Syllabus - Summer 2014
Summer Session 1 (June 2, 2014 - July 3, 2014)

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

**Course Title:** Modern Western Traditions (HIST 1400)
**Credits:** 3
**Format:** Online via HuskyCT
**Prerequisites:** None

**Professor:** Matthew Tribbe, Ph.D.
**Email:** matthew.tribbe@uconn.edu (This is my preferred method of contact, though I will also regularly check for inquiries within HuskyCT)

**Office Hours/Availability:** I will regularly check my email between reasonable daytime hours, which you can consider to be 10AM-5PM EDT, and respond to you as quickly as possible. You may email me at any time, but I may not be able to respond to messages received after 5PM EDT until the following day.

**Teaching Assistant:** Erin Bartram
**Email:** erin.bartram@uconn.edu

Office Hours/Availability: Erin will respond to emails as quickly as possible, and in all cases within 24 hours of receiving your message.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

**Required Materials:**


Note: This textbook is available in a variety of format options, each with a different price and a different ISBN:

- Option 2: Loose-Leaf ISBN: 978-0-393-13832-0

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Official UConn Catalog Course Description:

History of political institutions, economic systems, social structures, and cultures in the modern Western world.

Additional faculty description:

This course is designed to introduce you to the last five hundred years of “Western” history, following the progression of European and European-influenced societies from Russia in the East to the Americas in the West, from the era of the Protestant Reformation and Atlantic exploration through the dawn of the 21st century. This is a big task—too big, in fact, to examine everything these parameters might encompass beyond a mere glazing of the surface. Therefore, rather than try to cover way too much information with a superficial overview, we will instead focus on a limited number of major trends and events of significant consequence, and explore them in sufficient depth to hopefully give you a sense of how Western society, culture, and politics developed over this period, and how the West (and indeed the world) ended up as it is today.

During the centuries under study, Western societies experienced tremendous (even “revolutionary”) changes in realms of life ranging from (but not limited to) science and technology to political philosophy to religion to economic organization and growth to artistic creation. Over this same period, these same societies unleashed unprecedented brutality against each other, against those they encountered and attempted to dominate around the world, and even upon themselves. These two “sides” of Western history are not unrelated, and our goal over the semester will be to come to a better understanding of how all of these trends (and many others as well) developed together over the past half-millennium to create the modern West. We will explore these themes with an emphasis on trying to understand how Westerners of times past, both prominent and obscure, made sense of their lives and their worlds in the face of such profound and rapid changes, and we will do so via online lectures, which will give you a brief overview of major topics, readings that balance general trends with more particular subjects of critical importance to modern Western history, and discussion boards which will allow you to share your own informed ideas with knowledgeable peers in a supportive intellectual environment. Your grade will be based on your completion of quizzes covering the textbook readings assigned for each module topic, weekly discussions with your classmates on important issues raised by the readings in each module, and 3 essay exams.

Course Objectives

By the end of the semester, you should be able to:

1. Think and argue historically about Western culture and society and its impact on shaping the modern world.
2. Use historical evidence to support original historical arguments in both interactive discussions with your classmates and well-written, convincing essays.
3. Explain the developments of the major Western political philosophies, their roles in shaping modern Western politics and societies, and their effects on the lived experiences of everyday Westerners.
4. Trace the rise of social classes in the West and its contribution to shaping Western society.
5. Explain the roles of science and technology in shaping the modern West and the wider world.
6. Explain the ever-evolving relationship between religion and society in the West.
7. Recognize brutal violence and warfare as significant Western traditions, and understand the global consequences of this violent past.
8. Explain the rise of the modern bureaucratic state over the past five centuries.
9. Develop the historical ability and intellectual maturity to find your own relevance from this course.

### Course Outline

<table>
<thead>
<tr>
<th>Module 1: Early Modern Europe</th>
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<tbody>
<tr>
<td>Module 2: The Era of Revolutions: America and France</td>
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<tr>
<td>Module 3: The 19th Century</td>
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<tr>
<td>Module 4: World War I and its Aftermath</td>
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<td>Module 5: World War II and the Cold War</td>
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### Course Requirements and Grading

An online course requires discipline, self-motivation, collaboration, and organization. Although this online course is offered over a condensed summer session, this remains a rigorous 3 credit undergraduate course and requires you to accomplish the same learning you would during a full 14 week semester. Although there is greater flexibility for “when” you to complete your work in an online course than there is in a face-to-face class, there are specific due dates for assignments throughout the summer session. You should expect to spend up to 27 hours per week working and learning in this 5 week course.

