

"History is indeed little more than the register of crimes, follies, and misfortunes of mankind."

—Edward Gibbon, 18th century Historian

History 231: WI / Modern European Civilization I

3 credits

MW: 5:30–6:55 pm (CRN #62224)

Palanakila 214

INSTRUCTOR:	Malia Lau Kong
OFFICE:	Palanakila 132
OFFICE HOURS:	M & W: 4:30–5:25 pm & 7:00–7:10 pm T & Th: 8:45–9:40 am Also by appointment
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EFFECTIVE DATE:	Fall 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

HIST 231 is a survey of modern European history from 1500 to 1800. Focus is given to the political evolution and the major economic, social, and cultural development of European states. 3 credits.

Hist. 231 will fulfill half of the 6 credit Diversification requirement in the Arts, Humanities, & Literature Group (DH).

STUDENT LEARNING OUTCOMES

At completion of this course, you should be able to:

1. Identify important individuals, events, places, organizations and concepts in modern European history.
2. Arrange, in chronological order, significant events in modern European history.
3. Describe and analyze the processes that both allowed Europe to transform into a modern state and play a dominant role in the world (e.g., overseas exploration, trade, colonialism, capitalism, imperialism, etc.).
4. Explain cause and effect relationships in history.
5. Relate historical events to contemporary issues and events.

COURSE TASKS

Welcome to the wonderful world of modern European history—where we will make the past come to life as we discover how Europe (the “West”) came to dominate the world in which we live! The class will be focused around how Europe transformed into a modern society and the effects that this transformation had in the global world. In order to explore and analyze this transition, you will be asked to continually perform the job of historian. You will thus form your own interpretations about this transformation and be asked to support these interpretations with evidence as you complete formal and informal writing assignments. In other words, by studying history, you will learn how to form an opinion, express it in writing, and support it with evidence (the facts that you gather from primary sources)—invaluable skills that are essential for both career success and for your development into a culturally aware & contributing citizen of our global world.

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

1. 4 Short Research Papers 3–5 pages (55 points each)

- a. Format for all papers is typed, double-spaced, 12-point font with name, date, class, & word count placed in the upper, left-hand corner of paper. All papers must include MLA-style footnotes. Each page should be numbered. Primary sources should be used as much as possible in order to strengthen your thesis. The minimum # of primary sources to use is **5**. You will also need to cite the same primary source multiple times. At least **2** secondary sources need to be used; however, in general, secondary sources should be used sparingly. Never cite the textbook (unless using the primary sources included in textbook) or Wikipedia. If you cite Wikipedia, your paper will **not** be accepted until you remove all reference to the website, and will thus be considered “late.” Papers should also **never** include any statements that include phrases such as “I feel”, “I believe”, “I agree with”, “I disagree with”, “I will prove” or any similar statements. Your research and thesis is YOUR argument; to put the “I” statement into your paper is redundant and mainly unacceptable when writing a scholarly, historical paper. Accordingly, if you incorporate any “I” statements into your paper, you will automatically drop one-grade level. For example, an “A” paper would become a “B” paper if you included one “I” statement in it. Papers are due on the specified dates according to the class schedule.
- b. Final drafts are due on SPECIFIC days at the BEGINNING of class according to the class schedule. A paper, regardless of reason, is considered late if not turned in at the beginning of class on these specific days. If you are emailing me your paper, make sure that you email it to me in .doc format by the beginning of class. Please note that once you turn in a final draft, you will not be able to revise your paper.
- c. First drafts of paper are due on SPECIFIC days according to the class schedule in order to give me enough time to review it for you. After this date, I will NOT accept any more first drafts. ***It is mandatory that you turn in a draft of Paper 1 (if you fail to turn in a draft of Paper 1, 5 points per class period will be deducted from your final grade for the paper (grade for your final draft) for each day that it is late) on Wednesday, October 14, 2009.*** For Papers 2, 3, & 4, you are

advised to turn in a first draft for my review; however, this is optional. For Paper 1, I will grade the draft that you turn in. If you receive a grade lower than 40 points, you will be **required** to rewrite your paper and turn it in according to the class schedule.

