

**HS 101.05: The Making of the Modern World: Europe**  
**Fall 2019**  
**MWF 10:00-10:50a**  
**Maryland Hall Room 440**

**Professor Andrew Ross**

Department of History

Humanities Center 311

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Office Hours: Tues 3-5p, Wed 1-3p, and by appointment

## Course Information:

**Description:** This course introduces students to major themes in European history since 1500, with particular attention to the relationship between Europe and the wider world. Without aiming for full coverage, the course traces the emergence of European nations on the global stage, the growth of European economic, political, and cultural power, and its eventual decline. The course seeks to explain how and why Europe eventually dominated global affairs and how and why that dominance came to a close in the wake of two disastrous world wars. In addition, we will seek to wrestle with how the growth of European power was coupled with the rise of new ideologies of difference, especially racism, at the same time that Europeans enunciated new ideologies of liberty and equality. Course topics include European exploration and imperialism, religious conflict, the rise of new knowledges and ideologies, the revolutions of the late eighteenth and early nineteenth centuries, industrialization and social change, the two world wars, and the Cold War.

**Objectives:** By the end of the semester, students in HS 101 will be able to:

- Identify and explain key themes, events, and ideas central to European history since 1500
- Synthesize information from a reference text
- Analyze and interpret primary source documents, both in writing and orally
- Construct an argument using primary source evidence
- Discuss and debate issues of historical and contemporary relevance

**Required Texts:** The following required materials are available at the Loyola Bookstore:

1. Hunt, Lynn, et al. *The Making of the West: Peoples and Cultures*. Volume 2. 6th Edition. New York: Macmillan Learning, 2016.
2. Lualdi, Katharine J. *Sources of the Making of the West*. Volume 2. 6th Edition. New York: Macmillan Learning, 2019.
3. Voltaire. *Candide*. Translated and edited by Daniel Gordon. 2nd Edition. Boston: Bedford/St. Martin's, 2016.
4. Kluger, Ruth. *Still Alive: A Holocaust Girlhood Remembered*. New York: The Feminist Press, 2003.

*The Making of the West* and *Sources of the Making of the West* are sold as a bundle in the Loyola Bookstore.

*All other course texts will be available on our course Moodle page or as handouts in class.*

**Format:** Class will meet three times a week. Meetings will be a mix of lecture, discussion, and group work.

## Course Requirements:

1. **Readings:** Readings are due before class on the day they are listed in the syllabus. For example, on Friday, September 6, you should arrive having already read Sourcebook, pp. xv-xxiii). Reading assignments refer either to “Hunt” (the author of *Making of the West*), “Sourcebook Chap.Doc” (e.g. Sourcebook 14.4) (for *Sources of the Making of the West*), a text on Moodle, or one of our other books by author.

Readings come in two main forms: textbook and primary sources. Your textbook is a survey of European history that complements my lectures. As you read the textbook, take notes on key terms, arguments, and review questions so that you are prepared for class and able to ask questions about the topic for the day. During most classes, we will review some of the textbook material as a class.

Primary sources are texts written in the past. They are primary because they serve as the evidence historians use to interpret and understand history. As texts written in the past, these can be particularly difficult to understand, even after reading them more than once (which you should plan on doing). Your task is not to understand every nuance, but to put in a good faith effort to situating the text in dialog with your textbook reading so that you are ready for class. One of our goals for this semester is learning how to understand, synthesize, and critique difficult written (and other) material.

2. **Attendance and Participation:** Attendance is a basic requirement of this course. You will be permitted three absences before your attendance and participation grade will automatically drop a full grade. Missing more than 5 classes will result in automatically failing the course. Please speak to me as soon as possible if you have an emergency that will require you to miss class. I do not distinguish between “excused” and “unexcused” absences except in cases of medical emergency. You may use your three absences however you wish; I do not need to see a note.

*Special Note: You will not be able to receive an “A” for attendance and participation if you miss our discussion of either Voltaire’s Candide or Ruth Klüger’s Still Alive.*

Good attendance, however, is only the bare minimum of this component of your grade. Rather, active participation is key to your success in this course and to your time at Loyola more generally. Active participation comes in a variety of forms, of which regular and substantive contribution to class discussion is only one. Asking a good question, helping a classmate understand a key point, coming to office hours regularly, remaining

attentive to lecture and to your classmates, being respectful of class time and of different opinions, and taking good notes all contribute to your participation grade.

