

**University of Wisconsin-Stevens Point
Department of History
Dr. Nancy-LoPatin-Lummis**

History 257
Modern European History

MW 9:35-10:50
128 CCC

Office hours:
M-Th 8-9:15

455 CCC
346-3027

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Course objective: to introduce students to the political, social and cultural history of Europe from the 17th century to the present.

Course learning outcomes: As a GEP course in the Historical Perspectives category of the Investigation level, the following learning outcomes will be achieved and a student completing the class will be able to

- Describe events from past cultures, societies, or civilizations.
- Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past.
- Identify the role of human agency in shaping events and historical change.
- Explain historical causality.

Course requirements:

- Class attendance: 20% If you miss class, you are responsible for all material covered in class and for knowing about any announcements. Attendance sheets will be distributed daily. If you come to class late, you are responsible for signing the sheet before you leave in order to get credit for the class.
- Midterm exam: 20% Identification and essay exams ONLY. Questions will be distributed in advance for preparation with random selection on the day of the exam.
- Two document analysis papers each at 15% = 30% Details will follow.
- Final Exam: 30% Same format as the midterm exam.

Readings:

The following books are required reading for the course:

- Kidner et al., *Making Europe: People, Politics, and Culture* (text rental)
- Wiesner et al., *Discovering the Western Past: A Look at the Evidence* (text rental).

Please note that we will be using the sixth edition of the Wiesner book! There are no purchase books for this class.

Grading:

The following rubric will be used to evaluate the document assignments as well as essays in the exams. Identifications will be graded on a point scale.

Criteria	Exceeds Expectations: A	Meets Expectations: B	Developing towards Expectations: C	Does not meet Expectations: D
Introduction and Thesis	Thesis is evident and point to be argued is well stated.	Thesis is mixed among many sentences and hard to piece together.	Thesis is not entirely apparent although the topic is evident.	Thesis is not apparent nor is the topic of the essay.
Accuracy of Information	All facts presented in the essay are accurate and relate back to the thesis.	Almost all facts presented in the essay are accurate and occasionally relate back to the thesis.	Most facts presented in the essay are accurate (at least 70%). Evidence is sputtered about rather than used to prove one's thesis.	There are several factual errors in the essay. There is no real effort to make the piece cohesive.
Content and Organization	The essay is well organized. Four or more paragraphs are evident. One idea follows	The essay is fairly well organized. Four paragraphs are evident. One idea may seem	The essay is hard to follow. Paragraphs are unclear. The transitions are sometimes not	Ideas appear to be randomly arranged. No effort at paragraph organization.

	another in a logical sequence with clear transitions. Claims and ideas are supported and elaborated.	out of place. Clear transitions are used. Most Claims and ideas are supported and elaborated.	clear. A few claims and ideas are supported and elaborated.	Claims and ideas are not supported and elaborated.
Focus on Assigned Topic	The entire essay is related to the assigned topic.	Most of the essay is related to the assigned topic. The essay wanders off.	Some parts of the essay are related to the assigned topic	No attempt has been made to relate the essay to the assigned topic.
Mechanics	The essay has few, if any, spelling, punctuation, capitalization, grammar, or usage errors.	The essay has two or three mechanical errors.	The essay has four or five mechanical errors.	The essay has more than five mechanical errors.

The following percentages will be recorded in D2L that corresponds to the letter grade above on the rubric.

- F 0
- D 60
- D+ 66
- C- 70
- C 73
- C+ 77
- B- 80
- B 83
- B+ 87
- A- 90
- A 93

Academic Integrity:

This course follows university practice concerning academic misconduct and plagiarism. This means that all work you submit is your work and your work alone.

Please review the **UWSP Community Bill of Rights and Responsibilities** for further details.

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

The **Rights and Responsibilities** document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Email Etiquette When you compose an email, you should view it as a formal communication. Unless your teachers or other staff members expressly tell you to call them by their first name, you should use their last name with a title (Mr./Mrs./Ms., Professor, or Doctor). I welcome student questions, especially in class, but please remember that faculty members get lots of email: before you push the send button, ask yourself if your question can be answered by looking at the syllabus or at the class policies statement.

Technology in the classroom Turn off your cell phones during class. If I see you text messaging during the class, I will first ask you to put your phone away and then, if I need to speak with you again, ask you to leave class. You will not receive credit for attendance on that day. If I see you using a cell phone during the examination, I will terminate the examination.

Laptops I do permit the use of lap-tops in class but if you are discovered using your computer for something other than note-taking, you will be asked to leave the class. You will not receive credit for attendance on that day. I do not permit recording of lectures unless you discuss this with me in advance.

