

History 102: The Emergence of Modern Europe: Renaissance to the Present Spring 2014

Instructor

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Mondays, 1:00-3:00pm
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Purpose

History 102 offers a survey of modern European history from the Renaissance through the present day, while also exploring broader aspects of global history. The key themes of this course include:

- The development of the modern nation state and related notions of citizenship and national belonging;
- The evolution of economic systems, including the birth of the industrial economy;
- Changing patterns of daily life, work, and family structure;
- The expansion of rights and opportunities for women and minority communities;
- The growth of secular culture and the changing role of religion in daily life;
- Developments in literature, art, and music.

Additionally, this course will emphasize skills of critical reading, analysis, and writing, all of which will serve you well in other history and humanities classes.

Required Texts

The following texts are required reading and are available for purchase at the BU bookstore:

Clifford R. Backman, *The Cultures of the West: A History* (Volume 2: Since 1350) (2013)
Clifford R. Backman, Christine Axen, and Adrian Cole, ed., *Sources for the Cultures of the West* (Volume 2: Since 1350) (2013)

Course Policies

ATTENDANCE: Students are expected to come to class on time and prepared to discuss assigned readings. Frequent absences will result in a lowering of your participation grade.

PLAGIARISM: Plagiarism is the act of presenting the ideas or words of someone else as your own without giving proper credit. You must give credit in the text or in the form of a footnote to any idea that is not your own and is not common knowledge, whether you use a direct quotation or put the idea in your own words. You commit plagiarism if you take the words and ideas of another, without acknowledgment, from any source, including periodicals, books, encyclopedia entries, Internet sources, speeches, etc. A plagiarized work will receive a failing grade and further administrative action will be taken. If you have any question of what constitutes plagiarism, please consult the University Academic Conduct Code. The instructor and teaching fellow are also happy to answer any questions you may have.

ELECTRONICS: In order to ensure a distraction-free learning environment for all students, laptop computers may be used only for taking notes or accessing assigned readings in class. Cell phones should be placed on silent and be kept out of sight. Inappropriate use of a phone (repeatedly forgetting to silence it, texting in class, etc.) or laptop will adversely affect your participation grade.

WIKIPEDIA: Crowd-sourced websites like Wikipedia are not reliable sources of information for academic study and should not be used to complete any assignment. Any work that uses Wikipedia or similar sites will not be accepted, and students will be required to re-submit the assignment with late penalties.

Grading

Your final grade will be determined by the following formula:

Class Participation:	10%
Online Participation:	10%
Midterm Examination:	20%
Primary Source Analysis Essays:	30% (two; 15% each)
Final Examination:	30%

NOTE: In order to pass this course, you must submit all assignments. Late assignments will be penalized with a reduction of one-third of a letter grade per day (e.g. B+ to B).

Class Participation

Discussion will play an important part of nearly all class meetings. Students are expected to interpret, discuss, and debate a variety of sources. The following factors influence the course participation grade:

- Evidence of completion of assigned readings;
- Demonstration of critical attention to the readings (including a willingness to raise questions if you do not understand a concept or idea);
- Active participation in discussion, including attentiveness to comments and questions of others.

In order to participate fully in discussion, please bring your sourcebook with you to class!

Online Participation

Students are expected to participate actively in the online discussion forum on Blackboard. Each week, the instructor or teaching fellow will post a link to a contemporary source that relates to a theme of the course. You are encouraged to respond with your reflections on the posting, or to start your own discussion about a source of your own (these might include news reports, magazine articles, web postings, or films).

Midterm and Final Examinations

This course will have an in-class midterm on **Wednesday, March 5**, and a final examination, the date of which will be announced later in the course. Both the midterm and the final will have two parts:

Short Identifications of Quotations (choose four of six)

You will be asked to identify quotations from assigned readings (title and author) and to explain briefly the historical context and significance of the ideas they express.

Long Essays (choose two of four)

You will be asked to write on broad themes that we have explored in lecture, class discussion, and readings. Questions will be distributed two weeks in advance of each examination.

Primary Source Analysis Essays

During the semester, students will be required to complete two short essays that examine a text from the sourcebook that is NOT part of the assigned reading. These essays should be approximately three double-spaced typed pages (approximately 1000 words). The first essay is due in class on **Wednesday, February 26**; the second is due on **Wednesday, April 16**.

In these essays, you should do two things:

- First, closely analyze the text: what sort of document is it? Who is the author? What is the text's goal or argument? Does the author accomplish his/her goals?
- Second, situate the document in the broader context of the course. Does it reinforce things you have learned in lecture, or does it challenge or complicate them? Does it contain ideas and themes that we have encountered in assigned readings?

