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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? How to create a historical story?

Evaluation

| | | | |
|-------------------------------|-----|-------------------------------------|--------|
| Midterm | 18% | Introduction, Outline, Bibliography | 2% |
| Final | 18% | Draft | 2% |
| Paper | 24% | Comment on Draft | 2% |
| Quizzes (6) | 18% | Reflection Paper | 2% |
| Group Work on Primary Sources | 6% | New York Times Reading | 2% |
| Analyses (6) | 6% | Each absence after the second one | -6.25% |

Tests. There will be seven scheduled quizzes of which six best count toward your grade, a midterm exam, and final examination. The quizzes will consist of five short questions. The midterm and final exams 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 research paper of at least five (5) pages on one of the primary sources from the *Sources of the Making of the West*. The writing process extends over the whole class. It starts with choosing the primary source (1), followed by a critical reflection paper of 350 words that explores an answer to why the primary source was written and suggesting a thesis to your paper (2), writing the introduction, crafting an outline, and finding a good book-length secondary source (3), writing the draft (4), writing a comment on another student's draft (5), and submitting the final version including all the previous versions and stages of your paper (6). More detailed directions for the paper are in the end of this syllabus and the handouts for each specific stage. All assignments related to the paper have to be submitted in person in class. No email submissions are allowed. **With all submissions you should submit all the previous stages and versions of your work and the comments you received.** To do this buy a folder where you collect all drafts related to your paper and always submit the complete

folder to me.

I will grade your research papers with the following standards in mind:

- A Your paper makes a compelling narrative argument with an interesting historical thesis. You make elaborate, extensive, and proper use of the primary source. You also contextualize well your primary source by substantially drawing on the secondary sources. The structure of your paper is clear and compelling and your paragraphs well support your thesis. Your conclusions provide genuine findings from your research. The language and style of the paper are impeccable.
- B Your paper makes a narrative argument with a historical thesis. You make proper use of the primary source. You also contextualize well your primary source by drawing on the secondary source. The structure of your paper is clear and your paragraphs support your thesis. Your conclusions provide findings from your research. The language and style of the paper are good.
- C Your paper makes a narrative argument with a historical thesis. You make use of the primary source, though minimally. You also contextualize your primary source and make some use of your secondary sources. Your paper and your paragraphs have a structure and some of your paragraphs support your thesis. You have a conclusion. Your language and style is satisfactory but shows some deficits.
- D Your paper has a thesis. You make minimal use of the primary and secondary sources. The structure, paragraphs, and language of your paper, if they exist, have major problems.

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 thesis. Is there a clear thesis? Can the person prove it with the primary source? Has the introduction all the necessary components? Does the analysis in the body of the text make extensive use of primary and secondary sources? Has the writer analyzed the primary source correctly? Is the analysis compelling and does it support the thesis? Pay also attention to grammar, style, structure, and vocabulary. Finally, give specific but succinct advice of how to improve. The comment is graded on pass/fail basis. To pass you have to cover all the components mentioned.

Analysis. For each discussion session you will write an analysis of 350 words by exploring

- a. why the given primary source was written and
- b. what does it tell about the time period and place (country, city etc.) it was written. To do this use the textbook to provide contextual information.

Bring your analysis to class and share it with your group to help your group work. After each discussion class I will collect your analyses with the group folder. All analyses have to be submitted in person in class and be typed. No late and email submissions are allowed. Each analysis contributes 1% to your final grade and is graded on pass/fail basis. To pass you have to cover all the components mentioned.

Group Work. In discussion sessions you will work in a group of five or six. You can choose your own group. By using the analyses of the group members, the primary sources, and the textbook, the group will produce in class a history, a collective story of the significant events, persons, and ideas that connects all the primary sources of the given assignments 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 1350/1500 to 1945. Be prepared to adjust your theme. Each group provides a folder for individual analyses and the collective story of the group. After the discussion session, I will collect the folders 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 stories properly in creating your collective story.

New York Times Reading. Starting March 25, each class session begins with a 10-minute discussion of an important current news related to the European civilization. I randomly ask three students to a. briefly describe the news and b. put that in a historical context by finding a significant link to the course of the European Civilization from 1350 to 1990. I want you to subscribe to the paper edition of New York Times through Moravian Bookstore. Bring your copy to each class session.