This class will also require a good deal of reading on complex subjects in a short amount of time. If you are averse to reading, or you lack the intellectual curiosity to dedicate yourself to thinking deeply about and discussing historical subjects, I strongly suggest you seek your HIST 1400 credits from a more traditional face-to-face course.

#### Summary of Course Grading:

Grading for this course will be based on your performance on reading quizzes for each module topic, your participation the discussions at the end of Modules 1-4, and three longer essays due at the end of Modules 2, 3, and 5.

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Module Discussions at the ends of weeks 1-4</td>
<td>25%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>3 Essay Exams, each worth 20% of your grade</td>
<td>60%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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#### Module Discussions

Toward the end of each Module, starting on Thursday of each week, we will hold online discussions based on the week’s reading material. There will be three discussion questions for each module. Two of these questions will be provided by me. For the third, you will be asked to come up with your own discussion question on a topic, issue, or theme from the readings that is not adequately covered by my two questions, and that you think will foster a meaningful discussion. This should not be a basic factual question (“what year did the French Revolution begin?”) or a simplistic query of your classmates’ opinions (“What do you think of Thomas Paine’s ideas?”), but rather a question for which there is no clear answer, but which you think will lead to a vibrant discussion with your classmates based on the evidence supplied by the readings. This is your opportunity to shape the class, and to lead a discussion on a topic that you find compelling, problematic, or even confusing.
You will have to submit an initial post to each of my two discussion questions as well as submit your own question by 11:59PM EDT each Thursday, and respond to at least two of your classmates’ posts in each discussion forum by 11:59PM EDT Saturday. This means a total of three initial posts by you, two responses to your classmates’ posts in discussion forum 1, two responses in forum 2, and two responses to your classmates’ questions in forum 3. You will only be able to view others’ postings after you submit your initial post.

Your grade for the discussions will be based on how valuable your posts are to facilitating an insightful historical conversation, and how well you use the readings to do so. These discussion forums are not meant to give you an outlet to simply offer your opinion on a particular topic, which takes no great insight, but rather offer you the opportunity to showcase your understanding of the major issues raised by the week’s readings, and to develop your ideas in a supportive intellectual environment. In other words, we want to see your historically informed ideas, not your unsupported opinions. You are also encouraged to submit more than the minimum two responses in each forum if you find you still have valuable insights to offer. In other words, if you find yourself involved in an engaging historical conversation or debate with your classmates, you should have no qualms about continuing it (at least as long as your classmates also continue to find value in the discussion and keep posting).

Although Professor Tribbe will be monitoring the discussion forums each week, our teaching assistant for this course, Erin Bartram, will be running them, which means she will be evaluating your performances and assigning your grades, as well as occasionally submitting posts herself in order to help facilitate the most productive discussions possible.

**Module Quizzes**

After completing the textbook readings for each module topic, you will be required to complete a short multiple-choice quiz. All of the questions will be based on the textbook readings. You may access your textbook while taking it, although it will be timed so you need to make sure you have completed the required reading before beginning the quiz. These quizzes should be easy if you have done the textbook reading. If you have not done the reading, you will likely fail them. You should take them as soon as possible after finishing each topic’s textbook readings, while the information is fresh in your memory.

You must complete the reading quizzes by 11:59PM EDT, each Thursday.

**Essay Exams**

You will be required to write three essay exams, after Modules 2, 3, and 5. In these essays, you will be required to use material from readings, lectures, and class discussions to support an original historical argument, based on a prompt I will give you. These are not timed (although they have strict due dates), and you will be allowed to consult all of the course materials as you prepare and write them. Your goal on these essays is not simply to memorize and recite information from the lectures and readings, but to use this material to craft convincing, nuanced essays that reveal your ability to think critically about the various conflicting viewpoints and interpretations of the issues we study throughout the semester.

You will be required to submit these exams via the SafeAssign feature in HuskyCT. SafeAssign is a tool used to prevent plagiarism. Instructions for using it properly will be posted with the essay exam prompts.