Classroom courtesy If you come to class late, please take a seat near the door so you do not disturb your colleagues. If you must leave class early, please tell me before class and take a seat near the door so you do not disrupt the class as you leave. Please keep talking during lecture to a minimum since you can disturb the colleagues who sit around you as well as distract me from the lecture. If you have a question during class, please feel free to raise your hand during the lecture.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about

UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Copyright and File Sharing

Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.

Course Calendar:

Date	Topic/Activity	Reading
Jan. 25	Introduction: What is Modern?	Kidner, pg. 324-47
Jan. 27	Renaissance and the Rebirth of the Individual	Kidner, p.324-47
Feb. 1	Faith and Authority: European Christianity and religious difference abroad	Kidner, p. 380-408
Feb. 3	Science, Faith and Conflict: Cultural and National Identity	Kidner, p. 476-84; Wiesner, p. 1-6; " Sermon Preached by Martin Luther, 1521"; Cranach pamphlets; "Anonymous German Pamphlet, 1523"
Feb. 8	Europe Exported and Conflict with new Peoples	Kidner, p. 348-79
Feb. 10	European Commerce and Colonization	Kidner, p. 410-440
Feb. 15	Absolutism vs. Constitutionalism	Kidner, p. 442-51; 462-474; Wiesner p. 24-32, Jacques Benigne Bossuet, "Politics Drawn from the Very Words of the Holy Scripture, 1678"
Feb. 17	State-building: Austria, Prussia, Russia; Looking towards Asia <u>Document assignment due.</u> <u>Download document analysis assigned in class in D2L by 5 pm.</u> <u>Nothing handed in after that time will be accepted.</u>	Kidner p. 451-62
Feb. 22	Age of Enlightenment John Wesley, "Some Serious Thoughts Occasioned by the late Earthquake at Lisbon, 1755"; Voltaire, "Poem on the Lisbon Disaster, or An Examination of That Axion 'All is Well,'" 1755	Kidner, p. 484-93; Wiesner,
Feb. 24	Eighteenth Century Social Changes Alexander Pope, "An Essay on Man, 1734"; Tables #13-14. <u>Midterm essay questions distributed in class</u>	Kidner, p. 493-535; Wiesner,

Feb. 29	<u>Midterm Exam</u>	
March 2	French Revolution	Kidner, p. 535-65; Wiesner, p. 110-119; "The Bastille as a Symbol", Document 7, "Petition Addressed by Marguerite Pinaigre to the French National Assembly"
March 7	Congress of Vienna, Liberalism and Political Reform, Romanticism	Kidner, p. 566-593; Wiesner, p. 138-46; "Report of the Sadler Committee, 1832;" "Report on the Employment of Children in British Mines, 1841-42"
March 9	Industrial Revolution and Impact on Europe and the World	Kidner, p. 594-621; Wiesner, p. 174-9; "Ideals of Government and Economy"
March 14	1848	Kidner, p. p. 622-640
March 16	Nationalism and Realpolitik	Wiesner, p. 206-17
March 28	Science, Social Science	Kidner, p. 674-681
March 30	Democracy, Socialism, Populism	Kidner, p. 640-669
April 4	Imperialism: Europe Colonizes the World	Kidner, p. 682-713; Wiesner, p. 243-50; "Appeal to the French to Build the Second Colonial Empire, 1890;" "Speech to the West Birmingham Relief Association"
April 6	Origins of Global War: Ideological, Political and Cultural	Kidner, p. 714-21

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April 11	World War I, cont.	Kidner, p. 721-31 Kidner, p. 721-31; Wiesner, p. 298-307; "1914 Sonnet: I. Peace;" "Dulce et Decorum Est," "A London Air Raid"
April 13	Alternative Assignment	
April 18	Russian Revolution	Kidner, p. 731-46; Wiesner, p. 266-74; "Memoirs of Praskovia Ivanovskaia"
April 20	Treaty of Versailles and Interwar Year	Kidner, p. 746-54
April 25	Totalitarianism: Fascism And Stalinism	Kidner, p. 754-71; Wiesner, p. 335-43; "Hitler on the Nature and Purpose of Propaganda;" "Report on a Nazi Meeting"
April 27	World War II	Kidner, p. 772-91
May 2	World War II, cont.	
May 4	The Holocaust	Kidner, p. 791-803
May 9	Cold War	Kidner, p. 804-35
May 11	Eurounion	Kidner, p. 837 -; Wiesner, p. 365-75
May 19	Final Exam	10:15 - 12:15