

Course Information

Semester & Year: Fall 2022

Course ID & Section #: V3484

Instructor's name: Deborah Syrdal

Course units: 3

Instructor Contact Information

Office location: Online via Zoom

Office hours: By appointment

Email address: Canvas messaging preferred, or Deborah-syrdal@redwoods.edu

Catalog Description

An introduction to the development of the "West" from the crises of the 17th century to the present. A central theme will be how a weak and fragmented western Europe became a major influence in the world, strongly identified with modernity, technology, and expanding economic, political, cultural, and social systems. Students will investigate the increasing power of the nation-state and systems of empire, and the ways in which ideas of race, class, and gender played a part in this evolution. Special attention will be paid to the evolution of ideologies, such as capitalism, imperialism, communism, and globalization.

Course Student Learning Outcomes

1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

Prerequisites/co-requisites/ recommended preparation

Successful completion of English 150 is a recommended pre-requisite for the course. You will note that there is a substantial amount of both reading and writing (over 15 pages) required for this class. This is essential for a true engagement with and understanding of history. If you have not completed English 150, there is a good chance that you will not have the necessary reading and writing skills to successfully complete all the requirements of this course.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed): 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and

responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Information for this Class

Welcome to History 5 online!

Please read the following syllabus and schedule carefully, as it contains information necessary to the successful completion of this course. This is the Canvas version of the syllabus. (A complete version of the syllabus will soon be available to download, if you prefer to have an offline copy.)

I reserve the right to make changes in the syllabus when necessary to meet learning objectives, or to better meet the needs of the class.

In this course, we will explore the history of the "West" from the crises of the 17th century (the 1600s) to the present. A central theme will be how a weak and fragmented western Europe became a major influence in the world, strongly identified with modernity, technology, and expanding economic, political, cultural, and social systems. We will also investigate the increasing power of the nation-state and systems of empire, and the ways in which ideas of race, class, and gender played a part in this evolution. Special attention will be paid to the evolution of ideologies, such as capitalism, imperialism, communism, and globalization.

This will not simply be a history of great men, important dates, and significant conflicts, but will be inclusive in terms of looking at the experiences and histories of a broad swath of cultures and peoples that lived in ancient times. How do their experiences impact each other? How do the interests of one group or another determine change? How are they

affected by change? How are cultures, societies, and forms of political organization shaped over time, who do they affect, and how and why do they shift? There are many questions to be asked (and answered).

This course will also rely on the use of **primary sources** (sources created or written in the time period being studied—what people at that time had to say about a given subject or issue.) This will allow you to learn how to interpret history for yourself as we investigate the periods covered in this course. **Secondary sources** (written interpretations of history which use primary sources and other secondary sources to provide that interpretation, such as your text) will also be used.

Successful completion of English 150 is a recommended pre-requisite for the course. You will note that there is a substantial amount of both reading and writing (over 15 pages) required for this class. This is essential for a true engagement with and understanding of history. If you have not completed English 150, there is a good chance that you will not have the necessary reading and writing skills to successfully complete all the requirements of this course.

Textbooks:

Making of the West, Value Edition, Volume 2
Peoples and Cultures
Seventh edition
Lynn Hunt
9781319331573

This may be purchased via the CR bookstore, as well as through the publisher online (including an eBook version) at the following link: [Making of the West](#)

Used versions may be available through sources like Amazon, but be sure to purchase the correct edition and volume.

Sources of The Making of the West, Volume 2
Peoples and Cultures
Sixth Edition
Katharine J. Lualdi
9781319154523

This may also be purchased via the CR bookstore, as well as through the publisher online at the following link: [Sources of the Making of the West](#)

Again, used versions may be available through sources like Amazon, but be sure to purchase the correct edition and volume.

Notes on the required readings:

Textbook (Hunt): We are using the seventh edition this term. If you do happen to have purchased an earlier or different edition somewhere (like the 6th edition, complete edition, or concise edition), it should work out OK for the most part-- there is a bit more on recent history in the newer version, but most is the same and should work for most of the quizzes and the exams, with the greatest possible impact being on the quizzes since they directly correlate to the edition we're using. So occasionally you might find information in a different chapter or something, but for the most part it's the same. This is the text which you will be using for most of your quizzes.

Supplemental readings (Sources): In this accompanying book, *Sources of the Making of the West*, you will find a collection of primary sources that correspond to each chapter of your textbook. While earlier writings can be a little difficult to read sometimes, these translations are fairly understandable. Don't worry if you don't understand every little

nuance—just get the flavor of the texts and understand the general ideas being conveyed. Pay special attention to the guidelines within the book that instruct you how to “read” the primary sources. These instructions will help you immensely. It is always so interesting to read what people at the time had to say about their world and their experiences! You will also be using this book when you write your research paper.