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

- Hunt, Lynn et.al, *The Making of the West. Peoples and Cultures. Volume II: Since 1340*. Boston: Bedford/ St. Martin's, 2006.
- Lualdi, Katharine, ed., *Sources of the Making of the West. Peoples and Cultures. A Concise History. Volume II: Since 1340* (Boston: Bedford/St. Martin's, 2007).
- New York Times

SCHEDULE

| Date | Theme |
|---|--|
| Jan 15 | Introduction. |
| I. Foundations of Modern Europe, 1500-1815 | |
| Jan 17 | Crisis/ Ch. 11 (Hunt's Textbook). |
| Jan 22 | The Renaissance/ Ch. 11. Quiz: Crisis and the Renaissance, Ch. 11. (H) |
| Jan 24 | Discussion (1): Source book Ch 11: della Mirandola. Due: Analysis. (H) |
| Jan 29 | The Reformation/ Ch. 12. Due: Paper Topic. Quiz: The Reformation, Ch. 12 |
| Jan 31 | State Building/ Ch. 13. Quiz: State Building, Ch 13 |
| Feb 5 | The Atlantic System/ Ch. 14. Quiz: The Atlantic System, Ch. 14. |
| Feb 7 | Discussion (2): Source book Ch 12: Luther. Due: Analysis |
| Feb 12 | Early Enlightenment: Foundations/ Ch. 15. Quiz: Enlightenment, Ch 15. |
| Feb 14 | Mature Enlightenment: From Reform to Revolution/ Ch.15. |
| Feb 19 | Discussion (3): Source book Ch 14: Astell. Due: Analysis |
| Feb 21 | The French Revolution and Napoleon/ Ch. 16. Due: New York Times Subscription. (H). |
| II. Struggle with Modernity: Industrialization and Nationalism, 1815-1914 | |
| Feb 26 | Restoration and Industrialization/ Ch. 17. Quiz: Industrialization and Social Ferment, Ch. 17. |
| Feb 28 | New Ideologies and Revolutions/ Ch. 17. Due: Reflection Paper |
| March 11 | Discussion (4): Source book Ch 17: Macaulay. Due: Analysis. Review: Midterm. (H). |
| March 13 | Midterm: Renaissance through New Ideologies and Revolutions. |
| March 18 | Making Nation-States/ Ch. 18. |
| March 20 | Second Industrial Revolution/ Ch. 18. Due: Intro, outline, bibliography. |
| March 25 | Imperialism and the Road to War/ Ch 19/ New York Times |
| March 27 | Discussion (5): Source book Ch 19: Pankhurst. Due: Analysis. (H). |
| III. From Crisis to Catastrophe and Revival: Europe in the Twentieth Century | |
| April 1 | World War I/ Ch 20. Due: Paper Draft. (H). |
| April 3 | Writing Workshop. Due: Comment. |
| April 8 | Ideologies Clashing: The Case of Spanish Civil War/ Ch 21. |
| April 10 | World War II/ Ch 21. Quiz: An Age of Catastrophes, Ch. 21. (H). |
| April 15 | Discussion (6): Source book Ch 21: Bankhalter and Kibort. Due: Analysis |
| April 17 | Cold War/ Ch 22. Due: Final version of paper. |
| April 22 | 1960s: "Sex, Drugs, and Rock'n Roll"/ Ch 23 |
| April 24 | The End of Cold War/ Ch 23. Review: Finals/ |

H=Handout, instructions for a forthcoming assignment

General Guidelines for Paper

1. Sources

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

- I. Primary Sources
 - a. Texts from the past
 - b. Artifacts from the past
- 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 a 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 at least 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 and also use 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 mentions 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 Style given 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 five 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 use 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.¹ Any subsequent reference to the same source uses a shortened form like this.² See the examples at the bottom of this page.³ A footnote can also include a short commentary on the text it refers to.⁴ It is placed right after the sentence, "on the right side of a period and parenthesis as in this sentence."⁵ Most often the footnote is at the end of a paragraph.

¹Lynn 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.

²Hunt. *Challenge*, 474.

³Machiavelli. *The Prince*, 120.

⁴For a different interpretation, see Stearns and Stearns. "Emotionology," 810.

⁵Pearson. "National Life," 230.