

Modern Europe (Fall 2023)

HST 140

Dr. Nathan Michalewicz

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| Class Meetings | Student Hours |
|---|---|
| Mon. / Wed. / Fri. 1:10 PM - 2:20 PM McEwen 205 | Mon. / Wed. / Fri. 9 am - 12 Noon Watkins 207 |

Course Description

From the Renaissance to the present, Europe transformed from a minor region to a global power. This course will explore the process of that transformation that created modern Europe. It will emphasize cultural changes in Europe as well as the role of interactions around the globe—including the exploitation of indigenous populations—on Europe’s path to modernity.

Learning Objectives

By engaging fully in all aspects of this course, you will be able to

- Understand the social, cultural, and political changes Europe experienced between 1450 and 2000.
- Critically analyze primary and secondary sources related to Europe between 1450 and 2000.
- Articulate arguments on the causes and lasting impacts of European social, cultural, and political changes.
- Support your arguments with primary and secondary sources in a reasoned and logical order following standard writing conventions.

Required Reading

All readings, podcasts, and videos for this course will be available on [Zotero](#). Students will not need to purchase any materials for this course. Everything will be available open-access or through the university library.

Some of the readings are in .epub format (the format for ebooks), so you will need an ebook reader. I recommend Calibre, Freda, or SumatraPDF (which reads many different formats beyond PDFs).

Assignments

1. Participation (15%) - Since this class is predicated on class discussion, participation is central to the learning environment. I will take class attendance each day. Each day of class will receive a grade. If you attend, you will start with an 85. Participating improves that grade. Behavior detrimental to the learning environment (for example, using your phone, using your computer for activities unrelated to the class, any other activities that distract other students, or being generally disruptive) will reduce that grade. After two absences, not attending class will receive a zero for that day. If you do not miss more than two days, your participation grade will not hurt your overall grade. It will only improve it. Lead Discussion (10%) - Each student will lead a twenty (20) minute discussion at the beginning of each discussion day. If

there are more students than discussion days, students will lead the discussion as a group. Students will sign up for their discussion day during the first week of class.

2. 5 Discussion Quizzes (2% each) - There will be an open-note, open-source quiz at the beginning of five (5) of the discussion days. The quiz will have an open-ended prompt to which each student will respond in 3-5 sentences. A successful response will make an argument in the first sentence and support it with evidence in the following sentences. An “A” response will make an argument responding to the question directly and use substantive evidence to support it. A “B” response will make an argument, but will not support it with substantive evidence. A “C” response will not make a clear argument or will provide little if any evidence. A “D” response will not meet any of the above criteria. These quizzes are graded quickly and simply: A = 95; B = 85; C = 75; D = 65; F = 55. Map Quiz (5%) - Students will turn in a map marked up with the locations of pre-assigned places. The Map is available on Canvas. Students should download it, write the names of the locations, and turn it in on the assigned date.
3. 3 Tests (5% each) - Each student will take three online, open-note, multiple-choice tests.
4. 3 Essays (15% each) - Each student will write three essays (750-word minimum). Each essay will respond to one (1) of multiple possible prompts. Each essay should make an argument (thesis statement) that you will prove throughout the essay. Essays should use evidence from the readings, videos, and podcasts from the essay’s section and cite any direct quotations or paraphrases from these sources in a footnote. If you have any questions about citations (or any other questions about writing essays), see my document on writing guidance available here. To receive full credit, essays should reference materials only from this class (class discussions, readings, podcasts, videos, etc.), and each essay should cite at least three (3) different materials from the class, and one of those should be a primary source. Students will be able to submit a revised essay for essays 1 and 2 to improve the grade, responding to the comments on the first submission. Revisions to essay 1 are due before the due date for essay 2. Revisions for essay 2 are due before the due date for essay 3. Due to timing, revisions will NOT be accepted for essay 3.