The purpose of these assignments is for you to engage critically with historical texts. They are **not intended to be research papers** about the documents or their authors. Outside sources (books, scholarly articles, encyclopedia entries) should not be used without the permission of the instructor or teaching fellow.

Additional guidelines and tips for these essays can be found in the document **HI 102 Writing Tips** on Blackboard.

Course Schedule

January 15	Course Introduction: Defining Terms
January 22	The Renaissance
READING:	Textbook: pp. 373-394 Sourcebook: Petrarch, <i>Letters</i> (11.1)
January 27	The Reformation
READING:	Textbook: pp. 395-412 Sourcebook: Luther, "Preface to the New Testament" (11.5)
January 29	Changing Patterns of Life in Early Modern Europe
READING:	Textbook: pp. 415-441
February 3	The Wars of Religion
READING:	Textbook: pp. 441-461 Sourcebook: Marlowe, <i>The Massacre at Paris</i> (12.3)
February 5	Scientific Revolutions
READING:	Textbook: pp. 465-499 Sourcebook: Letter from Galileo to Don Benedetto Castelli (13.1)
February 10	The Age of Absolutism
READING:	Textbook: pp. 503-533 Sourcebook: Richelieu, "The Role of the King" (14.2)
February 12	Alternatives to Absolutism: The Dutch and the English
READING:	Textbook: pp. 533-549 Sourcebook: Locke, "Of Tyranny" (15.1)
February 19	The Enlightenment
READING:	Textbook: pp. 553-588 Sourcebook: Rousseau, "A Discourse..." and Voltaire's reply (15.2)
February 24	The French Revolution
READING:	Textbook: pp. 591-601 Sourcebook: Burke, <i>Reflections on the Revolution in France</i> (16.1) and Robespierre, <i>Report on Principles of Public Morality</i> (16.2)
February 26	Napoleonic Europe
READING:	Textbook: pp. 601-622 Sourcebook: Walter, <i>Diary of a Napoleonic Foot Soldier</i> (16.4) *** FIRST PRIMARY SOURCE ANALYSIS ESSAY DUE ***

- March 3 The Industrial Revolution
 READING: Textbook: pp. 625-661
 Sourcebook: Mayhew, *London Labour and the London Poor* (17.3)
- March 5 MIDTERM EXAMINATION
- March 17 The Emergence of Modern Politics
 READING: Textbook: pp. 665-685
 Sourcebook: Marx, "First Premises of the Materialist Method" (18.2)
- March 19 The Cauldron Bubbles Over: 1848
 READING: Textbook: pp. 685-693
 Sourcebook: Lajos Kossuth's Speech (18.3)
- March 24 The Revolution in the Home?
 READING: Textbook: pp. 693-701, 783-812
 Sourcebook: Beeton, *Book of Household Management* (18.4) and
 Norton, *English Laws for Women in the Nineteenth Century* (21.2)
- March 26 An Empty Cosmos?
 READING: Textbook: pp. 745-779
 Sourcebook: Darwin, "On Sociability" (20.2)
- March 31 New Nations, New Identities
 READING: Textbook: pp. 705-742
 Sourcebook: Freeman, *Race and Language* (19.4)
- April 2 A New Age of Empire
 READING: Textbook: pp. 815-845
 Sourcebook: Steel and Gardiner, *Complete Indian Housekeeper and
 Cook* (19.5) and Hobson, "Criticism of Imperialism" (22.2)
- April 7 The Great War
 READING: Textbook: pp. 887-928
 Sourcebook: Extracts from the Treaty of Versailles (24.1) and
 Junger, *Storm of Steel* (24.5)
- April 9 Coping with Modern Culture
 READING: Textbook: pp. 849-884
 Sourcebook: Freud, *Civilization and Its Discontents* (23.4)
- April 14 The Trauma of Interwar Europe
 READING: Textbook: pp. 931-974
 Sourcebook: Woolf, *Three Guineas* (26.1)

- April 16 World War II
 READING: Textbook: pp. 977-1014
 Sourcebook: Gilbert, *Nuremberg Diary* (26.4)
 *** SECOND PRIMARY SOURCE ANALYSIS ESSAY DUE ***
- April 23 The Cold War
 READING: Textbook: pp. 1017-1035
 Sourcebook: Churchill, "Iron Curtain" speech (27.3)
- April 24 Postwar Patterns of Thought and Culture
 READING: Textbook: pp. 1035-1088
 Sourcebook: John XXIII, *Pacem in Terris* (28.1)
- April 28 The Collapse of Communism and the Reshaping of Europe
 READING: Textbook: pp. 1091-1122
 Sourcebook: Reagan and Gorbachev, *On Nuclear Defense* (27.5)
- April 30 Contemporary Europe and the Challenge of Pluralism
 READING: Textbook: pp. 1125-1135
 Additional Article to be Assigned