

UConn Early College Experience
Handbook for UConn ECE Instructors of History 1400
(Spring 2021 Edition)

This handbook constitutes a guide for instructors who are certified as adjunct faculty in the University of Connecticut's **Early College Experience Program** (ECE), and who are teaching History 1400 (Modern Western Traditions). It contains information on the application procedure, a description of the on-campus workshops and resources available to ECE teachers, and statements of the learning goals for the History major at UConn. It also contains several syllabi, including two versions (both pre-pandemic and pandemic) from a 1400 class taught in the Spring 2020 semester and two from HIST 1300 classes, for comparison's sake. On the last page is a statement which newly certified teachers must sign and return to the ECE office. I am indebted to Prof. Sherri Olson who, following my loss of a previous version of this Handbook in a computer "meltdown," kindly allowed me to build upon the template of her handbook for History 1300.

With all best wishes,



Kenneth Gouwens
Professor, Dept of History,
University of Connecticut;
Faculty Coordinator, ECE "Modern Western
Traditions" (previously "Modern European
History")
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History Department Website: <http://www.history.uconn.edu>

The History Department website contains a directory of faculty, copies of syllabi for many courses currently being taught in the Department, and notices of lecture series and presentations of interest that are free and open to the public. Please note that it is constantly updated to include the latest news. For example, as I write this, I see account of a recent interview with Prof. Alexis Dudden about controversial new scholarship on Korean "comfort women," i.e., those forced during World War II to serve the Japanese Imperial Army as sexual slaves. The description includes a link to an interview with Professor Dudden, including a one-minute voice snippet. Thus you can efficiently survey the schedule of upcoming events (to which you are most welcome) and learn about the latest accomplishments of our faculty and graduate students.

ECE HISTORY PROGRAM & POLICIES

Application Process and Materials: The following materials will be required for your application:

- 1) Detailed cover letter in which applicants fully explain their qualifications to become adjunct faculty at the University of Connecticut.
- 2) Résumé or curriculum vitae that includes teaching experience and any relevant coursework and training.
- 3) Official graduate and undergraduate transcripts.
- 4) Two current letters of recommendation, one of which must be from the principal or department head of the applicant's school.
- 5) **Proposed syllabus** for the course. This detailed syllabus should include a "statement of purpose," a list of the texts being used, and a schedule of the lectures and readings for each class meeting. Each lecture/session should have a title, e.g., "Economic Expansion of the Sixteenth Century." Discussion topics, films, and so forth should also be noted. The syllabus must include a list of all primary sources assigned for the course, along with an indication of how they will be used (e.g., as a basis for in-class close reading, a focus for class lecture and/or discussion, material for written assignments, viewing or listening assignments). The caliber of this syllabus is evaluated along with the other materials required for certification. The single most important feature that distinguishes an ECE History course from regular high school courses is an emphasis on the sophisticated reading and analysis of primary sources.

Degree Requirements: The minimum degree requirement for instructors wishing to teach ECE History courses is a B.A. in History with at least four graduate courses (12 credits, half the number required for a Master's degree) in European history.

Maintaining certification as ECE History faculty: In order to maintain certification, instructors must attend a one-day workshop at least once every two years. Those who teach both HIST1300 and HIST1400 should alternate years between the two. (They may attend more workshops if so inclined.)

ECE faculty must submit their course syllabi to the ECE main office annually. This assists measurement of comparability between on-campus and high-school sections. In addition, I make "site visits" to teachers' classes. Email is the best way to stay in touch with me and with ECE office staff; I will also use Listserv to relay information that concerns all HIST 1400 ECE faculty. Please be sure that we have your current email address, and **answer promptly** any inquiries or requests you receive from me. I send as few collective emails as possible, and so you should expect any message you do receive from me to be consequential.

ON-CAMPUS PROGRAMS FOR ECE HISTORY INSTRUCTORS

Each year the ECE History1400 coordinator organizes a day-long on-campus program specifically for the ECE faculty. The last meeting took place virtually, via Webex, on **Wednesday 18 November** 2020, from 1:00pm to 4:00pm. In the past this has been an on-campus event, with in-person attendance required. While the pandemic may necessitate our meeting exclusively online this coming autumn, we anticipate being able to convene on the Storrs Campus on a Wednesday in October, from 8:30am to 2:00pm, as has been our custom. Given the likelihood that the continuing health crisis will prevent several of you from joining us in person, you can fulfill your obligation by attending remotely via Webex.

SITE VISITS

Every academic year the faculty coordinator visits around half of the ECE History 1400 classes. In order to arrange these well in advance, the coordinator will send emails to individual instructors no later than mid-semester. The purpose of site visits is threefold: (1) to help keep the lines of communication open among all of us in the ECE program; (2) more specifically, to give instructors a chance to speak one-on-one with the coordinator (usually either just before or after the class session); and (3) to ensure that the ECE classes are taught at UConn campus level, and therefore merit continuing accreditation. (NB: I have *never* had to recommend the discontinuation of accreditation, although of course that is always a possibility. On occasion, however, I have voiced concerns and scheduled a follow-up site visit to ensure that those concerns have been adequately addressed.)

UConn HISTORY DEPARTMENT

Mission Statement for the History Major at UConn

History is grounded in curiosity. It promotes historical consciousness, refusing to be imprisoned by present-mindedness or nostalgia. Historians explore the past with a variety of techniques, such as statistical analysis, oral history, and the insights of sociology, archaeology, anthropology, and other social science disciplines. Vital to a solid Liberal Arts education, History builds upon skills in written communication, research, and analytical approaches to problem-solving. History wants its graduates to be able to understand a complex world of diverse cultures and traditions.

Learning Goals for the History Major

History provides a unique way of studying the diversity of human experience across time and of developing skills that enable us to understand how the past shapes the present and future. Through our courses and programs, we seek not only to train future historians but to produce thoughtful and well-informed citizens. We foster analytical and writing skills that prepare our students to meet the challenges of a complex and changing world and to engage in lifelong learning. Many of our graduating history majors go on to successful careers in business, public service, museum work, public history, law, and other professions. Our chief goals are to promote historical consciousness, helping students escape the limitations of present-mindedness and nostalgia; to strengthen students' skills in written communication, research, and analytical approaches to problem-solving; and to help students approach the study of history as active producers of knowledge, rather than as passive consumers.

Learning Objectives: Familiarity with Basic Concepts

Each section of the courses we teach should in some way require students to **demonstrate** the following:

- An understanding that the study of history is an active effort to interpret the past, not the passive reception of factual knowledge.
- An awareness that the past is infinitely complex and that reasonable people may differ in their interpretations of it.
- An awareness that historical questions are to some extent reflections of the cultural and intellectual milieu of the historian posing the questions.
- Knowledge of at least one instance in which historians have disagreed in their interpretations, or in which historical understanding of a certain issue has evolved over time.
- An understanding of the difference between primary sources and secondary sources.
- An ability to distinguish a scholarly work from a mass-market magazine article.
- A sense of the great variety of materials that have come down to us from past time, and how analysis of each source ("interrogation of the witness") must be tailored to its particular strengths.
- An ability to discern some of the limitations or biases inherent in a source. Students should recognize that no source or combination of sources can be used as a perfectly transparent window into the past.
- An understanding of what plagiarism is and why it is regarded with disfavor.

To achieve these goals, students must be able to read a primary source as an expression of the author's ideas and values, analyze it for multiplicities of meaning, ambiguity, ambivalence, and points of view, and interpret it in its historical context.

EXAMINATIONS & GRADING IN UCONN ECE HIST1300 & HIST1400

In the interest of comparability with the courses taught on the UConn campus, students in an ECE course must be tested using written exams that are based on an essay- and short-answer format; multiple-choice exams are not permitted in an ECE class. With respect to grading, there is no single grading scale that is used by all faculty members in the Department of History, thus we can only offer a few suggestions, not a single system, for ECE instructors. The University of Connecticut provides a general grading scale in the *Undergraduate Catalog* (available online): Excellent (A, A-), Very Good (B+), Good (B, B-, C+), Average (C), Fair (C-), Poor (D+, D), Merely Passing (D-), and Failure (F). The statement of purpose for the History Major (outlined above) should also provide instructors with some common ground for evaluating coursework. Finally, please note that the History faculty do not grade on a curve.

Any instructor who would like to discuss their approach to grading, or has any questions about grading, is welcome to contact the faculty coordinator.

UNIVERSITY OF CONNECTICUT -- STATEMENT ON PLAGIARISM

The Division of Student Affairs at UConn states the following in *The Student Code*:

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*. (<http://www.dosa.uconn.edu>)

To avoid misusing sources or committing plagiarism, students must include all of their sources with full and proper acknowledgment.