Grading

Queens uses a plus/minus grade scale: B- receives less than 3 points, for instance. Grades in this class will follow the same pattern with one exception. Here are the numeric grades associated with each letter grade:

A = 90-100

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C = 76-73

C- = 72-70

D+ = 69-67

D = 66-60

F = 59-0

Notice a couple inconsistencies. One, I do not give an A-. In my experience, if you get an A, you deserved it without qualification. Also, there is not a D-. This difference is because Queens does not include a D-.

The Writing Center

The Writing Center (part of the Center for Student Success) is a place for students at Queens University to receive peer feedback on their writing assignments. Writing Consultants in The Writing Center are your peers who come from a wide range of backgrounds and majors. They are trained to work across the disciplines to support student writing no matter where you are in the process.

There are three options for appointments:

1. Face to Face – Monday to Thursday, 8 to 6 sessions are in the Michael Murphy Learning Studio (Knight-Crane Hall); Sundays and after 6 Monday to Thursday – sessions are in Everett Library (main floor)
2. Face-to-Face Virtual (Synchronous)
 - On RingCentral (link is in the tutor's bio on WC Online)
 - These options are best for brainstorming, idea development, understanding the assignment or when you are in the early stages of your writing project.
3. Written Feedback (Asynchronous): submit your project for written feedback where the writing consultant gives you marginal responses to specific questions or concerns
 - Feedback will be sent within 24 hours of submission of the text.
 - This option is great for organizing, citation questions, and the polishing stage of your project.
 - To make an appointment with a writing tutor, log on to www.queens.edu/tutoring to register or contact The Writing Center at writingcenter@queens.edu.

Honor Code

The [Honor Code](#), which permeates all phases of university life, is based on three fundamental principles. It assumes that Queens students: a) are truthful at all times, b) respect the property of others, and c) are honest in tests, examinations, term papers, and all other academic assignments. Please contact the Instructor if you believe a violation of the Honor Code has occurred. It is a violation of the Honor Code for a student to be untruthful concerning the reason for a class absence. See The Honor Code Book for more information on the process in the event of a suspected violation.

Every student is expected to produce their own work based on their own ideas and cite anyone else's ideas or words appropriately. Certain material that an average person would consider common knowledge does not need to be cited. Such information would include that Christopher Columbus sailed across the Atlantic Ocean in 1492 or that the American Revolution began in 1776. Other information, however, needs to be cited if it did not originate in your mind. See the Queens Library's page on plagiarism: <https://library.queens.edu/plagiarism/>.

Student Accessibility Services

Queens University of Charlotte is committed to making reasonable accommodations to assist students with disabilities. If you have a disability which may impact your performance, attendance or grades in this course and require accommodations, you must first contact Student Accessibility Services at sashelp@queens.edu. The steps for receiving accommodations must be completed before accommodations can be given. The steps are available on the Student Accessibility Homepage. SAS is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that students are responsible for sharing their letter of accommodation with their instructors to receive classroom accommodations.

Student Complaint Process

Queens University of Charlotte is committed to providing an educational climate that is conducive to the personal and professional development of each individual. To ensure that commitment, the university has developed procedures for students to pursue grievances within the university community should such action become necessary. A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, a student group, or an administrator has the right to file a written complaint without prejudicing his or her status with the university. For more information, please visit the Student Complaint Process page. For information regarding the online student complaint process, please visit the online student complaint process page.

QAlert

QAlert is the emergency notification system Queens uses to notify the campus community of an emergency, inclement weather, or class cancellations. It sends messages about the status of a given situation, as well as other details the campus needs to know. Students, faculty, and staff are automatically registered for QAlert through the university's enterprise resource.

Religious Holidays

If any assignments or due dates interfere with your personal religious observation, I will be happy to make accommodations. Remember, within the first two weeks of the semester, the student must let me know the dates of major religious holidays on which the student will be absent or unavailable due to religious observances. Please, see the Queens Office for Equity, Diversity, and Inclusion religious holiday calendar:

E-mail Communication

When writing emails to me, be sure to include a subject line, address me properly by my title and last name, and sign off with your name. Proper email formatting skills are required in post-university life.