Contacting Me

As noted at the top of the syllabus, if you have any questions, please feel free to contact me through one of the following:

1. **Preferred contact is via the Canvas messaging system.**

2. You can also email me at deborah-syrdal@redwoods.edu , but if you have to do so please put HIST 5 and your name in the subject line! (I get a lot of mail there and I wouldn't want to overlook your message.) Again, Canvas messaging is preferred since it easily sorts and keep tracks of all our conversations, and messages are less likely to be missed.

I am online frequently and maintain regular contact through the course module “read this first” summary pages, the course announcements, the discussion forums, and also through private emails and messages. In addition, there will be a section of each module designated as a question and answer forum. Please feel free to ask any course-related questions you may have in this forum. (Questions of a personal nature, such as re: a grade or absence, should be through private message.)

I will respond to any questions within 48 hours, usually sooner. If I have NOT replied in 48 hours you can assume that, for some reason, I didn't see the message, so please re-send it.

In addition, regular announcements will keep the class apprised of any issues that need to be addressed.

Announcements:

Check the announcements each time you log in. I will keep you updated as to any important new course information in that section of Canvas. I also suggest adjusting your settings on Canvas so that you are notified via email if there is a new announcement posted.

Grading:

Your grade should reflect what you have learned in this course, however that means you have to communicate to me what you have learned. Even if you have studied hard and have worked and learned brilliantly, you must communicate that brilliance through your participation in the discussion forums and on your exams and papers. A student who shows competence in an understanding of the facts (demonstrated through exams, papers, and discussions) will earn a “C” grade; a “B” grade requires the ability to analyze and place these facts in a wider context; an “A” grade requires mastery of facts, analysis, and interpretation, as well as superior writing and presentation.

There are a total of 825 possible points to be earned in this class, divided as follows:

- Two Exams @ 100 points each = 200 pts.
- Research Paper = 100 points
- Quizzes @ 15 points per module x 15 modules = 225 points
- Discussion: 20 points per module x 15 modules = 300 points

Your final grade will be determined as follows (grade points will be recorded in the “Grades” section of Canvas so you may check your grades at any time).:

- 94-100% of points = A
- 90-93% of points = A-

- 88-89% of points = B+
- 83-87% of points = B
- 80-82% of points = B-
- 78-79% of points = C+
- 70-77% of points = C
- 60-69% of points = D
- 0-59% of points = F

Exams

You will have two essay-format exams in the course. Each should be 1200-1,800 words. I will post the questions/topics at least seven days prior to their due dates. **You will only use the materials assigned in this course in crafting your exams (in other words, no outside sources are required or desired).**

How to turn in your exams: You will be turning in your exams and research paper through a site called turnitin.com. This site not only checks for plagiarism, but will also allow me to add comments as I review your work. **This is where you will find more detailed comments on your essays.** Double check that your paper was successfully uploaded to the site! Keep a copy of your exams and paper, at least until the end of this course. Contact me ASAP if you have difficulties. More information will be posted on Canvas, along with a link to for Turnitin. Essays typically take around 7-10 days to be graded.

Late submissions WILL be accepted for the midterm (as well as the research paper) but will be deducted 3 points (or about one grade step) per each day late, up to a maximum total of 20 points deducted. **Final exams MUST be submitted by the due date--no late final exams will be accepted.**

Plagiarism (the definition of which we will review more specifically) is a violation of the Student Code of Conduct and will result in—at minimum—a grade of zero on the assignment.

Quizzes:

There will be a timed (30 min.) 15 point multiple-choice quiz for each chapter, based on your readings in the main textbook (Hunt), each available online on Canvas. These will, of course, be open-book. Note: each quiz randomly draws its questions from a larger pool of questions – no two quizzes are the same.

There will be **an eight day window**, corresponding with each module, in which you will be able to take the quiz. **After that module closes, the quiz will not be available to you.**

Two important points about the quizzes:

1. **You may repeat these quizzes as many times as you wish during the open period and only the highest score will be recorded.**
2. You MUST complete these quizzes during the period that the readings for that topic are assigned. There will be no make-up quizzes.

Discussion forum participation

Why discussion? The discussion forum will be the place where your thoughts regarding the material will be of use to your classmates (and will help you, as well) where they may answer your questions and then debate the answers. This course depends on your participation. Learning takes place best in dialogue with others, and since this course takes place online, we need this forum to replace all the ways in which students normally interact with each other.