SAMPLE MATERIALS FOR HISTORY 1300 & 1400

(Please note that each semester there are a number of course syllabi posted on the History Department's website, under 'Undergraduate'), which you might like to look at – occasionally there are syllabi posted for HIST1300 and HIST1400.

HISTORY 1300: WESTERN TRADITIONS BEFORE 1500 (AUTUMN 2020, PROF. GOUWENS—ONLINE VERSION)



HIST 1300

Western Traditions Before 1500

Syllabus - Autumn 2020

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: HIST 1300: Western Traditions Before 1500

Credits: 3.00

Format: online via HuskyCT

Prerequisites: None

Professor: Kenneth Gouwens

Email: clement.7@uconn.edu

Office Hours/Availability: Tuesdays, 2:30-4:00, Eastern time, via [Webex](#)

Course Materials

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

Required textbooks are available for purchase through the [UConn Bookstore](#). It should work best to place your order by **using the Purchase Textbooks tool** in HuskyCT.

Required Materials:

- Anthony Grafton and David A. Bell, *The West: A New History*, vol. 1 (New York: Norton, 2018), Ebook & learning tools (ISBN: 978-0-393-62333-8)
- Course Reader, History 1300, ed. Kenneth Gouwens (digital version)

*** **Please note** that both the textbook (with accompanying learning tools) and the reader are available exclusively in **digital** versions. The campus bookstore has access codes in hand that they can send you for each of those. While the course reader can only be purchased through the campus bookstore, some students have found it more efficient (and possibly cheaper) to purchase the digital textbook directly from Norton. If you do so, be sure to get a version that includes the “InQuizitive” quizzes in the bundle.

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

Course Description

An analysis of the traditions and changes which have shaped Western political institutions, economic systems, social structures and culture in ancient and medieval times. Students will also gain experience in analyzing primary sources and assessing historians’ interpretations of the past.

Course Objectives

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

1. Identify major aspects of the politics, economy, social and intellectual life, and values of the civilizations of the West covered in this course
2. Interpret how cross-cultural interactions affected the development of particular regions
3. Analyze the kinds of sources historians consult, including written documents (e.g., legal codes, religious texts, poems); human-made works of art and architecture; and archaeological evidence of environmental factors that have shaped the development of civilizations
4. Evaluate historians’ arguments, identifying their sources, methods, and assumptions, and assessing the cogency of their claims
5. Develop their own arguments about major themes in the study of “The West before 1500” that are supported by course materials and assignments.

Course Outline

Module 1: The Near East, Egypt, & Greece, from Prehistory to the Greco-Persian Wars (ca.12,000–479 BCE)

Module 2: Classical Greece, the Hellenistic World, and the Roman Republic (478–31 BCE)

Module 3: The Roman Empire & the Rise of Christianity (31 BCE–430 CE)

Module 4: From the Decline of Rome to the Black Death (430–1350)

Module 5: From Christendom to Europe (1350–1500 & beyond)

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Module/Weekly Quizzes	15%
Explications within Modules	20%
Discussion Forums	15%
Written Reflections	10%
Midterm Examination	15%
Final Examination	25%
TOTAL	100%

Module/Weekly Quizzes

Each week, students will take the quizzes in “InQuizitive,” a formative adaptive tool designed to accompany the textbook. Feedback will be immediate, with multiple tries encouraged and possibility to augment one’s score by answering additional questions. Grade calculation will be automatic and incorporated via LMS integration. Quizzes must be completed before the beginning of the next module to receive credit.

Explications

These exercises are designed to give students practice in analysis and interpretation of primary sources. The goal here is *not* to come up quickly with an “easy” answer that is “sort of” correct (the kind of thinking that, in Prof. Gouwens’s view, is rewarded by the SAT). Instead, the goal is to develop skill at close reading, being able to identify layers of meaning and internal contradictions, as well as to assess how the reading relates to other material in the course. This is arguably the most important element of History 1300: virtually everything in our interactions on the internet promotes and rewards snap decisions and the rapid surveying of a lot of material. Fewer and fewer people now have the skill and the discipline to do this kind of close reading and analysis, a skill that many employers believe to be important and valuable.

Discussion Forums

Discussions are designed to promote social learning of the course material: students will interact with one another to increase understanding. It is essential that you follow the directions for each module (directions vary from week to week). You are required to participate in 10 of the 11

discussions. Should you do all 11, the lowest score will be dropped.

Written Reflections

Written reflections constitute an opportunity for students to synthesize the material in each module. In doing so, they can also explore what is distinctive about the civilizations covered that week and what makes them worth studying. While the reflections need not have the structure of a formal essay, they must provide your own interpretations based upon the course materials, not summaries. They should be 400 to 500 words in length.

Final Examination

The two-hour final examination will be administered using Respondus Lockdown. It will consist of two sections: (1) analysis of a passage from a text assigned in class (30%); and (2) a cumulative essay in which students are required to make arguments related to a major theme of the course (70%). In each of the sections, you will be able to choose among at least two options.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

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

Discussion posts received after the deadline will not receive credit (this is necessary to the success of the discussion forum, in which all are to read one another's initial posts before composing a second post). Other assignments submitted late will be accepted, but a penalty will be assessed. Please be prepared to meet your responsibilities for the course.

Feedback and Grades

The instructors will make every effort to provide feedback and grades within five days of each assignment deadline. To keep track of your performance, refer to My Grades in HuskyCT.

Weekly Time Commitment

You should expect to dedicate around 9-11 hours a week to this course. This expectation is based on the various course assignments and assessments, and on the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](#).

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Respondus Lockdown Browser with Monitor for the midterm and final examinations

Student Responsibilities and Resources

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. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar

- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Those requiring accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

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 [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- [Respondus Lockdown Browser and Monitor](#) ([Respondus Lockdown Browser and Monitor Accessibility Statement](#), [Respondus Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam and microphone

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

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.
- Use a webcam and microphone

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

[pre-COVID syllabus follows on the next page]

History 1300: Western Traditions to 1500 (Spring 2020)

Professor: Dr. Kenneth Gouwens

Office: Wood Hall, Room 318, (860) 486-3750

Email: clement.7@uconn.edu

Office Hours: Thursdays, 10:30–noon, & by appointment

Teaching Assistant: Ms. Kristen Vitale Office: Wood Hall, Room 14A

Email: kristen.m.vitale@uconn.edu

Office Hours: Fridays, 11:15am–12:05pm, & by appointment

Objectives: This course constitutes an overview of the culture of the West (including Europe) from its origins to the early sixteenth century. It also provides an introduction to the study of history and to the reading of primary documents.

Required Readings @ UConn Bookstore, <https://tinyurl.com/8207-F19-HIST-1300-001>

- 1) Anthony Grafton and David A. Bell, *The West: A New History*, vol. 1 (New York: Norton, 2018). Abbreviated below as “Grafton.”
- 2) *Selected Readings*. Abbreviated below as “SR.”

Student Responsibilities

1) Class attendance: Please note that you are responsible for all material presented in lecture as well as for obtaining any handouts (e.g., outlines) distributed there. Regular attendance is strongly recommended. If you miss a class or classes, it is **not** the instructors’ job to brief you on what took place or to provide you with previous handouts.

2) Evaluation: The course grade will be based upon the following: (a) effective preparation for and participation in discussion sections (30%); (b) two midterm examinations (15%, 20%); and (c) a final examination (35%). Students will be held accountable for all reading assignments and all material covered in class meetings. For best comprehension, do the reading **before** the class for which it is assigned. Students **must** take the final exam in its assigned time slot.

***** There will be no grading curve or “extra credit.” Plan accordingly to meet your obligations for the course.**

3) **Academic Misconduct:** See <https://community.uconn.edu/the-student-code-appendix-a>

4) **Policy on Cell phones:** The use of cell phones, including for text messaging, is *prohibited* in this class. Please turn cell phones completely off, including vibration setting, and put them away. It is disturbing to the entire class — and disrespectful to the instructor — when students get up during class to receive phone calls or when they are text-messaging during lecture. If you have a particular emergency, please inform the instructor before class that you are expecting a call, set the phone to “vibrate,” and quietly leave the room before responding to the call.

5) **Laptop Use:** Strictly prohibited. Reliable research has shown that even for those students who resist the temptation to multitask when taking notes, the use of laptops “results in shallower processing.” See Pam A. Mueller and Daniel M. Oppenheimer, “The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25:6 (June 2014): 1159-1168. Students with a documented medical need for using a laptop in class may do so in the front row.

6) **Recording Devices:** Students who either need or wish to record the lectures are asked to submit a request in writing to the instructor via email, stating their reasons for doing so. This applies only to audio recording. Video recording is strictly prohibited.

7) **Responses to E-mails:** It is a privilege rather than a right to get rapid responses to queries sent via email. Emails sent Wednesday evening through Sunday may not be answered until Monday.