- d. Please remember that when turning in your paper drafts, I am not your spell checker or editor. Although I will point out grammatically incorrect sentences and spelling errors, I will not fix your paper for you.
- e. Time management is a **MUST** in this class. Since the due dates are not a surprise, I expect you to turn in your paper on-time regardless of how fantastic your reason is.
- f. Late papers will be assessed 5 points **PER CLASS PERIOD** in which it is late.
- g. Papers will be graded according to the rubric guidelines in the Course Reader.
- h. Plagiarism is so bad that you will automatically fail the class if you do it—so don't!
- i. **Paper 1 Topic: Inquiry Paper:** Answer **one** of the following questions (regardless of choice, you must **define** in your paper what the ideal is): 1) In what ways was _____ (pick **1** 16th century European ruler) the ideal Machiavellian ruler? How was he / she not? You must cite extensively from Machiavelli's *The Prince* in order to answer this question. Or, 2) Who was the ideal Renaissance woman? Why? Would Christine de Pizan, Boccaccio, and Castiglione have approved? Why or why not? You must cite extensively from Christine de Pizan, Boccaccio, and Castiglione in order to answer this question.
- j. **Paper 2 Topic: Theme Paper:** The Individual in Early Modern History: Actions & Legacy. Pick either Martin Luther, Christopher Columbus, Prince Henry, or another significant individual covered in Chapter 11 or 12 (person must be approved by me first) and write a paper that explores this person's role in history by answering the following questions: Why did this person do this? How did this person do this? What impact did this person make? What legacy did this person leave? What was the historical context surrounding this person?
- k. **Paper 3 Topic: Theme Paper:** Innovation in Early Modern Europe: Impact & Legacy. Pick either Absolute Monarchy, Constitutionalism, or an Enlightenment Idea (to be approved by me first) and write a paper that explores this innovation's idea within its historical context: Why did this innovation happen? How did this innovation happen? What impact did this innovation have? What legacy did this innovation leave? What was the historical context surrounding this innovation? Who advocated this innovation? Innovation can only come from Chapter 13 or 14.
- l. **Paper 4 Topic: Argument Paper:** Answer the following question: What led to the French Revolution? How was the French Revolution true to Enlightenment ideals? How was it not? Who played significant roles in the French Revolution? What happened to these people? For this paper, you must explore the roots of the French Revolution and the course it took as it became more and more radicalized.
 - i. If I am not there to collect this final paper, please place paper under the door, **THEN** either leave me a phone message or email saying that you turned in your paper. If you do not hear back from me within 24 hrs, that means that I did **NOT** get your paper. It is your responsibility to make sure that I get your final paper.

2. **1 Practice Paper: 1-2 pages (15 points + 5 points for in-class revision)**
 - a. Write a 1-2 page practice paper (includes introduction, body of 3 paragraphs, conclusion) on the following question: "Which 3 things about Pre-Modern European (1500 BCE – 1300 CE) history should one know and why?"
 - b. This paper is due on **Wednesday, September 16, 2009** and will be **REVISED** and **SHARED** during class. Thus, it is imperative that you come to class with this paper done. If you come to class without have done this paper or are absent, you will automatically lose 5 points **regardless of reason**. You will also lose 5 points per class period in which this paper is late.
 - c. As long as you attend class on 9/16, have a completed paper with you on that day, and write the in-class paragraph on your paper as directed, you will earn a **minimum of 16 points** for the paper.

3. **5 Quizzes—Best out of 8 quizzes (10 points each)**
 - a. Quizzes are to be taken on specific days at specific times in class. Regardless of reason, quizzes **cannot** be made up if you are unable to make it to class. Furthermore, quizzes will **not** be given prior to class or after class.
 - b. Quizzes are on the material covered since the last quiz.
 - c. Quizzes are open-note, open CR. However, you will have only a **limited** amount of time to complete your quiz. Anyone who does not complete the quiz in the time allotted will receive a score of zero for their quiz. If you have a legitimate reason for requiring more time on a quiz, please see me, and we will make arrangements for this.

