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### European Civilization since 1500

**Why European Civilization?** The history of the European Civilization is an introduction to a civic virtue. It shows how the Europeans made their Civilization but it also gives the first insight into how a civilization changes and often against its makers' intentions. By exploring the European Civilization we locate ourselves in time and place and thus help judging our own position and possibilities. Moreover, the history of the European Civilization is an intellectual adventure in which we find our basic assumptions and values constantly challenged. What is state? What do we mean by race? What is European and what is Non-European? Can we compare Hitler to Stalin? Are the Americas a part of the European Civilization?

**Objectives.** We have three objectives. We will learn the main facts in European history between 1500-1990: What were the main eras? Who were the main figures? What were the main countries? What are the main political, social, religious, and intellectual institutions of Europe and how did they come about? We will also enter the world of historical thinking: What is the past? How is it different from the present? How do things change in time? How are they connected in and through time? What is the difference between primary and secondary sources? What is the relationship between text and context? Finally, we will probe the basics of historical research: How to analyze and interpret primary sources? How to read secondary sources? How to create an historical thesis and argument?

<b>Evaluation</b>		Individual Statements	10%
Midterm	15%	Introduction	2%
Final	15%	Outline, Bibliography	2%
Paper	24%	Draft	2%
Quizzes (6)	18%	Comment on Draft	2%
Group Work on Primary Sources	10%	Each absence after the second one	-6.25%

**Tests.** There will be seven scheduled quizzes of which six best will be counted toward your grade, a midterm exam, and a final examination. The quizzes will consist of five short questions. The midterm and final exam will consist of three sections. The first section tests your understanding of historical thinking and research. In the final exam, this part relates to your own group project. The second section will test your reading and understanding of the key concepts and historical names of the assignments by using short identification questions. The final section is an historical essay that tests your understanding of the content and your skills in creating an historical argument in the same manner you write your paper. For the midterm exam, I will give you eight questions to help your preparation. For the final exam, there will be a regular review. The midterm and final exam are cumulative.

**Research paper.** You will write a paper of five (5) pages on one of the primary sources from Marvin Perry's *Sources of the Western Tradition*. The writing process extends over the whole class. It starts with the choosing of the topic (1), followed by the writing of the introduction (2), crafting an outline and finding a secondary source (3), writing the draft (4), writing a comment on another student's draft (5), and submission of the final version (6). More detailed directions for the paper are in the end of this syllabus. All papers have to be submitted in person in class. No email submissions are allowed. With the final version you should submit all the previous stages and versions of your work and the comments you received.

**Comments on Draft.** Find another student with whom you exchange paper drafts on the day the draft is due. Write a comment of 350 words on your partner's paper. You should pay special attention to the clarity and quality of the thesis (can the person prove it?), whether the introduction has all the necessary components, and whether the conclusions are appropriate? See also whether the writer has analyzed the source correctly, is the analysis compelling and does it support the thesis? Is it sensitive to the text? Pay also attention to grammar, style, structure, and vocabulary. Finally, give specific but succinct advice of how to improve.

**Individual Statements.** For each discussion session you will write an individual statement of 350 words by showing how the assigned primary source relates to your group's overall thesis. You should primarily use the primary sources but pay also attention to the context(s) provided by the textbook. After each discussion class I will collect your individual statements with the group folder. Each individual statement contributes 2% to your final grade. The statements are graded on pass/fail basis. All statements have to be submitted in person in class. No email submissions are allowed.

**Work Groups.** In discussion sessions you will work in a group of five or six. You can choose your own group. By using the individual statements of the members, the primary sources, and the textbook, the group will produce in class an history, a story of the significant events, persons, and ideas that connects all the primary sources of the given assignment to the theme that you choose from a list of ten. It is your specific task and project to develop that theme in such a way that it carries through all the discussion sessions and covers, in a meaningful way, European history from the Scientific Revolution through the World War II. Be prepared to adjust your theme.

Each group provides a folder for your individual statements and cumulative group work. After the discussion session, I will collect the portfolios and evaluate them by paying attention to:

1. Whether you have a coherent theme.
2. Whether you have used primary sources to support your theme.
3. Whether you have used the secondary sources and individual statements properly in creating your story.

**Attendance Policy.** You are allowed to be absent twice. After the second absence each individual absence will lower your overall grade by 1/4 of a letter grade unless you have a doctor's note or a written explanation from an athletics coach.

**Expected Workload.** The tests and class work have been designed with the expectation that you prepare for each session at least two hours. Additional work is needed for your research paper so that the total minimum weekly work load for this class is 11 hours.

#### **Texts**

- Perry, Marvin. *Western Civilization: A Brief History*. Vol. 2., *From the 1400s*. Boston: Houghton Mifflin College, 2005.
- Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue. *Sources of the Western Tradition: From the Renaissance to the Present*. Boston: Houghton Mifflin College, 2003.
- Wiesel, Elie. *Night*. New York: Bantam Books, 1982.