8) **No Returns:** If you should leave the classroom mid-session for whatever reason (a phone call, a restroom stop, etc.), you may not return. To have people coming and going during a lecture or discussion is distracting and unfair to one’s fellow students and, indeed, to the instructors.

9) **Trigger Warnings:** In keeping with AAUP policy, we do not issue trigger

warnings. For further details see <https://www.aaup.org/report/trigger-warnings>. See also: <https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf> (Report of the Committee on Freedom of Expression, University of Chicago)

Date	Subject	Readings
Jan 21 (Tu)	Early Civilization in the Fertile Crescent	-----
Jan 23 (Th)	Ancient Egypt & the Near East	Grafton, 2–31
Jan 24 (F)	<i>Discussion:</i> Two Flood Narratives	SR I & II (Gen. 6–9)
Jan 28 (Tu)	Political, Cultural, & Religious Encounters	-----
Jan 30 (Th)	The Emergence of Greece	Grafton, 32–42
Jan 31 (F)	<i>Discussion:</i> Monotheism & Judaism	SR II (Gen. 1–5, 22)
Feb 4 (Tu)	Tyranny, Reform, & Democracy	Grafton, 47–49
Feb 6 (Th)	Greeks vs. Persians: War & Aftermath	Grafton, 49–53
Feb 7 (F)	Herodotus on the Battle of Salamis	SR III
Feb 11 (Tu)	The Peloponnesian War	Grafton, 53–56
Feb 13 (Th)	The “Golden Age” of Athens	Grafton, 56–74
<i>Discussion:</i>	Thucydides on Cultural Decline	SR IV
Feb 18 (Tu)	First Midterm Examination	
Feb 20 (Th)	Presocratics, Sophists, & Plato	Grafton, 77–79
<i>Discussion:</i>	Plato’s <i>Republic</i>	SR V
Feb 25 (Tu)	Aristotle	Grafton, 80
Feb 27 (Th)	The Hellenistic World	Grafton, 80–106
<i>Discussion:</i>	Aristotle, <i>Nicomachean Ethics</i>	SR VI

Mar 3 (Tu)	The Roman Republic	Grafton, 109–44
Mar 5 (Th)	The Roman Empire I	Grafton, 147–57; SR VIII
Mar 6 (F)	<i>Discussion: Cicero & Seneca</i>	SR VII

Mar 10 (Tu)	Religious Eclecticism & Christianity	Grafton, 157–74
Mar 12 (Th)	The Roman Empire II	Grafton, 181–89, 200–2
Mar 13 (F)	The Gospel According to Mark	SR IX

March 14–22: Spring Break

Mar 24 (Tu)	Religion in the Later Roman Empire	Grafton 189–200,203–8
Mar 26 (Th)	Merovingians & Carolingians	Grafton 211–46; SR XII
Mar 27 (F)	Augustine	SR X

Mar 31 (Tu)	Economic & Political Revival	Grafton, 249–72, 287–98
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Apr 2 (Th) Second Midterm Examination

Apr 3 (F)	<i>Discussion: The Crusades</i>	SR XI, Appendix 2 pt. A
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Apr 7 (Tu)	Religious & Cultural Revival	Grafton, 272-84, 303-15
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Apr 9 (Th)	The Medieval West in Crisis	Grafton, 315–22
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Apr 10 (F)	<i>Discussion: The Black Death</i>	SR, App. 2: B, C, & D
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Apr 14 (Tu)	The Early Italian Renaissance	Grafton, 356–61
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Apr 16 (Th)	Renaissance in the 15th Century	Grafton 325-65; SR XIII
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Apr 17 (F)	<i>Disc: Valla & the Donation of Constantine</i>	SR XIV
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Apr 21 (Tu)	High Renaissance & the Crisis of Italy	Grafton, 365-68, 391-92
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Apr 23 (Th)	The Ascendancy of Northwestern Europe	-----
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Apr 24 (F)	<i>Disc: Historians on Cultural Decline</i>	SR XV–XVI
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Apr 28 (Tu)	Luther & the Protestant Reformation	Grafton, 371-88; SR XVII
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Apr 30 (Th)	Christendom & Europe Reconceived	-----
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May 1 (F)	<i>Discussion: Erasmus; review for exam</i>	SR XVIII
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Date & Time TBA

Final Examination

Final examinations for Spring 2020 begin on Monday 4 May. Students are required to be available for their exam during the stated time. If you have a conflict with that time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.

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- II. *Genesis*, chaps. 1–9; chap. 22: verses 1–19 — 7
- III. Thucydides, from *The Peloponnesian War* — 14
 - IV. Plato, from *The Republic* — 33
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- VI. Cicero, from *On the Orator & On Duties* — 57
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- IX. *The Gospel of Mark* (from the New Testament) — 88
- X. Augustine, *Confessions*, 2:1–10, 7:8–21 — 99
 - XI. Dhuoda, from *Handbook for William* — 113
 - XII. Two Accounts of the Crusades — 134
 - XIII. Boccaccio, *Decameron*, Introduction — 143
- XIV. Bruni, from *Panegyric to the City of Florence* — 153
- XV. Valla, from *On the Donation of Constantine* — 165
 - XVI. Machiavelli, from *The Prince* — 174
- XVII. Giovo, from *Notable Men & Women* — 192
 - XVIII. Luther, *The 95 Theses* — 200
 - XIX. Erasmus, “The Shipwreck” — 207

HIST1300 Western Traditions before 1500
S. Olson (sherri.olson@uconn.edu)
Office: Wood Hall 229
by appt

Spring 2019
TuTh 11:00-11:50 BOUS A106
Office hours: Tuesday 12-1:45 &

Discussion sections: Friday
9:05-9:55 ES323
10:10-11:00 GENT201
11:15-12:05 GENT201

COURSE DESCRIPTION

In this class we survey some of the major developments of western civilization from Antiquity to A.D. 1500/1500 C.E. Our broad objectives are to understand the people of these particular places and times on their own terms, and to consider our indebtedness to their achievements – in short, to enhance our understanding that we, in the early 21st century, occupy the most recent place on a great historical continuum. We will focus on political, cultural, economic and social institutions, and we will discuss the types of evidence that have survived from the ancient and medieval periods, and the challenges of interpreting those documents. Students will have a chance to analyze primary texts both in lecture and in discussion sections each week. In lecture we will sometimes focus on specific individuals who seem to encapsulate the tenor and change of their times, and also consider some of the most famous myths and legends of the western tradition, stories that were elaborated by popular imagination and inventiveness, and that can be rich stores of historical information, if handled carefully. Ultimately, the student is encouraged to become a "historically-minded" person, one who is aware of the complexity of studying the past, who can critique the interpretations of historians, and who wishes to understand rather than pass judgment upon the events and people of history.

REQUIRED TEXTS

Lynn Hunt et al., *The Making of the West: Peoples and Cultures* (vol. 1: to 1750) (6th ed.)
Katharine Lualdi, ed., *Sources of 'The Making of the West: Peoples and Cultures'* (vol. 1: to 1750) (6th ed.)
Marcus Aurelius, *Meditations* (tr. Martin Hammond) Penguin Classics
Edwin DeWindt, *A Slice of Life: Selected Documents of Medieval English Peasant Experience*

COURSE REQUIREMENTS

Two hourly exams, each worth 20% of the final grade
Discussion (participation), 30%
Final Exam, 30%

All exams are essay and short answer format. A set of essay questions will be handed out one week before each exam. A copy of the course syllabus will be posted on HuskyCT, and a set of lecture outlines will follow shortly. You should come to class having done the reading and be prepared, especially in the discussion section, to answer and raise questions on the material.

Note: for all discussion sections please be sure and bring to class the Lualdi primary source collection and, for lecture, please bring the *Meditations* or the DeWindt collection of documents on the days when those texts are assigned.

Use of laptop computers: we will discuss this the first day of class.

Policy on plagiarism: The *Oxford English Dictionary* (available at <http://www.oed.com/>) defines plagiarism as follows: “to take and use as one’s own (the thoughts, writings, or inventions of another person); to copy (literary work or ideas) improperly or without acknowledgement; to pass off as one’s own the thoughts or work of another.” Academic misconduct is discussed in the Student Code on the Community Standards website, community.uconn.edu, Appendix A. The Homer Babbidge Library has a plagiarism “fact sheet” at <http://www.lib.uconn.edu/instruction/tutorials/plagiarism.htm>. Anyone who commits academic misconduct will, at the very least, receive an F for that portion of coursework and have to redo the work for no credit; failure to redo that work will result in an F for the course.

Students with disabilities: If you have a disability for which you wish to request academic accommodations, please contact the Center for Students with Disabilities (CSD), located in Wilbur Cross, Room 204 (860-486-2020 or at csd@uconn.edu). More information is available on the CSD website (www.csd.uconn.edu). Please also speak with me early in the semester.