Each week I will assign you a discussion grade (0-20 pts.), which will be based on the following criteria:

For full credit, you must post in each of the three threads in the discussion forum, plus respond to two of your classmates in the “Open” discussion, for a possible total of 20 points per module. The links to your weekly discussions can be found in each week’s module. You may post more frequently, of course (and hopefully you will), but only the first post in each of the three discussion forums will be graded as your “original post.” **Note: you will not be able to see other students' posts until you've made your initial/original post in any given discussion thread.** (More detail on this in Module One.)

There will be three kinds of discussions for you to participate in. The “Primary” discussion will ask you to respond to a question regarding that week’s readings/topics/issues. To earn full credit, you must post your response before Wednesday night at 11:59 PM. You may still post after that time, up until Sunday night, but you will lose a point for not meeting the deadline.

The second, “general,” discussion forum will focus more specifically on a particular issue for that week, but you have until Saturday at 11:59 PM to earn full credit for your post (you lose a point if you do not). Since each week's forum will not close until Sunday night at 11:59 PM, even if you miss the due-date, you still have another day to post.

The third, “open,” discussion forum is one in which you bring your own ideas and topics regarding that week’s material to discuss. This will be a threaded discussion which will allow you to respond to specific issues/topics that are brought up by your classmates within the discussion forum, and will be worth 20 points. An original post, plus two responses to other students are required. The posting due-date for the open forum is the same as for the second, general, forum.

You cannot make up for absences on the discussion forum by posting to forums for previous weeks. The forum will lock at the end of each week. If you haven’t posted during that module, you get no discussion credit for that module.

Posts are expected to demonstrate that they have been proofread for obvious grammatical and spelling errors, and in terms of length, between 150-300 words is a good average (the minimum length for full credit is 150 words). You will be assessed on the *quality* of your contributions. You need to demonstrate that you are engaged in the subject matter. **Please try to avoid using mobile devices for your discussion posts**—the result is usually too brief, grammatically incorrect, and lacking in analysis. In addition, the app has been known to “lose” posts--just like with the quizzes--and there is no way to trace them if that happens. Also, please do not feel you have to have a “correct” answer to post – **posts copy-pasting from sites like history.com or Wikipedia are considered plagiarism**. I’m interested in what YOU have to say, not what an internet site says. The point is the discussion, and so these are not graded like, say, a quiz would be, on the “rightness” or “wrongness” of the answer, but on how well you’ve thought through the provided readings and incorporated them into your discussion.

I know it sounds complicated, but I think you'll find it'll be pretty clear and easy once you start doing it.

Use good "netiquette"

- Check the discussion frequently and respond appropriately and on subject. Read what others have already contributed before you respond.
- Focus on one subject per post
- Capitalize words only to highlight a point or for titles--Capitalizing otherwise is generally viewed as SHOUTING!
- Be respectful and careful with your online interactions. I expect ALL students to be treated with respect in this class, no matter what their political beliefs, ethnicity, ability, sexual orientation, race, class, gender, religion, etc. may be
- Cite any quotes, references, and sources you might use.
- Don't forward or share another individual's post or comment without obtaining their permission FIRST!

- It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or "flaming" (angry, antagonistic criticism)
- Feel free to use emoticons such as :) or ;) to let others know you're being humorous.
- It's your discussion forum: The discussion forum is your forum, your space to air your thoughts and ideas. I will contribute several discussion questions at the beginning of each module and occasionally respond to questions and comments in your discussion forum, but for the most part it is YOUR place to engage with the readings and information. Use it! Enjoy it! Make it interesting and fun!

Further information, as well as the grading rubric for discussions, can be found in the first module on Canvas.

Research Paper:

Part of your work for this course includes a written research paper (1600-2200 words) based on the sources found in *Sources of Making of the West*. Your paper assignment guidelines posted on Canvas will give you the information you need to complete this assignment. In essence, you will become "the historian" as you interpret these primary sources, using the other materials that you have access to in this course, as well as your own research, as your foundation for providing historical context.

Look the sources over early to see which interest you the most, and think about the kinds of topics related to them that you might want to write about—it's always less tedious to research and spend time on a topic you find interesting! The late-paper policy will be the same as with the first exam and, of course, you may turn in your paper early.

Modules:

I will provide additional readings, activities, and selected PowerPoint presentations in your modules on Canvas. At the beginning of each module you will see a creatively-named "Read This First" section, which **you need to read through before you begin**. It will summarize the events you'll be looking at, as well as the points that you should be thinking about as you commence your readings. Each module will open on the date noted on the reading schedule at the bottom of the syllabus. *There will be a one day overlap in that your upcoming module will open a day before the module that you're currently working on is over.*

Extra Credit:

There is a 25 point extra credit assignment which involves watching a movie from a list that I have compiled and writing a brief review of that movie, following the guidelines that I have provided on Canvas.