4. **7 Source Summary Paragraphs (SSP) (5 points each)**
 - a. Structured paragraphs that are written on specific primary or secondary sources and are due on specific days according to class schedule. Late SSPs will **not** be accepted, **regardless of reason**, without a NQA coupon. However, please take note that you only have 2 NQA coupons to use on late SSPs, and once you use these coupons, you will not be able to turn in any more late SSPs.
 - b. Specific structure to follow:
 - i. 1st sentence: Topic sentence that will guide the whole paragraph.
 - ii. 2nd—4th sentences: 3 sentences that flow from one another and summarizes the MAIN points of the source.
 - iii. 5th sentence: Concluding sentence that "wraps up" the paragraph.
 - c. Specific format to follow:
 - i. Only 5 sentences! No more, no less.
 - ii. Must be typed, double-spaced, grammatically & mechanically correct.

5. **Knowledge Survey Assessment: Pre & Post (5 points each)**
 - a. Take a pre-survey and post-survey (both are ungraded and you receive the full amount of points possible for just taking the surveys) to assess the amount of learning that took place on both an individual and class level. Measures your ability to meet the course SLOs. Also gives insight into how the course may or may not be doing a good job in allowing you to meet the course SLOs.

6. Summative Assessment (40 points total)

- a. Take a **graded** cumulative assessment that assesses your ability to answer this question—**So how DID Europe transform itself anyway? What was the result? Describe all ways in which Europe transformed itself in the Early Modern Period.** This is a **timed** in-class essay assignment that will be open-book, open-note which requires you to evidence at least 5 different primary sources and 2 different secondary sources. This assessment is to be taken when scheduled. If you miss class on the day of this assessment you will NOT be allowed to makeup the assessment unless you have a LEGITIMATE reason (such as illness with a doctor's note). The makeup assessment would then have to be completed by Tuesday during Finals Week.

7. Participation & Respect In Class Activities (25 points total)

- a. Participation in class discussions is mandatory. In order to ensure that everyone voices their own arguments during discussion, I will randomly call on you to answer questions, voice your opinion, and so on.
- b. You will be frequently required to participate in group assignments and informal writing assignments such as freewrites.
- c. **Since all of these activities require being present for class, you will NOT be able to make-up these activities, regardless of reason, if class is missed. However,** your first 3 absences will automatically be excused (meaning you do not lose any points for these days). On the other hand, any absences beyond these first 3 absences **will NOT be excused, regardless of reason (unless, of course, the reason is that you have a documented case of the H1N1 virus).** After your 3rd unexcused absence, your final grade will automatically drop one letter grade.
- d. Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone, not talking story with friends, not listening to music, and coming to class on time. This also includes not monopolizing class discussion with your own point-of-view and not being respectful of what your classmates have to say. Negative comments will **NOT** be tolerated. Please prepare yourself to face the consequences if you engage in any disrespectful behavior.

ASSESSMENT TASKS AND GRADING

4 Short Research Papers	x	55 pts each	=	220 pts (55% of final grade)
1 Practice Paper			=	20 pts (5% of final grade)
5 Best Quizzes	x	10 pts each	=	50 pts (12% of final grade)
7 SSPs	x	5 pts each	=	35 pts (9% of final grade)
2 Knowledge Surveys	x	5 pts each	=	10 pts (3% of final grade)
1 Summative Assessment			=	40 pts (10% of final grade)
In-Class Activities			=	25 pts (6% of final grade)
			=	400 pts possible

****Everyone starts the class with an "A" (400 points)!
What you do with your "A" is now up to you!***

To keep your	You can't lose more than	Which means
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A	40 points	A = 360 points & above
B	80 points	B = 320 points & above
C	120 points	C = 280 points & above
D	160 points	D = 240 points & above

*(Hopefully, this will not happen, but if it turns out that more than 200 points is lost, an "F" for the class will result.)