READINGS for lecture and discussion (come to class having read for that day)

January

- 22 Introduction to the course
- 24 Agricultural Revolution & early civilizations: Mesopotamia. Hunt et al., xxxi-xxxii, 1-11
- 25 Discussion: Lualdi, Introduction, pp. xv-xxvii
- 29 Early civilizations: Egypt. Hunt, 12-20
- 31 The Eastern Mediterranean: Minoans and Mycenaeans. Hunt, 21-31

February

- 1 Discussion: Lualdi, Chapter 1
- 5 The Levant and Early Greece. Hunt, 32-61
- 7 The Greek “Golden Age.” Hunt, 62-85
- 8 Discussion: Lualdi, Chapter 2
- 12 The Peloponnesian War to the Hellenistic Age. Hunt, 85-116
- 14 From the rise of Rome to the “Time of Troubles.” Hunt, 117-142
- 15 Discussion: Lualdi, Chapter 3
- 19 The ‘Roman Revolution:’ the Augustan settlement; early Christianity. Hunt, 143-165
- 21 *Meditations* of Marcus Aurelius
- 22 Discussion: Lualdi, Chapter 6
- 26 *Meditations* of Marcus Aurelius, cont’d.
- 28 The “Terrible” Third Century. Hunt, 165-177

March

- 1 Discussion: FIRST EXAM
- 5 The Conversion of Constantine: Rome's First Christian Emperor. Hunt, 177-186
- 7 Migrations, invasions, and the post-Roman world. Hunt, 186-201
- 8 Discussion: Lualdi, Chapter 7
- 12 Heirs to Antiquity: Islam and Byzantium. Hunt, 202-214, 228-237
- 14 Heirs to Antiquity: Germanic successor states. Hunt, 214-227
- 15 Discussion: Lualdi, Chapter 8
- 26 Charlemagne, Carolingian, and post-Carolingian Europe. Hunt, 237-257
- 28 Commercial Recovery. Hunt, 258-264
- 29 Discussion: Lualdi, Chapter 9 & Chapter 10, document #1

April

- 2 Reform: "freeing the church from the world." Hunt, 264-273
- 4 The Crusades and the expansion of Europe. Hunt, 273-284
- 5 Discussion: SECOND EXAM
- 9 The Universities. Hunt, 285-291
- 11 DeWindt, *A Slice of Life*, pp. 1-44 (introduction and document 1)
- 12 Discussion: DeWindt
- 16 DeWindt, cont'd, pp. 45-88 (note glossary, pp. 89-95)
- 18 State and society in the 12th and 13th centuries. Hunt, 292-311
- 19 Discussion: Lualdi, Chapter 11
- 23 The medieval "synthesis" (?). Hunt, 312-335
- 25 The late medieval "Time of Troubles." Hunt, 336-347
- 26 Discussion: Lualdi, Chapter 12 & Chapter 13, document #1
- 30 Periodization: when does the medieval end and the modern begin? Hunt, 347-367

May

- 2 Catch-up & review for Final Exam
- 3 Discussion: review for Final Exam

A Usable Past: "[H]istory is not the private preserve of professional historians, just as divinity, law, and medicine do not "belong" to clergymen, lawyers, and physicians. Like other professional groups, historians are properly the servants of a public that needs historical perspective to understand itself and its values, and perhaps also to acknowledge its limitations and its guilt. Historians have an obligation, I believe, to meet public needs of this kind."

-William J. Bouwsma

A Usable Past: Essays in European Cultural History
(Berkeley: University of California Press, 1990), p. 1.

HISTORY 1400: MODERN WESTERN TRADITIONS (YEAR & INSTRUCTOR UNKNOWN)

This course provides students with an opportunity to examine some of the cultural, social, political, and economic developments of the last five hundred years of European history. Through a combination of lectures and discussions, it presents an overview of some of the major changes of the period while focusing in greater depth on analysis of some specific themes, events, and issues that continue to have a profound impact on our own modern society. The lectures on Tuesday and Thursday morning focus on historical narratives and debates designed to provide context for the readings that will be discussed in smaller groups each Friday.

Most of you will, of course, never be professional historians, or even history majors. This course, however, aims to explore the ways that the study of history is useful to all of us living now, in our own historical moment. We will also use history as a tool to develop the essential life skills of critical reading, thoughtful analysis, argumentation, and effective communication (both written and oral). A fundamental part of this approach is the questioning and investigating of ideas that appear to be “natural,” along with enhancing our awareness of multiple perspectives.

This course is centered on the practice, and not just the study, of history. The readings we will analyze in discussion section are all primary sources, dating from each period of focus. These sources vary widely, including fiction and different kinds of non-fiction as well as images and even statistical tables. These are the sources we, as historians, will study to make arguments about the past, rather than concentrating exclusively on conclusions reached by other scholars. History is as much or more about asking questions, and determining which questions to ask, as it is about answering them. This idea is central to this course.

Regular attendance at lectures is essential to provide a grounding for analysis of the assignments. There is no textbook for this class, so that reading time can be focused on the primary sources. This makes lectures fundamental to an understanding of the content of the class. Lectures will frequently include PowerPoint presentations to illustrate some of the issues we will be discussing and to help students organize the material for their notes. The presentations do not, however, offer an adequate substitute to either regular attendance or good note taking. Discussion sections will be led by the four section leaders. As class participation constitutes 25% of your grade, and is based on your active presence in discussion section, you need to be at section in order to fulfill that requirement even minimally. Discussions are the opportunity for you all to work through the readings together, so to be successful, it is essential that you each come to section having read the texts assigned and prepared to discuss them.

Remember that this does not mean that you have "answers;" only that you have given real thought to the readings and the questions they raise. Here in the syllabus, I have included questions to think about for each reading assignment. They provide a guideline for discussion, and you should be prepared to offer an opinion about them, but you should feel more than free to bring up other issues and take the discussions in different directions. Some readings are described as "required" and some as "recommended" (if no distinction is made, a reading is required). Take these descriptions as guidelines to how discussion will be focused, but be aware that you may need the "recommended" materials in order to prepare for the exams; all questions and essays for the exams will be drawn from master lists that will be distributed in advance. Sections will also include writing exercises and quizzes.

In addition to lectures and discussion sections, there are four 2 pp. papers based on the texts assigned for the course; only the three highest grades will count for each student, but all four papers **MUST** be completed in order to receive credit for ANY of them. Papers are due at the **BEGINNING** of discussion section (papers more than fifty minutes late will not be graded). In each paper, you must investigate analytically a specific topic raised by that week's readings; these paper topics will be distributed one week in advance. In fairness to the other students in a class this size, extensions will not be granted and late papers will be marked down; each paper **MUST** be turned in within one week of its due date, or no credit will be given for ANY papers. There is also a midterm examination. The final exam, which will be cumulative, will be held at the time designated for this course. The final grade will consist of class participation (25%), midterm exam (20%), papers (7% each for a total of 21%), and final exam (34%). You may earn extra credit toward your class participation by attending one (or more) of the public lectures by visiting scholars here at the university that I will announce over the course of the semester, and then writing a 1-2 pp. paper about the talk, to be submitted to your instructor at the next discussion section. As required by university guidelines, you are reminded that academic misconduct will not be tolerated, and your enrollment in this class is an agreement to abide by the rules of appropriate scholarly and social behavior. If you have any questions about plagiarism or related issues, please feel free to talk to any of the course staff or to take advantage of the resources available at UConn.

The following required texts are all available for purchase at the Co-Op:

Bartolome de las Casas, *A Brief Account of the Devastation of the Indies*.

Henry Louis Gates, Jr., *The Classic Slave Narratives*.

Mary Shelley, *Frankenstein*.

Primo Levi, *Survival at Auschwitz*

Custom Edition of Merry Wiesner, et al., *Discovering the Western Past: A Look at the Evidence. Vol. II since 1500. Special 5th Edition*

Schedule of Lecture and Discussion Topics

Week 1—The "New World" and the Old

T 1/20 – lecture: Introduction – 1492 etc.

Th 1/22 – lecture: The Impact of "Discovery"

F 1/23 – discussion readings: Earl Babbie, "Plagiarism,"

www.csubak.edu/ssric/Modules/Other/plagiarism.htm (print and bring); and

Las Casas, *A Brief Account of the Devastation of the Indies* (ALL)

Discussion Questions to consider:

1. How does religion affect Las Casas's opinions, and what does he think God can do?
2. How does Las Casas view the native peoples of the "New World"? What other perspectives can you see in the text? Where do you think these viewpoints come from?

Week 2—The Responsibilities of a Christian

T 1/27 – lecture: The Reformations

Th 1/29 – lecture: Work, Property, and Life

F 1/30 – discussion readings: Wiesner, supplemental chapter (first in volume, pp. A1-A24): "The Spread of the Reformation," (**required**); and chapter 4, "A Statistical View of European Rural Life, 1600-1800" (recommended).