Each student is issued a University e-mail address (username@queens.edu) upon admittance. The University uses this e-mail address for official communication with students. Students are expected to read e-mails sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications.

Class Calendar

Unit 1: The Early Modern World

- [Week 1: Syllabus & Renaissance](#)
 - Discussion Leadership signup—Sep. 1
- [Week 2: Labor Day, Exploration](#)
 - Map Quiz Due Sep. 8
- [Week 3: Reformation & Wars of Religion](#)
- [Week 4: Absolutism, Constitutionalism, & Mercantilism](#)
- [Week 5: Slavery, Enlightenment, & the Public Sphere](#)

Unit 2: The Long 19th Century

- [Week 6: French Revolution & Napoleon](#)
 - **Unit 1 Essay and Test Due Oct. 8**
- [Week 7: Fall Break](#)

- [Week 8: Industrial Revolution](#)
- [Week 9: Revolutions & Nationalism](#)
- [Week 10: Imperialism in Asia & Africa](#)

Unit 3: The 20th Century

- [Week 11: World War I & its Consequences](#)
 - **Unit 2 Essay and Test Due Nov. 12**
- [Week 12: Inter-War period & the Holocaust](#)
- [Week 13: World War II & Thanksgiving](#)
- [Week 14: The Cold War](#)
- [Week 15: Decolonization](#)

Unit 3 Test & Essay Due Dec. 13

Essay

Essays should be a minimum of 1000 words. This is a minimum, not a target. Essays should be turned in on Canvas. They should also be formatted as a proper essay with proper citations. Each essay should cite at least three sources from the unit (one must be a primary source), and each paragraph (other than the introduction and conclusion) should cite at least one source. The essay should cite sources provided during the unit. Professor approval is needed to cite a source not included in the course. For more information on formatting, organizing, and writing essays, [please see my page on writing essays](#).

When reflecting on your response to the essay prompts, remember that the questions are meant to force you to consider the entire unit.

Essay #1: Due Sunday Oct. 8 @ 11:59 p.m.

In an essay (750-word minimum), respond to one (1) of the following prompts. Make sure to make an argument (thesis statement) that you will prove throughout the essay. Use evidence from the readings and videos provided in the course content folder. Ensure to cite any direct quotations or paraphrases from these sources in a footnote or parenthetical citation. To receive full credit, the essay should reference materials only from this class (class discussions, readings, podcasts, videos, etc.) and cite at least three different materials (one of which must be a primary source).

Prompt 1:

How did European exploration and colonization impact European and global development? Make sure to discuss both the extent and limitations of that impact. Also, be clear about how those impacts changed over time.

Prompt 2:

Make an argument that places the Reformation in its historical context. What influenced it, and how? What were its impacts, both immediate and more broadly?

Essay #2: Due Sunday, Nov. 12 @ 11:59 p.m.

In an essay (750-word minimum), respond to one (1) of the following prompts. Make sure to make an argument (thesis statement) that you will prove throughout the essay. Use evidence from the readings and videos provided in the course content folder. Ensure to cite any direct quotations or paraphrases from these sources in a footnote or parenthetical citation. To receive full credit, the essay should reference materials only from this class (class discussions, readings, podcasts, videos, etc.) and cite at least three different materials (one of which must be a primary source).

Prompt 1:

Discuss the impacts of the Industrial Revolution. What was it? How did it impact society, culture, and state relationships? Make sure to discuss not only the immediate impacts but also the lasting impacts of industrial development.

Prompt 2:

What was the impact of the French Revolution? Was it revolutionary? Were some aspects more influential than others? Do not only consider the immediate impacts but also the lasting influences.

Prompt 3:

Which was more revolutionary: the French Revolution or the Industrial Revolution? Make a historical argument that takes into account the society that came before and the society/events that it produced. Use specific details from the unit; not broad, vague, and generic statements.

