

# HIS 120: MODERN EUROPE

Spring Semester 2013

Course Meeting: Beck 311  
HIS 120-001: MWF 9:00-9:50  
HIS 120-002: MWF 10:30-11:20

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Office: Beck 333 (x7435)  
Office Hours: MWF 11:30-12:20  
and by appointment



Welcome to HIS 120: Modern Europe. This course focuses on European history from the Peace of Westphalia in 1648 through to the present, beginning in a Europe dominated by powerful monarchs, strong nobility, and the masses living in misery and poverty. This is a period of tremendous change – some gradual, others radical through revolution and war. We will see wars fought over religion and ideology, and periods of expanding horizons – geographically and intellectually. Europe was transformed through globalization and industrialization, with varying degrees of success and failure. New ideas challenged the *ancien régime* and radically changed all aspects of society, from the peasantry to the cultural and political elites. Not all of this change was positive; Europeans fought numerous war, including two wars on a global scale.

While we do not have the time to cover all regions and all events in great detail, we will regularly focus on events that highlight the patterns of change. We will discuss evolving political events and perspectives, while at the same time also look at social history. Our course will explore the role of race, ethnicity, and nationality; class distinctions; gender and sexuality; and religious diversity in Europe. We will look at intellectual and cultural developments, including history through literature, art, and music – including Rembrandt and David, Monet and Kandinsky, Bach and Mozart, the Beatles and the Sex Pistols.

During this period, European influence extended around the globe, offering new opportunities and new challenges – not only among their own societies, but also among the people they interacted with in other areas. The transformation of the European-influenced world brought with it tremendous struggles and significant loss of life through the spread of disease, slavery, colonization, and military engagements. However, we also see how Europeans adjusted to periods of challenge and catastrophe, and strove to change their role in the world.

HIS 120 meets the **HIPHI** requirement – Historical and Philosophical Studies. By completing the requirements for this History course, students will:

- Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
- Develop critical thinking through the study of diverse interpretations of historical events.
- Apply critical thinking through historical analysis of primary and secondary sources.
- Develop communications skills in exams, papers, discussions.
- Develop an understanding of the patterns of European history, and how they inform present-day European society, politics, and relations with the international community.

**Required Books:**

Hunt, Lynn, et. al. *The Making of the West. A Concise History*. Vol. 2, *Since 1340*. 3rd ed. Boston: Bedford/St. Martin's, 2010. ISBN: 0312554605

Brophy, James, et. al. *Perspectives from the Past: Primary Sources in Western Civilizations*. Vol. 2, *From the Age of Exploration Through Contemporary Times*. 5th ed. New York: W.W. Norton & Company, 2012. ISBN: 9780393912951

Voltaire. *Candide*. New York: Dover Publications, 1991. ISBN: 9780486266893

Verne, Jules. *Around the World in Eighty Days*. New York: Dover Publications, 2000. ISBN: 9780486411118

John Steinbeck. *The Moon Is Down*. New York: Penguin Classics, 1995. ISBN: 0140187464

Additional readings posted on Moodle

Note on readings: I have structured this course to largely focus on discussion of the readings. To help facilitate those discussions, you should come to class either with the printouts of the Moodle readings or with the book in hand (except for the Hunt textbook), and some notations.

**Grading:**

10%	Participation	5%	Second World War film discussion
15%	3 Primary Source Response Papers	15%	<i>The Moon is Down</i> paper
10%	<i>Candide</i> paper	25%	Final Exam
20%	Midterm		

**Grading Scale:**

A: 93% and above	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%
A-: 90-92.9%	B: 83-86.9%	C: 73-76.9%	D: 62-66.9%
	B-: 80-82.9%	C-: 70-72.9%	F: below 62%

**Important Dates:**

*Candide* paper due: Monday, February 25

Midterm Exam: Friday, March 22

*The Moon Is Down* paper due: Monday, April 29

Final Exam: Monday, May 27 at 10:30-12:30, Beck 102

### **Participation, Deadlines, and Assignment Submissions:**

It is expected that students regularly attend class having read the assigned material and ready to participate in discussions. “Ready” means you have completed and thought carefully about the readings. Students can also participate by meeting me during office hours or by e-mailing me questions and comments.

