YOUR TA:

- Read the syllabus and the assignment guidelines. Check the Q/A forum on BrightSpace. Your question may already be answered.
- Read the feedback we give you for each of your writing assignments on Gradescope
- Email me directly if you want to discuss an absence, or accommodations for a disability.
- If you have a technical issue (for ex: you can't log in), contact ITAP at itap@purdue.edu and copy me in the email.

BE SPECIFIC AND USE A PROFESSIONAL TONE:

- Use your official Purdue email
- Include "**HIST 10400**" in the subject line
- Please address us as "Dr. Bouquet" or "Shriya Dasgupta" for your TA.
- Introduce yourself
 - your preferred name (which you can set on MyPurdue)
 - your class (see above about the subject line)
 - your pronouns (mine are she/her/hers)
- I reliably read my emails between 8 a.m. to 2 p.m. daily and will respond within 1 business day

Mental Health

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#)
- If you need support and information about options and resources, please see the [Office of the Dean of Students](#) for drop-in hours (M-F, 8 am- 5 pm).

If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. Such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at (765) 494-6995 and on the website during and after hours, on weekends and holidays, or by going to the CAPS office of the 2nd floor of PUSH during business hours.

Basic Needs Security

Primarily through the Dean of Students Office, Purdue has a range of ways to support students through times of struggle and insecurity. In addition to highlighting the availability of the Dean of Students, you may also want to familiarize yourself with some of the following resources:

- [ODOS overall resources portal](#) and the [Critical Need Fund](#).
- [Student of concern reporting](#) (anyone on campus can submit a report if they are unsure where to go or in what way they can help a student - it does not need to be an emergency).
- The [ACE Campus Food Pantry](#) (open to the entire Purdue community)
- The [Center for Advocacy, Response & Education](#) (open to the entire Purdue community) "provides support and advocacy for survivors of sexual violence, dating violence, and stalking.

SCHEDULE:

Date	Assignments	Administrative
Week 1 (1/13 – 1/17): Meet and Greet + Absolutism and Constitutionalism	<ul style="list-style-type: none"> • Read Syllabus & Chapter 15 • Complete 3 ICP activities (Survey, Notifications, Tutorial Activity) • Complete W1 Quiz Chapter 15 by Friday, midnight. 	1/17: Last Day to register without a late fee
Week 2 (1/21 – 1/24): Toward a New Worldview	<ul style="list-style-type: none"> • Read Chapter 16 • Tuesday 12-1 pm: Office Hours (Zoom) • Complete the Tutorial Activity on Avoiding Plagiarism • Friday (midnight): Complete W2 Quiz + W2 Essay 	1/20: Dr. Martin Luther King Day (No Classes)
Week 3 (1/27 - 1/31): The Expansion of Europe	<ul style="list-style-type: none"> • 1/27, 12pm: Make sure that you have submitted the 3 ICP activities (See “Start Here”) • Monday 12-1pm: Office Hours (Zoom) • Read Chapter 17 • Friday (midnight): W3 Quiz • (No W3 Essay) 	1/27: Last day to cancel a course assignment without it appearing on record
Week 4 (2/3 – 2/7): Life in the Era of Expansion	<ul style="list-style-type: none"> • Read Chapter 18 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W4 Quiz + W4 Essay 	
Week 5 (2/10 – 2/14): Revolutions in Politics	<ul style="list-style-type: none"> • Read Chapter 19 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W5 Quiz + W5 Essay 	
Week 6 (2/17 – 2/21): The Revolution in Energy and Industry	<ul style="list-style-type: none"> • Read Chapter 20 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W6 Quiz + W6 Essay 	
Week 7 (2/24 – 2/28): Ideologies and Upheavals	<ul style="list-style-type: none"> • Read Chapter 21 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W7 Quiz + W7 Essay 	
Week 8 (3/3 – 3/7): Life in the Emerging Urban Society	<ul style="list-style-type: none"> • Read Chapter 22 • Monday 12-1pm: Office Hours (Zoom) • Friday (midnight): W8 Quiz • (No W8 Essay) • Extra-Credit: Mid-Semester Survey 	
Week 9 (3/10 – 3/14): The Age of Nationalism	<ul style="list-style-type: none"> • Read Chapter 23 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W9 Quiz + W9 Essay 	3/17-3/22: Spring Break
Week 10 (3/24 – 3/28): The West and the World	<ul style="list-style-type: none"> • Read Chapter 24 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W10 Quiz + W10 Essay 	
Week 11 (3/31 – 4/4): War and Revolution	<ul style="list-style-type: none"> • Read Chapter 25 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W11 Quiz + W11 Essay 	

Week 12 (4/7 – 4/11): The Age of Anxiety	<ul style="list-style-type: none"> • Read Chapter 26 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W12 Quiz + W12 Essay 	
Week 13 (4/14 - 4/18): Dictatorships and the Second World War	<ul style="list-style-type: none"> • Read Chapter 27 • Monday 12-1 pm: Office Hours (Zoom) • Friday (midnight): W13 Quiz + W13 Essay 	4/18: Last Day To Withdraw a Course With a Grade of W
Week 14 (4/21 – 4/25): Cold War Conflict and Consensus	<ul style="list-style-type: none"> • Read Chapter 28 • Friday (midnight): W14 Quiz (deadline extension until Friday, 11.59pm) • (No W14 Essay) 	
Week 15 (4/28 – 5/3): Challenging the Postwar Order	<ul style="list-style-type: none"> • Read Chapter 29 • (No W15 Essay) • Following Monday (midnight): W15 Quiz 	4/28-5/3: Quiet Period
Week 16 (5/5 – 5/9): Life in an Age of Globalization, 1990 to the Present	<ul style="list-style-type: none"> • Due MONDAY: W15 Quiz • Read Chapter 30 • (No W16 Essay) • Due by Friday 5/9: W16 Quiz • Extra-credit: Course Evaluation 	5/3: Classes End 5/5-5/10: Final Exams 5/10: Semester Ends

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 integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

ACADEMIC DISHONESTY

Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow.