Discussion Questions to consider:

1. What can you learn from these texts about the role of religion in sixteenth-century society? How does Luther fit in?
2. What does the Reformation tell you about communication in the 16th century? How were ideas spread? What different media were used, and why?

Week 3—Multiple Voices: Secularization, Renaissance, and Society

T 2/3 – lecture: Artistic "rebirth"?

Th 2/5 – lecture: The New Science

F 2/6 – discussion readings: Wiesner, chapter 1, "Peasant Violence: Rebellion and Riot in Early Modern Europe, 1500-1789."

Discussion Questions to consider:

2. Why did peasants rebel? What effect did these rebellions have?

3. Would you call these rebellions revolutionary? Why or why not?

Week 4—Revolutions in Thinking and Politics

T 2/10 – lecture: Le Roi Soleil and the English Civil War

Th 2//12 – lecture: Who is Enlightened?

F 2/13 – discussion readings: Wiesner, chapter 2, "Staging Absolutism," and chapter 3, "The Mind of an Age: Science and Religion Confront Eighteenth Century Natural Disaster."

Discussion Questions to consider:

1. What justifications for absolutism are offered in these readings? How do you think the different visual representations of Louis XIV's world support or reflect absolutist monarchy?
2. What tensions do you see between religion and science in the explanations for the Lisbon earthquake? What changes do you see over time, and what differences of opinion are happening at the same time? What does this tell you about the impact of the Scientific Revolution and the Enlightenment?

Week 5—Enlightened Revolutions

T 2/17 – lecture: The French Revolution

Th 2/19 – lecture: Revolutionary Ideals and the European Slave Trade

F 2/20 – discussion readings: Olaudah Equiano, *The Life of Olaudah Equiano* (in Gates, *Classic Slave Narratives*) (**selections**); Wiesner, chapter 5, "A Day in the French Revolution: July 14, 1789."

Discussion Questions to consider:

1. In what ways does Equiano's narrative connect to the ideas of the Enlightenment we have been discussing in lecture? How do his attitudes toward religion, magic, and the slave trade fit in?
2. What can you tell about how revolutions happen from these readings?

PAPER #1 DUE AT THE BEGINNING OF DISCUSSION SECTION

Week 6—The Rights-Bearing Citizen

T 2/24 – lecture: Nature, Industrialization, and Technology – Where are the Answers?

Th 2/26 – lecture: The Revolutionary Tradition

F 2/27– discussion readings: Mary Shelley, *Frankenstein*; Wiesner, chapter 6, "Labor Old and New: The Impact of the Industrial Revolution."

Discussion Questions to consider:

1. How is this a Romantic text, as we have been discussing Romanticism in lecture? What characteristics does it have in common with that movement, particularly in relation to nature, society, and technology? How does it also look to the Enlightenment?
2. How do descriptions of work change over the course of industrialization? What things stay the same? What factors make workers happy with their work, and what do they complain about? What effects do you see on society as a result of these changes in working patterns?

WARNING: THE MOVIE VERSIONS ARE ALL VERY DIFFERENT FROM THE BOOK! THEY MAY BE ENTERTAINING, BUT THEY WILL NOT WORK AS HISTORICAL SOURCES!

Week 7—Toto, I Don't Think We're In the 18th Century Anymore

T 3/2 – lecture: Liberalism, Nationalism, and Empire

Th 3/4 – **MIDTERM EXAM**

F 3/5 – NO DISCUSSION

Week 8—The New Europe

T 3/16 – lecture: lecture: Who Survives/Who Thrives – Marx and Darwin

Th 3/18 – lecture: Bourgeois Life, Shopping, Prostitution, and Empire

F 3/19 – discussion readings: Wiesner, chapter 7, "Two Programs for Social and Political Change: Liberalism and Socialism," and chapter 9, "Expansion and Public Opinion: Advocates of the 'New Imperialism,'" and

Discussion Questions to consider:

1. What is the difference between Liberalism and Socialism?
REMEMBER: NINETEENTH-CENTURY LIBERALISM AND OUR MODERN IDEAS OF "LIBERALS" ARE NOT THE SAME THING!
2. What different kinds of arguments are being made in favor of Empire? How do they relate to our discussion of Liberalism? How do they differ from ideas underlying the Age of Discovery?

Week 9 — The Century Turns – and So Does Liberalism

T 3/23 – lecture: Nietzsche, Freud, and the Crisis of Liberal Culture

Th 3/25 – lecture: The War They Called Great

F 3/26 – discussion readings: Wiesner, chapter 10, "Citizenship and Suffrage for

Women,” and chapter 11, “World War I: Total War.”

Discussion Questions to consider:

1. **What kinds of arguments are being made for and against female suffrage? How do they relate to Liberalism, Socialism, and contemporary ideas of citizenship?**
2. **What made World War I different from other wars? How did the war affect European society, and what changes in attitude can you see in the readings? Did it affect different people in different ways.**

PAPER # 2 DUE AT BEGINNING OF DISCUSSION SECTION

Week 10—War and Peace, East and West

T 3/30 – lecture: The Russian Revolution and the Early Soviet State

Th 4/1 – lecture: Life after the Deluge

F 4/2 – discussion readings: Wiesner, chapter 8, “Vienna and Paris, 1850-1930: The Development of the Modern City.”

Discussion Questions to consider:

1. What can you tell about the effects of industrialization and war on modern European cities?
2. What can you tell about the effects of Liberalism and Socialism on modern European cities?

Week 11—The Temporary Peace and Return to War

T 4/6 – lecture: The Rise of Fascism and the Road to 1939

Th 4/8 – lecture: The Second World War

F 4/9 – discussion readings: Wiesner, chapter 12, “Selling a Totalitarian System.”

Discussion Questions to consider:

1. Imagine you are a German citizen in the 1920s and 1930s. Which groups in society responded to Hitler earliest, and why? How do you think you would have reacted? What might you have done?
2. How did the NSDAP use technology, and to what effect? How do the rise of fascism and the role of technology relate to the First World War?

PAPER #3 DUE AT THE BEGINNING OF DISCUSSION SECTION

Week 12—A Brief Account of the Devastation of Europe

T 4/13 – lecture: Re-Waging War - Resistance, Collaboration, National Unity

Th 4/15 – lecture: The Holocaust

F 4/16 – discussion readings: Levi, *Survival at Auschwitz*.

Discussion Questions to Consider:

1. What can you tell from this book about how the Holocaust happened? How did cultures and systems of belief react, respond, and change? Think especially about the role of religion.
2. How does this book relate to other accounts about the Holocaust you may have read before (Wiesel's *Night*, Anne Frank's *Diary*, Primo Levi's *Survival at Auschwitz*, perhaps)? How is it similar, or different? How do those relations affect your view of the Holocaust?

Week 13— Wars Cold and Hot, East and West

T 4/20 – lecture: New Superpowers, New Geography: Socialism and Conservatism in Action

Th 4/22 – lecture: Postwar Discontent: Decolonization and 1968

F 4/23 – discussion readings: Wiesner, chapter 13, “Berlin: The Crux of the Cold War, 1945-1990,” and chapter 14, “The Perils of Prosperity: The Unrest of Youth in the 1960s.”

Discussion Questions to Consider:

1. What political battles were being fought during the Cold War? Why was Berlin so important?
2. What similarities and differences do you see between these two crises in 1968, one in the West and one in the East?

PAPER #4 DUE AT THE BEGINNING OF DISCUSSION SECTION

Week 14— The New Europe

T 4/27 – lecture: The Revolutions of 1989

Th 4/29 – last lecture: 1492-1992: Rebuilding Sarajevo, European Union and Beyond

F 4/30 – discussion readings: Wiesner, second supplemental chapter (pp. B1-B32), “The New Europeans: Labor, Migration, and the Problems of Assimilation;” chapter 15, “Beyond the Nation-State: The European Union.”

Discussion Questions to consider:

1. How does the new Europe (and the new Europeans) relate to the Europe of the beginning of the course? Consider the roles of religion, race, and ideas about other places and European identity.

2. What do you think have been the big issues we have discussed in this course? How would you describe the past five hundred years of European history? What have we learned about “Western Traditions”?

SOME NOTES ABOUT WRITING PAPERS AND ESSAYS:

1. You must be making a historical argument rather than just offering a description or telling a story. If no one could disagree with what you are saying, it isn't an argument. Then, set out to support that argument – to convince your reader – with the use of specific evidence from the texts themselves. “History 1400 deals with the last five hundred years of European history” is a description. “History 1400 is the best class I've ever taken” is an argument, but one that you cannot support with evidence, as it is a personal judgment. “History 1400 demonstrated the usefulness of studying the past to life in the present” is an argument which, we hope, you will be able to effectively support with evidence by the end of the semester.