#### **Handout**

- Otto von Bismarck, "The Prussian King Receives a Much-Needed Pep Talk (1863)"

**SCHEDULE**

<b>Date</b>	<b>Theme</b>
Jan 17	Introduction.
<b>I. Foundations of Modern Europe, 1500-1815</b>	
Jan 19	Reformation and Renaissance/ Ch. 8 (Textbook)
Jan 24	Beginnings of Modern State and Capitalism/ Ch. 9.
Jan 26	<b>Discussion: Source book Ch 1: Luther, Hobbes. Due:</b> Individual Statement. Write an individual statement of 350 words by using the following questions. How did Luther help Hobbes promote absolutism? Consider that Luther and Hobbes lived in different time periods and countries. By using the textbook create a small story that shows the path from Luther to Hobbes. <b>Quiz:</b> Modern State and Capitalism. Five identification questions in 10 minutes. Mention always time, place, and, if appropriate, person(s) involved. Two sentences per answer maximum.
Jan 31	Scientific Revolution and Enlightenment/ Ch. 10. <b>Due:</b> Paper Topic. Choose a primary source from your source book. This source serves as the basis of your paper and indicates your research topic.
Feb 2	Enlightenment: Social Underpinnings and Consequences/ Ch. 10. <b>Quiz:</b> Scientific Revolution and Enlightenment
Feb 7	French Revolution and Napoleon/ Ch. 11. <b>Quiz:</b> French Revolution and Napoleon
Feb 9	Industrial Revolution/ Ch. 12
Feb 14	<b>Discussion: Source book Ch 2: Galilei (both), Ch 3: Kant, Ch 5: Smith (Division), Sadler Commission. Due:</b> Individual Statement. How do these primary sources support or refute your group thesis? Write a story that contributes to your group thesis. <b>Quiz:</b> Industrial Revolution. <b>Starts:</b> Group Work
<b>II. Struggle with Modernity: Industrialization and Nationalism, 1770-1914</b>	
Feb 16	Reactions: Conservatism, Liberalism, Nationalism/ Ch.13.
Feb 21	Restoration and Revolutions, 1815-1848/ Ch. 14. <b>Due:</b> Introduction. Formulate a thesis for your research paper. The thesis statement should start with "I argue that..." It should be formulated in such a way that you can prove your thesis with your primary source and secondary sources (studies on history). Introduce your primary source and tell the structure of your research paper. For details, see the general guidelines for research paper at the end of this syllabus.
Feb 23	National Unifications of Germany and Italy, 1848-1871/ Ch. 14.
Feb 28	<b>Discussion: Source book Ch 6: Arndt, Metternich, Bismarck. Due:</b> Individual Statement. How do these primary sources support or refute your group thesis? Write a story that contributes to your group thesis. <b>Quiz:</b> Conservatism through National Unifications.
March 2	Karl Marx and the Question of Working Class/ Ch. 15.

March 14	Second Industrial Revolution/ Ch. 16.
March 16	Racial Nationalism and Imperialism/ Ch. 16. <b>Due:</b> Outline and bibliography. Provide an outline in key words that shows what are the subtheses you want to discuss in the body of your paper. Besides your textbook find another secondary source (a book) that has footnotes and is as recent as possible. List your primary source and secondary sources in the bibliography as shown in the example below. The outline and bibliography combined should be two pages long. <b>Review:</b> Midterm.
March 21	<b>Midterm: Renaissance through Imperialism</b>
<b>III. From Crisis to Catastrophe and Revival: Europe in the Twentieth Century</b>	
March 23	World War I: Causes/ Ch. 18
March 28	World War I: War and Its Consequences
March 30	<b>Discussion: Sources book Ch 7: Marx, Ch. 9: Pearson, Ch. 11: Trott. Due:</b> Individual Statement. How do these primary sources support or refute your group thesis? Write a story that contributes to your group thesis. <b>Quiz:</b> Marx through WWI.
April 4	Soviet Union/ Ch. 19. <b>Due:</b> Paper Draft. Provide two copies: one for me and another one for your student commentator. Tell me the name of your commentator. The draft of your paper should be based on your outline. It should be almost as long as the final version of your paper including footnotes (source references) to all used sources. Papers that do not include footnotes will not be commented—neither by the commentator nor me. I will comment on your drafts and assign a tentative grade after the commentators have done their work and after the Writing Workshop.
April 6	<b>Writing Workshop.</b> Exchange comments with your partner, read them and make a list of at least two points or questions pertaining your writing and research. At the end, we collect the questions and discuss them with the whole class. <b>Due:</b> Comment . Provide two copies: one for me and another one for the student whose draft you commented.
April 11	Germany and Italy/ Ch. 19
April 13	World War II/ Ch. 20
April 18	<b>Discussion: Wiesel, <i>Night</i>. Due:</b> Individual Statement. How does this book and the experience of the Holocaust support or refute your group thesis? Write a story that contributes to your group thesis. <b>Quiz:</b> Soviet Union through WW II.
April 20	Cold War/ Ch. 21. <b>Due:</b> Final Version of the Paper. Submit all the previous stages and versions of your work and the comments you received with the final version of your paper. The final version should fulfill all the formal requirements of an historical research paper as instructed in this syllabus.
April 25	1960s: “Sex, Drugs, and Rock’n Roll”/ Ch. 21.
April 27	New Europe/ Ch. 21. <b>Review:</b> Finals
May 1-8	<b>Final Exam: Renaissance through New Europe.</b>