Everyone should consistently demonstrate common courtesy to both me as the instructor and your fellow classmates. With that in mind, if there are occasions when you are late to class you should enter as quietly as possible without making a scene. Cell phones should be turned off or silent. And we should all treat each other’s comments and questions with the respect they deserve.

All written assignments for this course are to be submitted in **electronic format** through Moodle. Your completed assignment needs to be uploaded by 10:00 am on the day the assignment is due. Papers turned in late without requesting an extension ahead of time will be reduced in grade for each day it is late; requests for an extension must be made at least 24 hours before the assignment is due.

### **Plagiarism and Academic Integrity:**

As a student at Gustavus, you are expected to know and abide by the College’s Academic Honesty Policy as printed in the academic catalog. The policy states, in part, “In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another’s words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.”

All instances of academic misconduct (such as plagiarism) will result in a zero for that assignment and be reported to the Office of the Provost. A continuing pattern of academic misconduct could result in academic probation or expulsion.

By turning in any assignments for this course you are agreeing to the **honor pledge**: “On my honor, I pledge that I have not given, received, or tolerated others’ use of unauthorized aid in completing this work.”

Andrea A. Lunsford offers the following suggestions to “Avoid Plagiarism” in *The Everyday Writer*:

Maintain an accurate and thorough working bibliography.

Establish a consistent note-taking system, listing sources and page numbers and clearly identifying all quotations, paraphrases, summaries, statistics, and visuals.

Identify all quotations with quotation marks – both in your notes and in your essay. Be sure your summaries and paraphrases use your own words and sentence structures.

Give a citation or note for each quotation, paraphrase, summary, arguable assertion or opinion, statistic, and visual that is from a source.

Prepare an accurate and complete list of sources cited according to the required documentation style. (192)

**Formatting Guidelines for Typed Assignments:**

- All writing assignments are to be typed, with one-inch margins and page numbers;
- Use only 12-point font size, Times or Times New Roman, double-spaced;
- Correct spelling and grammar; proofread your paper before turning it in;
- Use proper citations in Chicago style;
- Read and re-read the question asked to make sure you are answering it fully;
- For additional help, please visit the Writing Center or talk to me during office hours.

**Primary Source Response Papers, approximately 1 page each**

One of the main skills historians focus on is the use and analysis of primary source documents. This assignment is meant to focus your skills on reading and understanding materials, placing the source into a broader context, and contemplating the effectiveness and weaknesses of such a source.

The primary source response papers are based on the readings in *Perspectives from the Past: Primary Sources in Western Civilizations* or primary sources posted on Moodle. Throughout the semester, select any three sources and write a 1-page source overview and analysis. Typed assignments are due at the **start of class** for the day the reading is due, and will not be accepted via e-mail or after that class. At least one of your response papers must be submitted before the midterm exam; failure to do so will result in a zero for the first paper. Each response paper should be three paragraphs long and have the following format:

- The first paragraph should provide a brief **summary** of the reading. In your own words, what does the source say? Who is the author? What does this source reveal? What is the author's perspective? When was the source written?
- In the second paragraph, **connect** the reading to European history. What is the historical event being discussed or what larger movement does this reading fit into, and why is the source relevant?
- In the final paragraph, **analyze** the primary source. What is the significance of this source? Does the author have any bias, and how does that bias affect the use of this source? Does this source relate to other primary sources, and if yes, how? How might a historian use this source?

**Exams:**

There are two exams in this course. Each exam will test your knowledge of the material covered in class discussions and the readings, as well as the skills of a historian. The exams will each contain three portions: 1) Objective questions, 2) Primary source analysis, and 3) Essay on a broader theme.

**Disability Services:**

If you have a physical, psychiatric/emotional, medical, learning or attentional disability that may have an effect on your ability to complete assigned course work, please contact Laurie Bickett, Disability Services Coordinator, in the Advising Center (x6286). She will review your concerns and decide with you what accommodations are necessary. I will be happy to work with you, upon receipt of documentation from her.