2. In case you missed #1, you must make a **historical** argument (that means it must be about the **past**), and you must support it by your **analysis** of specific **evidence** – the primary sources you are reading for your class assignments.

3. Papers and essays have a traditional structure that makes sense: start with an introduction that lets your reader know what you are arguing and how it is significant. In the body of your paper, present your evidence in a compelling and logical order. Don't forget to analyze your evidence – you can't trust it to speak for itself – YOU have to explain it to your reader. Then, conclude. Conclusions can be tricky – you need to do more than restate your introduction, and conclusions are NOT about bringing things up to the present day. They are about tying everything together in a neat package so your reader will be convinced by your argument.

4. Be careful with evidence, and make sure you cite things properly. This means complete footnotes (or endnotes) not just for direct quotations, but for ideas. Your work and other people's work need to be clearly distinguished from each other. If you are not sure about the definition of plagiarism, come talk to any of the instructors. There are also resources here at the university.

5. Write as if your reader is an intelligent person who is familiar with the texts you are discussing, but doesn't know them as well as you do. This means giving enough context to make discussions of evidence make sense, but not overwhelming yourself in detail.

6. Always remember that you are making a **historical argument** - this means that it is about the past, not the present; and it is not just about your personal preferences.

7. Papers must have titles. A title must be descriptive of the paper that follows – it is a signpost to your reader.

History 1400, Modern Western Traditions

Perspectives on Modern Europe, 1492-2020

University of Connecticut

Department of History

Prof. Charles Lansing

charles.lansing@uconn.edu

Office Hours: Mon 11:15-12:15 & Tues 11-12, or by appointment

Office: Wood Hall 323

Spring 2020

M, W 10:10-11:00

BPB 130

Tel: 64553

Introduction

This course explores the complex history of Europe and its civilization from the beginning of European exploration in the late fifteenth century to the crisis of European institutions and values in the early twenty-first century. Topics include the Reformation, the Enlightenment, the French Revolution, industrialization, liberalism, nationalism, European imperialism, socialism, the development of mass politics, World War One, the rise of Nazi and Communist dictatorships, World War Two, the Holocaust, the Cold War in Europe, the collapse of Communism in Eastern Europe, and contemporary anti-democratic and nationalist developments. Particular emphasis will be placed on investigating the nature and significance of European interactions with the non-European world.

The aims of the course are 1) to introduce students to the profound intellectual, social, political, cultural, and economic developments that occurred in Europe as modern states, societies and economies emerged in this period; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills.

Course readings will consist of an array of different texts, each intended to embellish themes or issues raised in the lecture. Since an important component of the class is developing students' abilities to read critically and to evaluate historical sources, primary source documents such as memoirs, novels, and documents will make up an integral part of the course reading. We will also

spend time analyzing and discussing ‘visual’ primary sources such as paintings, sculptures, photographs, films, illustrations, and advertisements as well as ‘auditory’ primary sources like operas, political ‘fighting-songs’, and rock-n-roll hits. The format of the class is twice-weekly lectures supplemented by a weekly discussion section.

Although it cannot be said that any one element of the course is more important than the others, the discussion sections are a fundamental aspect of this course. They provide you with an opportunity to delve more deeply into the subjects and to exercise your analytical and interpretative skills. More importantly, the discussion sections allow you to debate and question ideas raised in the lecture and to develop and share your own ideas and opinions. Students are expected to come to the sections prepared to discuss the readings. It is my hope that we can create an intellectual community this semester, one in which everyone respects the opinion of the other as we explore together the subject of modern European history; every contribution adds to our collective understanding of the material, so don’t hesitate to ask or answer questions! You will receive a grade for your participation in the discussions; in order to do well on this course assignment, you need to contribute regularly and actively to the discussions! To help facilitate this, questions to consider while doing the assigned reading for each week will be handed out at the beginning of the semester.

Assignments

The course’s written assignments consist of regular quizzes in discussion section on the reading and three exams (Exam 1, Exam 2, and the Final Examination).

Exam 1	20%
Exam 2:	25%
Final Exam:	30%
Class Participation (including quizzes):	25%

In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading assignments, that you regularly attend class, and that you regularly participate in the discussions. The material on the exams will be taken from the primary and secondary source readings, the lectures, and the discussion sections. Requests for extensions or excused absences will be considered on an individual basis, in accordance with College and department guidelines, and only with the appropriate written documentation; such requests should be discussed with me before the assignment is due or the exam is given.

Grade Conversion Scale:

A:	93-100
A-:	90-92
B+:	87-89
B:	83-86
B-:	80-82
C+:	77-79
C:	73-76
C-:	70-72
D+:	67-69
D:	63-66
D-:	60-62
F:	59 or less

Student Conduct

In both discussion sections and lectures, students are expected to conduct themselves in a respectful and considerate manner. To this end, students are asked to turn off their cell phones (and thus students should not send or receive text messages) and to refrain from eating while in class, though I realize some may wish to bring coffee with them. It is expected that students using laptops will not surf the Internet or visit social media sites during class. Doing so is disruptive and discourteous. Engaging in such behavior will have a negative impact on your participation grade. Since we only have fifty minutes for each lecture, I ask that students arrive promptly by 10:10 and remain in their seats for the entire fifty-minute period.

According to *The Student Code*, **academic misconduct** consists of “dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).”¹

Plagiarism – “presenting, as one's own, the ideas or words of another for academic evaluation” – is a serious act of academic misconduct. **Students caught plagiarizing will receive an automatic F in this course**; I also reserve the right to refer cases of misconduct to the appropriate University body for further action. I therefore strongly encourage you to familiarize yourselves with

¹ <https://community.uconn.edu/the-student-code-appendix-a/>

University rules and regulations regarding plagiarism and other forms of academic misconduct. Should you have specific questions about academic integrity, please read the University's policies at <https://community.uconn.edu/the-student-code-appendix-a/> or make an appointment to see me.

Students with Disabilities: As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Center for Student Disabilities to arrange for approved accommodations. However, if you would like to speak with me about other matters, please make an appointment to see me as soon as possible.

Assigned Texts:

Thomas More Utopia (Dover edition);

Montesquieu Persian Letters;

Bettine von Arnim The Life of High Countess Gritta von Ratsinourhouse

Paul Gauguin Noa Noa (Dover edition)

Copies of the assigned texts can be purchased at the UConn Bookstore. A copy of each of the texts has also been placed on non-electronic reserve in the Homer Babbidge Library. Please be sure to bring with you to class the readings assigned for that week; you will need them for the discussion. Should students want to explore a specific topic or issue more thoroughly, John Merriman's A History of Modern Europe and T.C.W Blanning's The Oxford History of Modern Europe are excellent textbooks, of which the UConn library owns copies.

Jan 22 The West in the Early Modern Period: 'State' and Society

Jan 24 Discussion Section: Course Introduction

Reading: Thomas More Utopia, p. 3-27

Jan 27 The West in the Early Modern Period: Religion & Culture

Reading: More Utopia, p. 31-41

Jan 29 Exploration of the New World

Reading: More Utopia, p. 41-64

- Jan 31** Discussion Section
Reading: More Utopia, p. 64-71
- Feb 3** The Reformation: Origins and Early Development
Reading: More Utopia, p. 71-85; and Martin Luther “On the Freedom of a Christian” excerpt (**HuskyCT**)
- Feb 5** The Reformation: Catholicism’s Response and its Legacies
Reading: “Decree Concerning Purgatory” and “On the Invocation, Veneration, and Relics of Saints, and on Sacred Images...” from 25th Session of Council of Trent excerpts (**HuskyCT**)
- Feb 7** Discussion Section
- Feb 10** The British ‘Exceptional’ Model of State and Society
Reading: Montesquieu Persian Letters, Letters 1-20 (but students can skip Letter 15)
- Feb 12** Crisis and Transformation: English Civil War & Glorious Revolution
Reading: Persian Letters, Letters 22-43 (can skip Letters 25, 27, 28, 30-33, 35, 36, 39, 40)
- Feb 14** Discussion Section
Reading: Persian Letters, Letters 44-64 (can skip Letters 45, 49-54, 59, 61, 62)
- Feb 17** The Absolutist Model of State and Society: French Absolutism and its Challengers
Reading: Montesquieu Persian Letters, Letters 65-111 (can skip Letters 67, 70, 79, 81-82, 84, 86, 87, 90-91, 93, 98, 108, 109, 110)
- Feb 19** French Revolution: Origins and Early Developments, 1789-1792
Reading: Persian Letters, Letters 112-140 (can skip Letters 123, 124, 126, 127, 132-135, 137, 139)