3. **Exams:** We will have two exams this semester. Exams will comprise of some combination of the following: term identification, document identification, and essay.
4. **Writing Assignments:** You will complete three writing assignment this semester:
  - a. Short Document Analysis: You will complete a short analysis of a single primary source document.
  - b. Long Document Analysis: You will write an essay that analyzes our first longer primary source: Voltaire's *Candide*.
  - c. Analytical Essay: You will write an essay that brings together multiple primary sources (along with textbook and lecture material) in response to a prompt provided by myself.
5. **Map Quizzes:** You will complete two map quizzes over the course of the semester. Map quizzes will ask you to identify countries on a blank map. You will be given about ten minutes to complete each quiz.

*Full details of all assignments, including specific instructions and grading rubrics, will be provided throughout the semester.*

## Grade Breakdown

Attendance and Participation: 10%

Map Quizzes: 10%

Exams:

Exam 1: 15%

Exam 2: 20%

Writing Assignments:

Document Analysis: 10%

Candide Essay: 15%

Analytical Essay: 20%

## Grade Scale:

100-93% A

92-90% A-

87-89% B+

83-86% B

80-82% B-

77-79% C+

73-76% C

70-72% C-

67-69% D+

63-66% D

60-62%. D-  
0-59% F

## Course Policies:

**The Syllabus:** I reserve the right to make changes to the syllabus. Such changes will be announced in advance.

**Contacting Me:** My contact information is listed at the top of the syllabus. The best way to get in touch with me is through e-mail ([aross1@loyola.edu](mailto:aross1@loyola.edu)). In order to guarantee the most useful response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. I generally respond to e-mails in the early afternoon on weekdays (I generally do not respond to e-mail during the evening). If you have not heard back from me within 24-hours, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns, but I will not respond to queries that could be answered by reading the syllabus.

**Office Hours:** Office hours are listed at the top of the syllabus. During office hours, I will be in my office in order to meet with students on a first-come-first-serve basis. No appointment is necessary. This is your time to discuss with me whatever is on your mind; please take advantage of them.

**Classroom Environment:** As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the [University's Community Standards](https://www.loyola.edu/departments/student-life/student-conduct) (<https://www.loyola.edu/departments/student-life/student-conduct>). Students who violate this code of conduct may be asked to leave the course and/or have their behavior reported to the administration.

### Classroom Technology:

- **Phones:** Phones may only be used in class to access course readings, if no other alternative is available. All phones must be on silent (not vibrate) or turned off during class.
- **Recording Devices:** Recording devices may only be used owing to accommodations certified by Disability Support Services. Please see me during office hours if you have an accommodation.
- **Computers and Tablets:** Feel free to use your laptop or tablet to bring your readings to class or to take notes if that suits you, but refrain from using such devices for tasks unrelated to the class. Note that research consistently demonstrates that students retain information more readily by taking notes by hand.

**Submission of Written Work:** With the exception of in-class examinations, all written work will be submitted electronically via Moodle.

**Late Assignments:** Extensions on assignments will be granted under most circumstances, provided you speak with me prior to the due date. Assignments turned in late without my advance permission will receive a late penalty of one grade per day. Exams must be taken and presentations must be given on the day they are scheduled. Make-ups will only be provided in the case of a true emergency (e.g. a hospital visit).

**Academic Integrity:** All students at Loyola are bound by the University's honor code and are expected to demonstrate the highest levels of academic integrity in all they can do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions in accordance with the University Honor Code. *In this course, instances of academic dishonesty may result in penalties up to and including failing the course referral to the Honor Council.*

## Loyola Resources:

**The Writing Center:** The Loyola Writing Center serves undergraduates, grad students, faculty, and staff. We gladly work with writers in any stage of their writing process, and we welcome writing from any discipline or subject matter. Our main offices are on the Evergreen campus in Maryland Hall 057. We also have satellite offices on the Timonium and Columbia campuses. See our Locations & Hours for complete availability.

**The Study:** The Study, located on the third floor of Jenkins Hall, is a quiet study space and computer lab. The Study also offers tutoring and academic support services for Loyola undergraduate and graduate students. The Study's primary services include:

- Peer and Professional Tutoring in nearly all courses, Reading Strategies, ESL and Math: Request a Tutor
- Academic Success Workshops on a variety of study skills: Register for a Workshop
- Organization and Time Management Coaching: Request Coaching

**The Counseling Center:** Stress is a normal part of a being a student. However, if personal or emotional concerns are interfering with your ability to live and learn at Loyola, please stop by

the Counseling Center in Humanities 150 or call 410-617-CARE (2273). More information about the Counseling Center is on their website.