LEARNING RESOURCES

1. Dennis Sherman and Joyce Salisbury. *The West in the World, Renaissance to Present*. 3rd Edition. McGraw-Hill, 2008. ISBN: 13 9780073316710
2. Course Reader of Primary & Secondary Sources for History 231: Modern European Civilization II (*Only available in the WCC bookstore*)

METHOD OF INSTRUCTION

- ❖ This course was constructed using the *backward-design method*. The fundamental principle of backward design is finding out what the instructor wants the student to know, and *then* constructing the course around what it is that the student should know. From this point onward, the course becomes *assignment-centered* in which the focus of the course will be on you, the student, learning what you need to learn in order to do well on assignments & exams. You will learn this through a variety of methods, including textbook & primary source readings, Vin diagrams, free-writes, writing logs, small-group assignments, large group discussions, self-evaluation, peer & teacher feedback, video presentations, and mini-lectures.
- ❖ As the student, ask yourself if this is the right method of instruction for you. If you like learning by *doing*, then this class is for you (i.e., you are an **active learner**)! If you prefer a more *passive* learning style (i.e., you like lecture-oriented classes that just require you to take notes), then this class is *not* for you.
- ❖ Classes will be devoted to student-active teaching methods. One of the least effective ways of teaching is the lecture since studies have shown that after just 10 minutes of a lecture, students become increasingly bored, confused, and restless. Thus, lectures will be kept to a maximum of 10 minutes, and the class will continually switch between group assignments and individual exercises. Furthermore, the class will **never** be merely a review of these assigned readings since any rational student would probably just attend class to learn the material. Thus, assigned readings and papers are expected to be completed **before** class since class activities will "build" upon them.
- ❖ The course will expect that you are able to independently read and comprehend the "facts" on your own. Again, class will never be a review of the "facts" that are learned by reading the textbook. Instead, class will be devoted to exercises that engage the brain at a higher cognitive level (i.e., application, analysis, evaluation,

etc.). In other words, the “facts” that you learned on your own will then be analyzed through the questions of *why, how, and what’s the significance?*

- ❖ The course will be guided by the principle that it is better to cover the material in a **mile-deep** manner than a *mile-wide* one. In other words, rather than “covering” the material, we will **uncover** it!

RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. This class is not only **writing-intensive** but also **reading-intensive AND thinking-intensive**. Since we will move at an extremely fast pace, it is crucial for you to keep up with the readings and paper assignments.
2. Faithfully attend class.
3. Always take notes! This includes anything that is written on the board, viewed on the overhead projector, discussed with one another, and gleaned from videos. These notes can help you write your papers!
4. Bring both your textbook AND course reader to class to every class. We will typically refer back to both your textbook and course reader during class. Also, these books will help you complete in-class assignments.
5. Ask questions if you don’t understand and definitely let me know if you are having any problems in the class.

This class is designed to be accessible to all students. Thus, please take note of the following statement:

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale `Akoakoa 213 for more information

CLASS SCHEDULE*

**Note: Class schedule is subject to change. All changes will be announced in class.*

DATE	ASSIGNMENTS DUE ON THIS DAY	REQUIRED TEXTBOOK (TXT) & COURSE READER (CR) READINGS FOR THIS DAY (READ PRIOR TO COMING TO	CORRESPONDING CLASSROOM TOPICS & EVENTS ON THIS DAY

		CLASS!	
Week 1: M 9/7	No Class: Labor Day Holiday		
W 9/9			Welcome to History 231! Getting to know the class and one another
F 9/11	Last day to register for class or drop class for 100% refund		
Week 2: M 9/14	Borrow a book from the library that is on the list and skim through it. Bring this book to class and be prepared to write a summary of the book for your first SSP assignment that will be done in class.	1. CR: pgs. 4–18 2. Skim through book that you borrow from the library. Make sure that the book comes from the list.	Writer's Workshop: Doing historical research, writing paragraphs & history papers Knowledge Survey
W 9/16	Practice Paper Due		Writer's Workshop: Practice Paper feedback & revision
Week 3: M 9/21	SSP #2 Due: Write a SSP on the selection by Paul Cartledge, "The Thermopylae Legend II" in CR, pgs. 26–39	CR: pgs. 26–39, 41–43	The Birth of the "West"
W 9/23	SSP #3 Due: Write a SSP on "Did the West Define the Modern World?" in CR, pgs. 46–58	CR: pgs. 46–58	The Rise of the West QUIZ #1
Sat. 9/26	Last day to drop class with no "W"		
Week 4: M 9/28		TXT: Chapter 10, pgs. 303–311	The Renaissance: Humanism & The Ideal Woman
W 9/30	SSP #4 Due:	TXT: Chapter 10,	The Renaissance:

	Write a SSP on "Did Women Benefit from the Renaissance?" in CR, pgs 84–92	pgs. 318–329 CR: pgs. 84–92	Effects on Women
Week 5: M 10/5	SSP#5 Due: Write a SSP on "A Fateful Collusion" in CR, pgs. 96–99	TXT: Chapter 10, pgs. 311–317, 329–333 CR: pgs. 96–106	The Renaissance: Machiavelli & The Ideal Ruler QUIZ #2
W 10/7	SSP #6 Due: Write a SSP on "Did Martin Luther's Reforms Improve the Lives of Christians?" in CR, pgs. 110–118	TXT: Chapter 11, pgs. 337–360 CR: pgs. 110–127	The Reformation: Religious & Political Consequences of Luther's Reforms
Week 6: M 10/12	SSP #7 Due: Write a SSP on "Was Gender a Major Issue in Queen Elizabeth's Reign?" in CR, pgs. 130–138	TXT: Chapter 11, pgs. 360–369 CR: pgs. 130–143	The Reformation as Historical Context: Ambitious Rulers & War QUIZ #3
W 10/14	DRAFT PAPER #1 DUE!		How the West "won"? Guns, Germs, & Steel
Week 7: M 10/19			NO CLASS... CONFERENCING ONLY—BE SURE TO MAKE AN APPOINTMENT
W 10/21			NO CLASS... CONFERENCING ONLY—BE SURE TO MAKE AN APPOINTMENT
Week 8: M 10/26	PAPER #1 FINAL DRAFT DUE!	TXT: Chapter 12, pgs. 391–401 CR: pgs. 146–152	When God, Gold, Glory Meets Guns, Germs, & Steel Quiz #4
W 10/28			Writer's Workshop for Paper #2
R 10/29	OPTIONAL PAPER		

	#2 DRAFT DUE TO ME BY 12:30 PM IN MY OFFICE PALANAKILA 132. OR, BY EMAIL IN .DOC FORMAT BY 7:30 PM		
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Week 9: M 11/2		TXT: Chapter 13, pgs. 405–423 CR: pgs. 154–155, 161–162, 164	The Will of God vs. The Will of the People: Absolute Monarchies
W 11/4		TXT: Chapter 13, pgs. 423–437 CR: pgs. 141–142, 155–159, 162–163, 164–165	The Will of God vs. The Will of the People: Constitutionalism QUIZ #5
F 11/6	Last day to withdraw from class with "W" on transcript		

Week 10: M 11/9	PAPER #2 FINAL DRAFT DUE!	TXT: Chapter 14, pgs. 441–452 CR: pgs. 169–175	A New World View: The Scientific Revolution
W 11/11	No Class: Veteran's Day Holiday		

Week 11: M 11/16		TXT: Chapter 14, pgs. 452–464 CR: pgs. 179–191	A New Way of Thinking: Reason & The Enlightenment QUIZ #6
W 11/18			Writer's Workshop for Paper #3
R 11/19	OPTIONAL PAPER #3 DRAFT DUE TO ME BY 12:30 PM IN MY OFFICE PALANAKILA 132. OR, BY EMAIL IN .DOC FORMAT BY 7:30 PM		

Week 12: M 11/23		TXT: Chapter 15, pgs. 467–483 CR: pgs. 194–200	The Enlightenment as Historical Context: Enlightened Monarchs
W 11/25		TXT: Chapter 15,	The Enlightenment as

		pgs. 483–497 CR: pgs. 186–187, 203–208	Historical Context: Colonial Rivalries QUIZ #7
11/26 & 11/27	No School: Thanksgiving Vacation		