**Grading Scale:**

This course will be graded on a plus/minus system according to the following scale:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A grade of C will be given to students who fulfill the basic course requirements. This means you complete the reading assignments and pass the quizzes with no great distinction, and you adequately recite information from readings and lectures on your essays and in discussions without adding much analysis of your own. In other words, a C remains what a C has always been—a grade given for average work. To earn a B or an A, you need to actually think about the significance and ramifications of the readings as you complete them, understand the relationships between different readings, think about what each tells you about the major themes of the modules and the course, and contribute meaningful ideas to the class discussions. Your essays need to show a good deal of original and critical thinking and analysis on the topics we explore in the class, and integrate ideas from lectures, readings, and discussions. To receive an A, your work needs to be truly outstanding, revealing a mastery of the material and an ability to put it all together in an original and thought-provoking way. A grade of D will be given for work that falls short of the requirements or that is too incomplete or error-laden to be considered good college-level material, with F’s reserved for work that shows little to no effort or comprehension.

Since I know that all of you are capable of thinking about issues beyond mere recitation, I expect there to be a good number of B’s and A’s at the end of the semester. Don’t let me (or yourself) down!

**Due Dates and Late Policy**

All course due dates are identified in the Course Schedule. Deadlines are based on Eastern Daylight Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates as the semester progresses. All changes will be communicated in an appropriate manner.

Late essays will be penalized 10 percentage points for every day they are late. The time window for posting discussions will close as scheduled each week. If you miss the deadline you will not be able to submit your post, and thus will receive no credit for that particular discussion post. Likewise, reading quizzes must be completed by the deadlines, or you will not be able to complete them.

If you find yourself in an emergency situation that prevents you from meeting a deadline, please contact me as soon as possible so we can discuss the possibility of alternative arrangements.

**Feedback and Grades**

We will make every effort to provide feedback and grades on your discussions within three days of the last postings, and on your essays within three days of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.
As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies, and resources.

**Student Code**

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

To re-emphasize: Cheating in any form will not be tolerated. It is disrespectful to me, to your peers who do their work honestly, to the university community as a whole, and to the taxpayers who sacrifice part of their income in order to make possible your education at this university. Anyone caught cheating on any assignment will receive an F for that assignment, will likely receive an F for the entire course, and may very well face further disciplinary action from the university.

Knowing what does and does not constitute plagiarism and academic dishonesty can sometimes be difficult to understand (many practices students often think are acceptable are, in fact, plagiarism). Since I will be adhering to the university’s guidelines, I recommend you thoroughly familiarize yourself with them via the above links. And if you are in doubt, never hesitate to ask me before you turn in your assignment. Doing so could be the difference between excelling and failing.

Take pride in your work, not in your ability to steal someone else's!

**Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Remember, our only relationship in this course will be based on our electronic communications, so it is critical that you put your best face forward in all communications, whether essays, discussion posts, or emails. If your ideas are not expressed clearly in well-written prose, I will not fully understand them and your grade will likely suffer as a consequence.
You may find it helpful to talk with some of your classmates as you think about your essays. That's fine, so long as you have a true exchange of ideas rather than simply an exchange of notes, and as long as you come to your own unique conclusions on the topic and write your essays individually. Simply trading notes may be good ways to make sure you’re writing the same generic C-quality essay as your classmates who use the same material in their essays, but it is not a very helpful way to actually learn history in any real depth.

In order to facilitate meaningful conversations with your classmates beyond the assigned discussion forums, we have set up a more informal discussion forum called the Q & A Cafe. Although I will monitor it from time to time, and would be happy to contribute my thoughts to your discussions if you request it, this is primarily an opportunity to talk to your classmates about anything you’d like (class-related, of course). I would encourage you to take advantage of it, but it is not required, and will not affect your grade either way.

**Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through [Peoplesoft](http://www.peoplesoft.com).
- Non-degree students should refer to [Non-Degree Add/Drop Information](http://www.registrar.uconn.edu/courses/add_drop.html) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](http://www.uconn.edu/catalog/)
- [Graduate Catalog](http://www.uconn.edu/catalog/graduate/)

**Academic Calendar**

The University's [Academic Calendar](http://www.uconn.edu/calendar/) contains important semester dates.

**Academic Support Resources**

[Technology and Academic Help](http://www.uconn.edu/technolog/helplab/) provides a guide to technical and academic assistance.

**Students with Disabilities**

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://www.uconn.edu/dss/). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx))

**Software Requirements and Technical Help**

- Word processing software
- [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/)
- Internet access
This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.