Hints for success:

Here are some hints for doing well in this course:

1. Read actively, not passively. Think about the discussion and reading questions as you go along--and take notes! You will be reading a lot of different materials in this course. You may want to keep a notebook to write down your thoughts and ideas and to note important passages (and page numbers) that you may want to include in your discussions, or exams.
2. Look ahead. Some weeks require more reading than other weeks. Plan your time accordingly.
3. Participation in the discussion forum is required. Keep the discussion in mind as you read so that you will easily come up with a contribution that will be useful to yourself and to the rest of the class.
4. Don't fall behind. Online courses involve a degree of self-discipline in order to remain involved, engaged, and on-task. One way to ensure that you remain engaged with the class is to be certain that you do not fall behind on your requirements.

5. Contact me right away if you are having difficulties. I'm more than willing to help in any way I can. Don't wait until you are hopelessly confused or behind.

Reading and Assignment Schedule:

The following is an overview of the required readings and assignments. Make a note now of the dates and times when assignments are due. **Some modules require more reading than others, so plan ahead.**

Module 1 – 8/20-8/28: Introductions; What is “The West?”

- Syllabus
- Hunt– Introduction (preface if using print edition)
- Sources – Introduction if using print edition (+ chapter 14 optional—avail in eBook)
- Canvas –Module 1
- Discussion
- Quiz 1 (syllabus/introduction quiz)

Module 2 –8/27-9/4: Wars of Religion and the Clash of Worldviews, 1560-1648

- Hunt– Chapter 15
- Sources – Chapter 15
- Canvas –Module 2
- Discussion
- Quiz 2

Module 3 – 9/3-9/11: Absolutism, Constitutionalism, and the Search for Order, 1640-1700

- Hunt, Chapter 16
- Sources – Chapter 16
- Canvas –Module 3
- Discussion
- Quiz 3

Module 4 – 9/10-9/18: The Atlantic System and its Consequences, 1700-1750

- Hunt, Chapter 17
- Sources – Chapter 17
- Canvas –Module 4
- Discussion
- Quiz 4

Module 5 – 9/17-9/25: The Promise of Enlightenment, 1750-1789

- Hunt, Chapter 18
- Sources – Chapter 18
- Canvas –Module 5
- Discussion
- Quiz 5

Module 6 – 9/24-10/2: The Cataclysm of Revolution, 1789-1799

- Hunt, Chapter 19
- Sources – Chapter 19
- Canvas –Module 6
- Discussion
- Quiz 6

Module 7 – 10/1-10/9-: Napoleon and the Revolutionary Legacy, 1800-1830

- Hunt, Chapter 20
- Sources – Chapter 20
- Canvas –Module 7
- Discussion x 3
- Quiz 7

Module 8 -10/8-10-16: Industrialization and Social Ferment, 1830-1850

- Hunt, Chapter 21
- Sources – Chapter 21
- Canvas –Module 8
- Discussion
- Quiz 8

Exam 1 - due 10/16 by 11:59 pm (covers module 1-7)**Module 9 – 10/15-10/23: Politics and Culture of the Nation-State, 1850-1870**

Empire, Industry, and Everyday Life, 1870-1890

- Hunt, Chapters 22-23
- Sources – Chapters 22-23
- Canvas-Module 9
- Discussion
- Quiz 9

Module 10—10/22-10/30: Modernity and the Road to War, 1890-1914

- Hunt, Chapter 24
- Sources – Chapter 24
- Canvas- Module 10 Discussion
- Quiz 10

Module 11 – 10/29-11/6: World War I and its Aftermath, 1914-1929

- Hunt, Chapter 25
- Sources – Chapter 25
- Canvas-Module 11
- Discussion
- Quiz 11

Module 12 – 11/5-11/13: The Great Depression and World War II, 1929-1945

- Hunt, Chapter 26
- Sources – Chapter 26
- Canvas-Module 12
- Discussion
- Quiz 12

Module 13 – 11/12-11/20: The Cold War and the Remaking of Europe, 1945-1960s

- Hunt, Chapter 27
- Sources – Chapter 27
- Canvas-Module 13
- Discussion
- Quiz 13

FALL BREAK 11/21-11/25

Module 14 – 11/26-12/4: Postindustrial Society and the End of the Cold War Order, 1960s-1989

- Hunt, Chapter 28
- Sources – Chapter 28
- Canvas-Module 14
- Discussion
- Quiz 14

RESEARCH PAPER due 12/4 @ 11:59 PM

Module 15 – 12/3-12/11: A New Globalism, 1989-to the Present

- Hunt, Chapter 29
- Sources – Chapter 29
- Canvas-Module 15
- Discussion
- Quiz 15

FINAL EXAM (covers modules 8-15 + comprehensive)

Due by 11:59 pm on 12/16