Week 13: M 11/30	PAPER #3 FINAL DRAFT DUE!	TXT: Chapter 16, pgs. 503–512 CR: pgs. 211–218, 223–226	The End of the Old Regime: The French Revolution
W 12/2		TXT: Chapter 16, pgs. 512–521 CR: pgs. 218–222, 226–227	The Reign of Terror QUIZ #8
R 12/3	OPTIONAL PAPER #4 DRAFT DUE TO ME BY 12:30 PM IN MY OFFICE PALANAKILA 132. OR, BY EMAIL IN .DOC FORMAT BY 7:30 PM		

Week 14: M 12/7			SUMMATIVE ASSESSMENT
W 12/9			Writer's Workshop for Paper #4 Knowledge Survey

PAPER #4 DUE ON WEDNESDAY, 12/16 BY 7:30 PM EITHER BY EMAIL (IN .DOC FORMAT ONLY!) OR AT MY OFFICE. IF YOU EMAIL ME YOUR PAPER, MAKE SURE TO CHECK FOR A CONFIRMATION THAT I RECEIVED IT. IF YOU DROP OFF YOUR PAPER WHEN I AM NOT IN MY OFFICE, MAKE SURE YOU EMAIL ME THAT YOU LEFT YOUR PAPER AND THAT YOU THEN GET AN EMAIL CONFIRMATION BACK FROM ME.

HIST 231 Book List

To Do: Borrow a Book from this List from the WCC Library & Bring to Class on Monday, September 14, 2009

1. *Cultures in conflict: Christians, Muslims, and Jews in the age of discovery* D228 .L49 1995
2. *Tales from the hanging court* KD8289 .H58 2007
3. *Reason of state, propaganda, and the Thirty Years' War* D259 .A4713 2007
4. *The histories* D58 .H4713 2003
5. *The book of war* U21.2 .P45 2000b
6. *Treasury of Royal Scandals* D107.F322001
7. *God's Crucible: Islam and the Making of Europe, 570-1215* D117.L482009
8. *Cultural responses to the Persian wars* DF225.2 .C85 2007
9. *Oracles, curses, and risk among the ancient greeks* BF1765 .E33 2007
10. *First crusade : a new history* D161.2 .A77 2004
11. *From Babel to Dragonmans* DS44 .L48 2004
12. *The Malleus Maleficarum* BF1569.A2 I5 1971
13. *Women Warlords* BF1569.A2 I5 1971
14. Find any book on or by one of the following people: John Locke, Thomas Hobbes, Edward Gibbon, Martin Luther, Leonardo da Vinci, Catherine the Great, Elizabeth the Great, Machiavelli, Boccaccio, Christine de Pizan

"NO QUESTIONS ASKED" COUPONS FOR HISTORY 231

Life happens. Sometimes you just can't make it to class or you come to class, but didn't do your homework. Just attach one of these coupons to a late Source Summary Paragraph (SSP). You have 2 coupons that allow you to turn in 2 late SSPs. After you have used all

your coupons, that's it. Please do not ask for special consideration because it is NOT fair to all the other students in class who have been faithfully attending class and doing their work regardless of life happening. It would be wise to save your coupons for those "rainy days" because once you have used your 2 NQA coupons, your grade will be affected since there will be no more turning in late worksheets **regardless of reason**. *If you save all 2 coupons, please turn them in on the last day of instruction for 4 points extra credit. This extra credit only applies to those who NEVER used a coupon.*

<p style="text-align: center;">NQA Coupon #1 (No Questions Asked Coupon)</p>	<p style="text-align: center;">NQA Coupon #2 (No Questions Asked Coupon)</p>
<p style="text-align: center;">Issued to</p> <p style="text-align: center;">_____</p>	<p style="text-align: center;">Issued to</p> <p style="text-align: center;">_____</p>
<p>This coupon allows person named above to turn in <u>1</u> SSP late.</p>	<p>This coupon allows person named above to turn in <u>1</u> SSP late.</p>
<p>Coupon is non-transferable and can't be sold.</p>	<p>Coupon is non-transferable and can't be sold.</p>
<p>A maximum of 2 NQA coupons may be used per student.</p>	<p>A maximum of 2 NQA coupons may be used per student.</p>
<p>Expiration: Last day of class</p>	<p>Expiration: Last day of class</p>