In accordance with Purdue's statement on academic dishonesty, we will report these following activities (starting with the first offense) as **academic dishonesty to the Office of the Dean of Students**:

- having someone take your quiz on your behalf or taking the quiz under someone else's name.
- having someone else writing your assignment or writing someone else's assignment (including the use of services such as Chegg).
- plagiarizing the assigned readings without proper acknowledgment (with citations)

For the sake of this course, the following will **not** be considered to be dishonest:

- using your own notes or the e-book during a quiz.
- discussing concepts and ideas you might include in a writing assignment (as long as you do not share a draft or copy of your assignment).
- using facts and ideas from a third party (publication, website, etc) as long as it is properly attributed to the third party in your citations and footnotes.

PLAGIARISM

Plagiarism refers to the **reproduction of another's words or ideas without proper attribution** in your writing assignments. Plagiarism and other forms of academic dishonesty are **serious offenses** and will be treated as such in this class. You are expected to produce your own work and to accurately cite all materials you have used.

In particular, these actions will be considered to be plagiarism:

- using words and phrases from the textbook/reading material without quotation marks and a page reference after the quote.
- using ideas, concepts, or definitions from the textbook without a page reference at the end of the sentence.
- paraphrasing too close to the original text (even with a reference). See "Patchwriting" in the Tutorial Activity on Avoiding Plagiarism on Achieve
- using words or ideas from another source without proper references in a footnote.

Repercussions for Academic Dishonesty:

See list of offenses on the left.

Repercussions for Plagiarism:

1st offense = 0 on the assignment for the following cases:

- Quoted from the textbook or from another source **without quotation marks or page numbers**
- Paraphrased the textbook or another source **without proper references in a footnote**
- Provided an **incomplete citation** that made it impossible for the reader to track down the source

2nd offense = 0 on the assignment + report to the Dean of Students.

- Quoted from the textbook or from another source **without quotation marks or page numbers**
- Paraphrased the textbook or another source **without proper references in a footnote**
- Provided an **incomplete citation** that made it impossible for the reader to track down the source

Citation Style for History:

Chicago Manual of Style

<http://www.chicagomanualofstyle.org/home.html>

USE OF ARTIFICIAL INTELLIGENCE (AI) OR LARGE LANGUAGE MODELS (LLM)

AI tools gather their data from multiple internet sources, and thus reflect whatever content is inherent in these sources. As part of Purdue's mission to prepare all our students to be aware of both the power and limitation of new technical tools, generative AI can facilitate a great deal of inquiry and discussion in this regard.

There are major drawbacks from AI tools in the context of this course:

1. AI tools yield results that overwhelmingly amplify stereotypes and exclude nuances or under-represented minority cases. It surprisingly magnified past theories and beliefs even when more recent research has corrected or nuanced those.
2. In the context of historical research, AI does not seem to know (yet) the difference between primary sources and secondary sources, between (real) historical documents and fictional takes on these sources. When I challenged AI output texts with follow-up questions, ChatGPT hallucinated, meaning it made up historical documents to support its initial stance.
3. AI output texts often fail to feature specific evidence from the set of sources assigned in this course. Since identifying relevant excerpts from the source(s) counts up to 30% of the essay grades, students found that using AI to generate basic, simplistic answers to the essay questions did not yield the grade they were hoping for.
4. Finally, our plagiarism detector flagged more submissions for plagiarism since ChatGPT came out than ever. We found out that AI tools did not understand (yet) the concept of plagiarism and were patchwriting from various web pages without providing citations. Students submitted AI output text without realizing that it featured plagiarism. While I do not ban the use of AI in this course, I do police plagiarism, whether intentional or not. I have penalized students for using of others' words or ideas without proper citations by assigning failing grades to these assignments and reporting them to the Office of the Dean of Students.

In conclusion, AI can be a writing and thinking tool, but requires of students to critically examine its results. I do not ban the use of AI in this course, but I will hold you responsible for your work. I highly caution students to check the accuracy (and even existence) of the included "facts". I also recommend students to not submit essays that do not feature all assigned primary sources (unless specified otherwise in the prompt), as it would lead to a failing grade. I will provide more instructions on how to use AI ethically and productively as we discuss the first round of written assignments.

How to Insert, Delete, or Edit Footnotes in Microsoft Word:

<http://office.microsoft.com/en-us/word-help/insert-delete-or-edit-footnotes-and-endnotes-HP001226522.aspx>

How to Format a Footnote:

■ **Book:** [First Name] [Last Name], *Title* (Place of publication: Publisher, date), page numbers.

Example: Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99-100.

Same for the textbook: John P. McKay, Bennett D. Hill, John Buckler, Clare Haru Crowston, Merry E. Wiesner-Hanks, Joe Perry, *A History of Western Society*, Vol. II, 14th edition (2023), 312.

■ **Article:** [Last Name], [First Name]. "Title of the Article." *Journal Title*, Volume, no. Issue (Year/Date): page numbers.

Example: Phillips, David. "Aspects of Education for Democratic Citizenship in Post-War Germany." *Oxford Review of Education* 38, no. 5 (2012): 567-581.

■ **Internet source:** link, (Date)