- Feb 21** Discussion Section
Reading: Three *Cahiers* from 1789 (**HuskyCT**)
- Feb 24** The French Revolution: The Terror and its Aftermath
Reading: Constitution of 1793 and “Terror is the Order of the Day” (**HuskyCT**)
- Feb 26** Napoleon, Empire, and the Revolution’s Legacies
Reading: Napoleonic reforms in Spain (1808) (**HuskyCT**)
- Feb 28** Discussion Section
Reading: Heinrich von Kleist “The Earthquake in Chile” (**HuskyCT**)
- Mar 2** **EXAM 1**
- Mar 4** Reconceptualization 1: Age of Liberalism & the New Middle Class
Reading: Bettine von Arnim The Life of High Countess Gritta von Ratsinourhouse
- Mar 6** Discussion Section
Reading: Bettine von Arnim The Life of High Countess Gritta von Ratsinourhouse
- Mar 9** Reconceptualization 2: The Radical Ideology of Nationalism
Reading: Finish Bettine von Arnim The Life of High Countess Gritta von Ratsinourhouse
- Mar 11** Reconceptualization 3: Industrial Revolution & Socialist Response
Reading: Marx/Engels “Communist Manifesto” (**HuskyCT**)
- Mar 13** Discussion Section
Reading: Reread Marx/Engels “Communist Manifesto”

SPRING BREAK

- Mar 23** Imperialism and Colonialism
Reading: Paul Gauguin Noa Noa. The Tahitian Journal, chapters 1-4
- Mar 25** Origins of the Great War
Reading: Gauguin, Noa Noa. The Tahitian Journal, chapters 5-7
- Mar 27** Discussion Section
Reading: Finish Gauguin, Noa Noa. The Tahitian Journal
- Mar 30** Trench Warfare, Total Warfare
Reading: Henri Barbusse Under Fire excerpt, pp. 204-253 (**HuskyCT**)
- Apr 1** The Russian Revolution
Reading: Victor Serge Memoirs of a Revolutionary excerpt, pp. 82-99 (**HuskyCT**)
- Apr 3** Discussion Section
- Apr 6** The Legacy of the Great War
Reading: Barbusse Under Fire excerpt, p. 296-319 (**HuskyCT**)
- Apr 8** Europe in the 1920s and the Great Depression
Reading: Thomas Mann "Disorder and Early Sorrow" (**HuskyCT**)
- Apr 10** **EXAM 2**
- Apr 13** Stalinism
Reading: Chapter Four "Diary of Andrei Stepanovich Arzhilovksy," in Valerie Gerros et al (eds.), Intimacy and Terror: Soviet Diaries of the 1930s, pp. 111-166 (**HuskyCT**)

Apr 15 Nazi Germany

Reading: Sebastian Haffner *Defying Hitler* excerpt, p. 124-135, 194-218
(HuskyCT)

Apr 17 Discussion Section

Apr 20 The Second World War and the Holocaust

Reading:

Christopher Browning "One Day in Jozefow" in David Crew (ed.), Nazism and German Society, p. 300-315 (HuskyCT)

Excerpt from the war diary of *Blutordensträger* Felix Landau in Klee et al (eds.), "The Good Old Days". The Holocaust as Seen by Its Perpetrators and Bystanders, pp. 87-106 (HuskyCT)

Apr 22 Postwar Europe and the Early Cold War

Reading: Maxim Leo, Red Love: The Story of an East German Family, pp. 13-43, 55-62 (HuskyCT)

Apr 24 Discussion Section

Apr 27 1968, Détente, and the Fall of Communism

Reading: Slavenka Drakulic How We Survived Communism excerpt, pp. 11-32 (HuskyCT)

Apr 29 Europe Today

Reading: Michel Houellebecq Submission excerpt, p. 37-42, 52-57, 63-66, 162-9, 207-10 (HuskyCT)

May 1 Discussion Section

Reading: Svetlana Alexievich Second Hand Time excerpt, p. 1-11, 41-58
(HuskyCT)

FINAL EXAM: TBD

History 1400, Modern Western Traditions

Perspectives on Modern Europe, 1492-2020

University of Connecticut

Department of History

Prof. Charles Lansing
2020

Spring

charles.lansing@uconn.edu
11:00

M, W 10:10-

Office Hours: Mon 11:15-12:15 & Tues 11-12, or by appointment BPB
130

Office: Wood Hall 323

Tel: 64553

Introduction

This course explores the complex history of Europe and its civilization from the beginning of European exploration in the late fifteenth century to the crisis of European institutions and values in the early twenty-first century. Topics include the Reformation, the Enlightenment, the French Revolution, industrialization, liberalism, nationalism, European imperialism, socialism, the development of mass politics, World War One, the rise of Nazi and Communist dictatorships, World War Two, the Holocaust, the Cold War in Europe, the collapse of Communism in Eastern Europe, and contemporary anti-democratic and nationalist developments. Particular emphasis will be placed on investigating the nature and significance of European interactions with the non-European world.

The aims of the course are 1) to introduce students to the profound intellectual, social, political, cultural, and economic developments that occurred in Europe as modern states, societies and economies emerged in this period; 2) to introduce students to the tools and approaches used by historians in researching, writing,

and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills.

Course readings will consist of an array of different texts, each intended to embellish themes or issues raised in the lecture. Since an important component of the class is developing students' abilities to read critically and to evaluate historical sources, primary source documents such as memoirs, novels, and documents will make up an integral part of the course reading. We will also spend time analyzing and discussing 'visual' primary sources such as paintings, sculptures, photographs, films, illustrations, and advertisements as well as 'auditory' primary sources like operas, political 'fighting-songs', and rock-n-roll hits. The format of the class is twice-weekly lectures supplemented by a weekly discussion section.

Although it cannot be said that any one element of the course is more important than the others, the discussion sections are a fundamental aspect of this course. They provide you with an opportunity to delve more deeply into the subjects and to exercise your analytical and interpretative skills. More importantly, the discussion sections allow you to debate and question ideas raised in the lecture and to develop and share your own ideas and opinions. Students are expected to come to the sections prepared to discuss the readings. It is my hope that we can create an intellectual community this semester, one in which everyone respects the opinion of the other as we explore together the subject of modern European history; every contribution adds to our collective understanding of the material, so don't hesitate to ask or answer questions! You will receive a grade for your participation in the discussions; in order to do well on this course assignment, you need to contribute regularly and actively to the discussions! To help facilitate this, questions to consider while doing the assigned reading for each week will be handed out at the beginning of the semester.

Assignments

The course's written assignments consist of regular quizzes in discussion section on the reading and three exams (Exam 1, Exam 2, and the Final Examination).

Exam 1	20%
Exam 2:	25%
Final Exam:	30%
Class Participation (including quizzes):	25%

In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading

assignments, that you regularly attend class, and that you regularly participate in the discussions. The material on the exams will be taken from the primary and secondary source readings, the lectures, and the discussion sections. Requests for extensions or excused absences will be considered on an individual basis, in accordance with College and department guidelines, and only with the appropriate written documentation; such requests should be discussed with me before the assignment is due or the exam is given.

Grade Conversion Scale:

A:	93-100
A-:	90-92
B+:	87-89
B:	83-86
B-:	80-82
C+:	77-79
C:	73-76
C-:	70-72
D+:	67-69
D:	63-66
D-:	60-62
F:	59 or less

Student Conduct: In both discussion sections and lectures, students are expected to conduct themselves in a respectful and considerate manner. To this end, students are asked to turn off their cell phones (and thus students should not send or receive text messages) and to refrain from eating while in class, though I realize some may wish to bring coffee with them. It is expected that students using laptops will not surf the Internet or visit social media sites during class. Doing so is disruptive and discourteous. Engaging in such behavior will have a negative impact on your participation grade. Since we only have fifty minutes for each lecture, I ask that students arrive promptly by 10:10 and remain in their seats for the entire fifty-minute period.

According to *The Student Code*, **academic misconduct** consists of the following: “dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).”²

² <https://community.uconn.edu/the-student-code-appendix-a/>

Plagiarism – “presenting, as one's own, the ideas or words of another for academic evaluation” – is a serious act of academic misconduct. **Students caught plagiarizing will receive an automatic F in this course**; I also reserve the right to refer cases of misconduct to the appropriate University body for further action. I therefore strongly encourage you to familiarize yourselves with University rules and regulations regarding plagiarism and other forms of academic misconduct. Should you have specific questions about academic integrity, please read the University's policies at <https://community.uconn.edu/the-student-code-appendix-a/> or make an appointment to see me.

Students with Disabilities: As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Center for Student Disabilities to arrange for approved accommodations. However, if you would like to speak with me about other matters, please make an appointment to see me as soon as possible.