**General Guidelines for Paper**

## 1. Sources

Historians take data from sources. Sources are divided as following:

- I. Primary Sources
- II. Secondary Sources
  - a. Research Monographs
    - i. book
    - ii. article
  - b. Textbooks

The document from the source book you chose for your paper is your primary source. It has been written by somebody who actually lived and experienced the events of the time period. For instance, Napoleon's diary is a primary source because Napoleon wrote it as an actor of his time. To grasp its ideas, you must put it into an historical context that you reconstruct by using secondary sources. Your textbook is a secondary source. It has been written by scholars who used primary sources. You will also need one additional book or article as a secondary source that gives you in depth information of the time period. This book or article must be a scholarly monograph that includes a bibliography and footnotes (source references). You are **not allowed to use Internet sources at all** unless the text is from J-Stor or Ebsco and is in PDF-format.

## 2. Paper

The length of your paper is five (5) pages. A good paper has a structure as following:

### a. Introduction

The introduction is an important part of your paper. First, mention the thesis that you will explore in your paper. The thesis should be formulated in such a way that you can prove it with your primary source. Second, introduce the primary source from which you will gain the evidence that supports your thesis by mentioning what is your primary source, who wrote it, where, and when. Finally, in two or three lines mention how you will proceed in your paper, how you will break down the thesis into smaller theses that you will discuss in your paragraphs. For a paper of this size three smaller theses is enough.

### b. The Body

The body is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the smaller theses by drawing information from your primary source and also using contextual evidence from your secondary sources. A good way to use a primary source is to take a direct quotation from a primary source, then interpret it in such a way that its support to your smaller thesis becomes clear and evident. A good historical interpretation makes always use of the contextual information about the time and place of the pertinent event.

### c. The Conclusion

The conclusion pulls the threads of your research together and tells the audience your findings, i.e., what was your thesis and how did the data from the primary source support it. It is also important that you mention the limitations of your findings. You haven't explained everything but only a fragment of a large problem confined to its time, place, and your narrow source base. You might use the opportunity to make specific suggestions for further research.

### d. Bibliography

The bibliography should include three entries: your primary source that follows the format of the Chicago Manual of Stylkegiven in the example c.; your textbook that should follow the format given in example a.; another secondary source that follows the format a if it is a book; format b if it is an article; and format c. if it is a chapter in an edited collection of articles. Be meticulous in crafting your bibliography and remember that the author(s) should always be credited. Do not confuse between an author and an editor.

a. *A book written by an author or several authors (the title of a book is italicized):*

Machiavelli, Niccolo, *The Prince*. Cambridge: Penguin, 1981.

Hunt, Lynn and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995.

b. *An article in a journal, written by an author or several authors:*

Stearns, Peter N. and Carol Z. Stearns. "Emotionology: Clarifying the History of Emotions and Emotional Standards." *American Historical Review* 90 (1985): 815-20.

c. A chapter in an edited book, written by an author or several authors:

Pearson, Karl. "National Life from the Standpoint of Science." In *Sources of the Western Tradition*. Vol 2., *From the Renaissance to the Present*. Edited by Marvin Perry, Joseph Peden, and Theodor von Laue. Boston: Houghton Mifflin, 1999, 230-32.

### 3. Style

Start with a clearly formulated and informative title. Use clear and grammatically correct academic language without hyperbole and emotional expressions. Scholarly language has been designed to convey observations and interpret these observations. Use the language of observation and be as innovative as possible in conveying the nuances and details of your primary source. For historical observations most important are time and place. Be specific with time and place. Use past tense.

When you quote from a primary source, use quotation marks ( \_...\_ ) and indent the quotation if it is longer than three lines. With secondary sources you should avoid direct quotations and instead use your own words in incorporating text from them. Whether you use text or information from a primary or secondary source, you should always use footnotes to refer to your source. At the end of your paper, provide a bibliography of the books and articles that you have used. We used a modified Chicago style.

### 4. Footnotes (Source References)

To guarantee that authors' rights are honored and that other scholars can control the originality, reliability, and truthfulness of your evidence historians use footnotes to refer to their sources. The first reference to any source gives the full bibliographic information of the source.<sup>1</sup> Any subsequent reference to the same source uses a shortened form like this.<sup>2</sup> See the examples at the bottom of this page.<sup>3</sup> A footnote can also include a short commentary on the text it refers to.<sup>4</sup> It is placed right after the sentence, "on the right side of a period and parenthesis as in this sentence."<sup>5</sup> Most often the footnote is at the end of a paragraph.

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<sup>1</sup>Lynn Hunt and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995, 471.

<sup>2</sup>Pearson. "National Life," 230.

<sup>3</sup>Machiavelli. *The Prince*, 120.

<sup>4</sup>For a different interpretation, see Stearns and Stearns. "Emotionology," 810.

<sup>5</sup>Hunt. *Challenge*, 474.