**Students with Disabilities:** If you are registered with DSS and a faculty notification email has been sent to me on your behalf, please schedule a brief meeting during my office hours to discuss accommodations. If you need academic accommodations due to a disability you must register with Disability Support Services. For more information please contact DSS at DSS@loyola.edu or (410) 617-2750.

## Course Schedule

### Part 1: Religion and the State, 1500-1648

*How did European rulers and ordinary people reckon with increasing religious diversity?*

#### Wednesday, September 4: Introductions

#### Friday, September 6: Europe and the World in 1500/Reading a Primary Source

Reading: Sourcebook, pp. xv-xxiii

*Add/drop period ends / Course withdrawal period begins*

#### Monday, September 9: The Protestant Reformation/Reading a Textbook

Reading: Hunt, 476-485 and 487-489; Martin Luther, Freedom of a Christian (Sourcebook 14.4)

#### Wednesday, September 11: The Catholic Reformation

Reading: Hunt, 487-491; St. Ignatius of Loyola, *A New Kind of Catholicism* (Sourcebook 14.6)

#### Friday, September 13: Analyzing a Source in Writing

#### Monday, September 16: Religious War and State Building

Reading: Hunt, 495-507 and 513-517; Henry IV, *Edict of Nantes* (Sourcebook 15.1); *Apology of the Bohemian Estates* (Sourcebook 15.3)

### Part 2: The Atlantic World, 1500-1750

*How and why did Europeans justify colonization and conquest as they built overseas empires?*

#### Wednesday, September 18: The Atlantic Voyages

Reading: Hunt, 469-473; Columbus Describes His First Voyage (1493) (Hunt, 473)  
*Map Quiz 1: Europe after the Peace of Westphalia*

#### Friday, September 20: The Conquest of the Americas

Reading: Hunt, 474-476; Bernal Diaz del Castillo, *The True History of the Conquest of Mexico*; *Lienzo de Tlaxcala*, and Bartolomé de Las Casas, *In Defense of the Indians* (Sourcebook 14.1-14.3)

**Monday, September 23: Colonial Economies**

Reading: Hunt 517-522, 544-547, and 558-559 and 575-581; *The Black Code* (in *Candide*, pp. 132-133).

*Monday, September 23: Document Analysis due by midnight via Moodle*

**Wednesday, September 25: The Atlantic System and the Slave Trade**

Reading: Hunt, 575-584; Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equine Written by Himself* (Sourcebook 17.1)

**Friday, September 27: Answering an Identification Question/Review**

**Monday, September 30: Exam 1**

**Part 3: The Dual Revolution and its Consequences, 1750-1870**

*How did the French and Industrial Revolutions change European politics and society?*

**Wednesday, October 2: Constitutionalism and Absolutism**

Reading: Hunt 537-544 and 547-556; Thomas Hobbes, *Leviathan* and John Locke, *The Second Treatise of Government* (Sourcebook 16.3 and 16.4); Voltaire, *Candide*, pp. 1-16

**Friday, October 4: No Class (Conference Travel)**

Reading: Voltaire, *Candide*, pp. 16-51

**Monday, October 7: The Enlightenment**

Reading: Hunt 600-622; "Women and the Enlightenment" (Hunt, 618-619); Immanuel Kant, "What is Enlightenment?" (Excerpts) (Available on Moodle); Voltaire, *Candide*, pp. 52-88;

**Wednesday, October 9: Discussion: Candide**

Reading: Voltaire, *Candide* (finish)

**Friday, October 11: The French Revolution**

Reading: Hunt 647-654; Abbé Sieyès, What is the Third Estate? (Sourcebook 19.1); *The Declaration of the Rights of Man* and Olympe de Gouges, *Declaration of the Rights of Woman* (Sourcebook 19.3-19.4)

**Monday, October 14: The Radical Revolution and the Haitian Revolution**

Reading: Hunt 654-679; Maximilien Robespierre, *Report on the Principles of Political Morality* (1794); *Decree of General Liberty* and Bramante Lazzary, *General Call to Local Insurgents* (Sourcebook 19.5-19.6)

**Wednesday, October 16: Napoleon's Europe**

Reading: Hunt 681-695; *The Chronicle of Abd al-Rahman al-Jbarti*; Napoleon Bonaparte, *The Civil Code* (Sourcebook 20.1-20.2)

**Friday, October 18: No Class (Mid-Semester Break)****Monday, October 21: The Industrial Revolution**

Reading: Hunt 717-728 and 739-740; Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (Sourcebook 18.4); Testimony Gathered by Ashley's Mines Commission and Punch Magazine, "Capital and Labor" (Sourcebook 21.3)