Assigned Texts:

Thomas More Utopia (Dover edition);

Montesquieu Persian Letters;

Bettine von Arnim The Life of High Countess Gritta von Ratsinourhouse;

Paul Gauguin Noa Noa (Dover edition);

Copies of the assigned texts can be purchased at the UConn Bookstore. A copy of each of the texts has also been placed on non-electronic reserve in the Homer Babbidge Library. Please be sure to bring with you to class the readings assigned for that week; you will need them for the discussion. Should students want to explore a specific topic or issue more thoroughly, John Merriman's A History of Modern Europe and T.C.W Blanning's The Oxford History of Modern Europe are excellent textbooks, of which the UConn library owns copies.

January 22 The West in the Early Modern Period: 'State' and Society

January 24 Discussion Section: Course Introduction

Reading: Thomas More Utopia, p. 3-27

- January 27** The West in the Early Modern Period: Religion & Culture
Readings: More Utopia, p. 31-41
- January 29** Exploration of the New World
Reading: More Utopia, p. 41-64
- January 31** Discussion Section
Reading: More Utopia, p. 64-71
- February 3** The Reformation: Origins and Early Development
Reading: More Utopia, p. 71-85 and Martin Luther “On the Freedom of a Christian” excerpt (**HuskyCT**)
- February 5** The Reformation: Catholicism’s Response and its Legacies
Reading: “Decree Concerning Purgatory” and “On the Invocation, Veneration, and Relics of Saints, and on Sacred Images...” from 25th Session of Council of Trent excerpts (**HuskyCT**)
- February 7** Discussion Section
- February 10** The British ‘Exceptional’ Model of State and Society
Reading: Montesquieu Persian Letters, Letters 1-20 (but students can skip Letter 15)
- February 12** Crisis and Transformation: English Civil War and Glorious Revolution
Reading: Persian Letters, Letters 22-43 (can skip Letters 25, 27, 28, 30-33, 35, 36, 39, 40)
- February 14** Discussion Section
Reading: Persian Letters, Letters 44-64 (can skip letts. 45, 49-54, 59, 61, 62)
- February 17** The Absolutist Model of State and Society: French Absolutism & its Challengers
Reading: Montesquieu Persian Letters, Letters 65-111 (can skip Letters 67, 70, 79, 81-82, 84, 86, 87, 90-91, 93, 98, 108, 109, 110)

- February 19** The French Revolution: Origins and Early Developments, 1789-1792
Reading: Persian Letters, Letters 112-140 (can skip Letters 123, 124, 126, 127, 132-135, 137, 139)
- February 21** Discussion Section
Reading: Three *Cahiers* from 1789 (**HuskyCT**)
- February 24** The French Revolution: The Terror and its Aftermath
Reading: Constitution of 1793 and “Terror is the Order of the Day” (**HuskyCT**)
- February 26** Napoleon, Empire, and the Revolution’s Legacies
Reading: Napoleonic reforms in Spain (1808) (**HuskyCT**)
- February 28** Discussion Section
Reading: Heinrich von Kleist “The Earthquake in Chile” (**HuskyCT**)
- March 2** **EXAM 1**
- March 4** Reconceptualization 1: the Age of Liberalism & the New Middle Class
Reading: Bettine von Arnim The Life of High Countess Gritta von Ratsinourhouse
- March 6** Discussion Section
Reading: von Arnim The Life of High Countess Gritta von Ratsinourhouse
- March 9** Reconceptualization 2: The Radical Ideology of Nationalism
Reading: Finish von Arnim The Life of High Countess Gritta von Ratsinourhouse
- March 11** Reconceptualization 3: Industrial Revolution and the Socialist Response
Reading: Marx/Engels “Communist Manifesto” (**HuskyCT**)
- March 13** Discussion Section
Reading: Reread Marx/Engels “Communist Manifesto”

Week One Online Learning

March 23 Imperialism and Colonialism
Read pdf file "Imperialism and Colonialism" located on HuskyCT
Reading: Paul Gauguin Noa Noa. The Tahitian Journal, chapters 1-4
Section Assignment: Initial Response posted to discussion forum by 10:10 am

March 25 Origins of the Great War
Watch documentary <https://www.youtube.com/watch?v=6snYQFcyiyg> or read Evans pdf
Reading: Gauguin Noa Noa. The Tahitian Journal, chapters 5-7

March 27 Discussion Section
Reading: Finish Gauguin Noa Noa. The Tahitian Journal
Section Assignment: Two Secondary Responses posted to discussion forum by 12 pm

Week Two Online Learning

March 30 Trench Warfare, Total Warfare
Watch documentary <https://www.youtube.com/watch?v=U0YTeEdAgBQ>
Reading: Henri Barbusse Under Fire excerpt, pp. 204-253 (HuskyCT)
Section Assignment: Initial Response posted to discussion forum by 10:10 am

April 1 The Russian Revolution
Read pdf file "The Russian Revolution" located on HuskyCT
Reading: Time of Troubles excerpt, pp. 41-85 (HuskyCT)

April 3 Discussion Section
Section Assignment: Two Secondary Responses posted to discussion forum by 12 pm

Week Three Online Learning

April 6 The Legacy of the Great War
Watch PowerPoint Slideshow with Audio Track located on HuskyCT

Reading: Barbusse Under Fire excerpt, pp. 296-319 (HuskyCT)

April 8 Europe in the 1920s and the Great Depression
Watch PowerPoint Slideshow with Audio Track located on HuskyCT

Reading: Thomas Mann "Disorder and Early Sorrow" (**HuskyCT**)

April 10 Take-Home Exam Due 5 pm

Week Four Online Learning

April 13 Stalinism

Read pdf file "What Was Stalinism" located on HuskyCT

Reading: Silence Was Salvation. Child Survivors of Stalin's Terror excerpt, pp. 37-66 (**HuskyCT**)

Section Assignment: Initial Response posted to discussion forum by 10:10 am

April 15 Nazi Germany

Read pdf file "Hitler's Volksgemeinschaft" located on HuskyCT

Reading: Willi Cohn Breslau Diaries excerpt, pp. 1-33 (HuskyCT)

April 17 Discussion Section

Section Assignment: Two Secondary Responses posted to discussion forum by 12 pm

Week Five Online Learning

April 20 The Second World War and the Holocaust

Watch <https://www.youtube.com/watch?v=SPMBwSH3e58>

Read pdf file "Nazi Holocaust" located on HuskyCT

Reading: Christopher Browning "One Day in Jozefow" in David Crew (ed.), Nazism and German Society, pp. 300-315 (**HuskyCT**); Excerpt from the war diary of Blutordensträger Felix Landau in Klee et al (eds.), "The Good Old Days". The Holocaust as Seen by Its Perpetrators and Bystanders, pp. 87-106 (**HuskyCT**)

Section Assignment: Initial Response posted to discussion forum by 10:10 am

April 22 Postwar Europe and the Early Cold War

Watch documentary “Comrades 1917-1945”:

<https://www.youtube.com/watch?v=sH2kk4x5Dog>

Watch documentary “Iron Curtain 1945-1947”:

<https://www.youtube.com/watch?v=217Xcl8sF2M>

April 24 Discussion Section

Section Assignment: Two Secondary Responses posted to discussion forum by 12 pm

Week Six Online Learning

April 27 1968, Détente, and the Fall of Communism

Read pdf file “Revolt Against Modernity (**HuskyCT**)

Read pdf files “The Unravelling of Communism” & “1989” (**HuskyCT**)

Reading: Slavenka Drakulic How We Survived Communism excerpt, pp. 11-32 (**HuskyCT**)

Section Assignment: Initial Response posted to discussion forum by 10:10 am

April 29 Europe Today

Reading: Michel Houellebecq Submission excerpt, p. 37-42, 52-57, 63-66, 162-9, 207-10;
and pdf file “Prospects for the Twenty-First Century” (both in **HuskyCT**)

May 1 Discussion Section

Reading: Svetlana Alexievich Second Hand Time excerpt, p. 1-11, 41-58 (**HuskyCT**)

Section Assignment: Two Secondary Responses posted to discussion forum by 12 pm

Take Home Final Exam Due May 8th by 5 pm.

**STATEMENT TO BE SIGNED BY UCONN EARLY COLLEGE EXPERIENCE
HISTORY INSTRUCTORS**

Please sign, date and return this form to the ECE office
as an email attachment to: stefanie.malinoski@uconn.edu

Please note that the purpose behind the handbook and asking instructors to sign this statement is to encourage uniformity within the ECE History program, and comparability between the high school and university versions of our courses.

I, _____, have read the ECE HISTORY HANDBOOK and understand the provisions and recommendations it sets forth regarding the teaching of the University of Connecticut's HIST1300 and /or HIST1400 in the ECE Program in my high school. By signing this statement I promise to comply with its provisions and recommendations in my classroom to the best of my ability.

Signed

Date _____

High School

**University of Connecticut
UConn Early College Experience
368 Fairfield Way Unit 2171
Storrs, CT 06269-2171**