Essay #3: Due Wednesday, Dec. 13 @ 11:59 p.m.

In an essay (750-word minimum), respond to one (1) of the following prompts. Make sure to make an argument (thesis statement) that you will prove throughout the essay. Use evidence from the readings and videos provided in the course content folder. Ensure to cite any direct quotations or paraphrases from these sources in a footnote or parenthetical citation. To receive full credit, the essay should reference materials only from this class (class discussions, readings, podcasts, videos, etc.) and cite at least three different materials (one of which must be a primary source).

Prompt 1:

World War I and World War II had tremendous, lasting impacts on European politics, society, and culture. Which was more influential in European history? Do not just consider the immediate impacts but also the lasting impacts of the wars. Also, remember to write the essay as a historical essay. Tell the history of the two wars and their impacts; do not just compare and contrast.

Prompt 2:

How did the Cold War impact the decolonization process? How did it impact the decolonization process for the metropolises and the new states after decolonization?

Essay Rubric

| Criteria | 5 pts. | 4 pts. | 3 pts | 2 pts | 1 pt |
|---------------------|---|--|---|---|--|
| Content | Essay demonstrates a mastery of the class content | Essay demonstrates a good understanding of the class content | Essay demonstrates a basic understanding of the content | Essay demonstrates a limited understanding of the content | Essay demonstrates little to no understanding of the content |
| Organization | Essay is well organized and clearly planned out. Contains strong topic sentences that align closely with the content. | Essay is mostly organized and easy to follow. Topic sentences and content mostly align | Essay is somewhat organized and/or somewhat difficult to follow | Essay is poorly organized and difficult to follow | Essay is not organized and very difficult to follow |

| Criteria | 5 pts. | 4 pts. | 3 pts | 2 pts | 1 pt |
|------------------|---|--|--|---|---|
| Writing | Essay is written exceptionally well and clearly articulated. No errors in grammar or spelling. | Essay is written well. It is fairly clear. Contains very few errors in grammar or spelling | Essay is written with a few errors in grammar and spelling. There are times when clarity is an issue. | Essay is written with several errors in grammar and spelling. Clarity of the message is an issue. | Essay is written with many errors in grammar and spelling and the message is lost frequently. |
| Citations | Essay contains proper citations and references. Each body paragraph contains at least one citation. | Essay contains proper citations and references, but not all body paragraphs contain citations. Or vice versa | Essay is contains citations but they follow an inconsistent pattern. Not all body paragraphs contain citations | Essay contains very few citations and references. They do not follow discernible pattern | Essay does not include any citations or references. |

| Criteria | 5 pts. | 4 pts. | 3 pts | 2 pts | 1 pt |
|----------------------------------|---|--|---|---|--|
| Argument & Persuasion | Essay contains a strong and substantive argument in the introduction that synthesizes class material and is persuasively substantiated. | Essay contains a strong and substantive argument in the introduction that synthesized the class material, but it is not persuasively substantiated throughout the essay. | Essay contains a weak argument in the introduction or the argument is primarily summary, but it is substantiated throughout the essay | Essay contains a weak argument and is not substantiated throughout the essay. | Essay lacks a discernible argument |
| Meets Requirements | Essay meets all requirements of the assignment | N/A | N/A | N/A | Essay does not meet all requirements of the assignment |

Grade Correlation

| Score | Grade |
|-------|---------|
| 30-29 | A+ (98) |
| 27-26 | A (95) |
| 25 | A- (92) |

| Score | Grade |
|-------|---------|
| 24 | B+ (88) |
| 23-22 | B (85) |
| 21-20 | B- (82) |
| 19 | C+ (78) |
| 18-17 | C (75) |
| 16-15 | C- (72) |
| 14 | D+ (68) |
| 13-12 | D (65) |
| 11-10 | D- (62) |
| 9 | F (58) |
| 8-7 | F (55) |
| 6-4 | F (50) |