**Wednesday, October 23: The Socialist Critique**

Reading: Hunt 740-744; Marx and Engels, *The Communist Manifesto* (Hunt, 743)

*Wednesday, October 23: Candide Essay due by midnight via Moodle***Friday, October 25: Nationalism**

Reading: Hunt 736-739 and 764-770; Rudolf von Ihering, *Two Letters* (Sourcebook, 22.2 and 22.3)

**Monday, October 28: The New Imperialism**

Reading: Hunt 734-736, 795-805, and 856-862; Commissioner Lin, *Letter to Queen Victoria* (Sourcebook 21.7) and Jules Ferry, *Speech before the French National Assembly* (Sourcebook 23.1)

**Part 4: The Era of Total War, 1870 – 1945**

*What was the role of ideological conflict in the outbreak of the two world wars?*

**Wednesday, October 30: The Fin-de-Siècle**

Reading: Hunt, 820-825, 839-856; Emmeline Pankhurst, *Speech from the Dock* (Sourcebook 24.4)

**Friday, November 1: The Origins of World War I**

Reading: Hunt, 862-871; Heinrich von Treitschke, *Place of Warfare in the State* and Henri Massis and Alfred de Tarde, *The Young People of Today* (Sourcebook 24.6)

**Monday, November 4: World War I**

Reading: Hunt, 873-882; Fritz Franke and Siegfried Sassoon, *Two Soldiers' Views* and L. Doriat, *Women on the Home Front* (Sourcebook 25.1 and 25.2)

*Map Quiz 2: Contemporary Europe*

**Wednesday, November 6: The Russian Revolution**

Reading: Hunt, 882-886, 905-907; Vladimir Ilyich Lenin, *The State and Revolution* and "He Who Does Not Eat" Plate (Sourcebook 25.3); Antonina Solovieva, *Sent by the Komsomol* (Sourcebook 26.1)

**Friday, November 8: Fascism**

Reading: Hunt, 887-905 and 907-913; Benito Mussolini, *The Doctrine of Fascism* (Sourcebook 25.5)

*Course Withdrawal Period ends for Fall Semester; last day to withdraw from a course with a grade of W*

**Monday, November 11: The Origins of World War II**

Reading: Hunt, 915-939; Joseph Goebbels, *Nazi Propaganda Pamphlet* (Sourcebook 26.2); Klüger, *Still Alive*, part 1.

**Wednesday, November 13: World War II**

Reading: Hunt, 939-942; Klüger, *Still Alive*, part 2

**Friday, November 15: The Holocaust**

Reading: Hunt, 942-949; Klüger, *Still Alive*, part 3

**Monday, November 18: Discussion: The Experience of the Holocaust**

Reading: Klüger (finish)

**Wednesday, November 20: The Post-War Settlement**

Reading: Hunt, 949-955

**Part 5: Globalization and Nationalism, 1945 – Present**

*How did the legacy of empire and colonization continue to challenge Europe, both during and after the Cold War?*

**Friday, November 22: The Cold War**

Reading: Hunt, 957-975; *The Formation of the Communist Information Bureau* (Sourcebook 27.1) and National Security Council, *Paper Number 68* (Sourcebook 27.2)

**Monday, November 25: Decolonization**

Reading: Hunt, 975-985; Ho Chi Minh, *Declaration of Independence of the Republic of Vietnam* and Frantz Fanon, *The Wretched of the Earth* (Sourcebook 25.3 and 25.4)

*Monday, November 25: Analytical Essay due by midnight via Moodle*

**Wednesday, November 27: No Class (Thanksgiving)**

**Friday, November 29: No Class (Thanksgiving)**

**Monday, December 2: Life and Society During the Cold War**

Reading: Hunt, 985-1019

**Wednesday, December 4: The End of the Cold War**

Reading: Hunt, 1019-1044; Ethnic Cleansing: *The Diary of Zlata Filipović* (March 5, 1992–June 29, 1992), and Aida Šehović, *ŠTO TE NEMA (Why are you not here?)* (Sourcebook 29.1)

**Friday, December 6: Globalization**

Reading: Hunt, 1044-1071; Paresh Nath, *European Nationalism Cartoon* (Sourcebook 29.5); Tony Judt, *What Have We Learned, If Anything?* (Sourcebook 29.6)

**Monday, December 9: Review**

***Wednesday, December 18 at 9:00a: Final Exam*** (Full final exam schedule available at <https://www.loyola.edu/departments/records/student-exam>)