



## Course Grades

This course focuses on historical analysis through discussion and writing. Therefore, there are no exams in this course, but a series of four critical papers to be completed over the course of the term and a final paper, in lieu of a final exam. We will have occasional in-class quizzes to keep everyone honest. The breakdown of participation in class discussions and of writing assignments follows below. An A=1000 to 940 points, B+=939 to 880 points, B=879 to 820 points, C+=819 to 770 points, C=769 to 700 points, D=699 to 600 points, F=599 to 0 points.

|                                    |             |
|------------------------------------|-------------|
| Class Attendance and Participation | 100 points  |
| Paper #1                           | 100 points  |
| Paper #2                           | 150 points  |
| Paper #3                           | 150 points  |
| Paper #4                           | 150 points  |
| Quizzes                            | 100 points  |
| Final Paper                        | 250 points  |
| <br>                               |             |
| Total Possible                     | 1000 points |

## Course Policies

**Class Attendance:** There is a marked correspondence between doing well in history courses and attending the class faithfully. Since this course is rooted in an “active learning” approach, absences undermine the purposes of the course. In addition, a student who frequently misses class will have a hard time understanding the issues pertinent to the course. I take attendance, which, combined with class participation, will be worth 10% of your total grade. If you have a serious illness or personal emergency that compels you to miss a significant amount of the classes, you should notify me as soon as possible and possibly consider dropping the course.

Since I will usually go over assignments and make announcements at the start of each class, it is also important for students to be present at the beginning of the class period. While I will do my best to convey this information upon the student's request, it is the student's responsibility to make sure he or she is abreast of all matters pertaining to these

disciplinary probation, suspension, or expulsion from the University." *Promoting Academic Honesty* (College of Arts and Sciences Handbook, Saint Louis University)

**Late Papers:** Students are not allowed to hand in assignments late or take make-up quizzes unless the student has made previous arrangements with me. Extensions will only be given in documented cases of personal or medical necessity and I reserve the right to determine what constitutes such cases. Otherwise, late assignment will not be accepted and the student will receive the grade of 0.

**Class Participation:** It is critical that students participate in discussion periods. We all learn from one another, so speak up, speak out, and speak often. I also encourage you to raise pertinent questions on a regular basis. Class participation grade is based on both attendance and contributing to class discussions by raising issues, asking questions, and responding to fellow students.

**Service Learning:** In the third week of October, we will cook and serve dinner at Karen House, the Catholic worker house in the city of St. Louis. This will give us an opportunity to interact with the women, children, and staff who live there, as a means of exploring the settlement house movement initiated by Jane Addams. Shortly thereafter, Christy Finsel, Service Learning Coordinator at SLU will facilitate a reflection discussion of our experience and students will

**Week three: September 8-12:** Cortez versus Montezuma (cont'd); Event 3: Galileo abjures the heliocentric theory (June 1633). Theme: Religion and Science. Reading Assignment: Rogers, pp. 31-51. Photocopied Documents.

**Week four: September 15-19:** Galileo (cont'd); Event 4: Sugar and Slaves, the rise of the triangular trade (October 1562). Theme: Economy and Slavery. Reading Assignment: Aphra Behn, Photocopied Documents.

**Week five: September 22-26:** Sugar and slaves (cont'd).

**Week six: September 29-October 3:** Event 5: Parisians storm the Bastille (July 1789): Theme: Revolution and political representation. Reading, Rogers, pp. 109-43.

**Week seven: October 6-10:** Event 6: The People's Charter goes to Parliament (June 1839); Theme; Industrialization and the people: Reading Assignment: Karl Marx; Rogers, 207-229.

**Week eight: October 13-17:** People's Charter (cont'd); Event 7: Origins of the Settlement House. Theme: Activism, gender, Christianity, and social change. Reading Assignment, Jane Addams, Rogers, 122-4, 294-304, Photocopied Documents.

October 20: Fall break, no class.

**Week nine: October 22-24:** Settlement House (cont'd); Service Learning Site visits.

**Week ten: October 27-31:** Event 8: Assassination of Archduke Franz Ferdinand (June 1914); Theme: Imperialism and Nationalism. Reading assignment: Rogers, 255-65, 270-279, 325-42.

**Week eleven: November 3-7:** Assassination (cont'd).

**Week twelve: November 10-14:** Event 9:  $E=mc^2$  (1905, 1915); Theme: Toward a new vision of the universe. Reading, Thomas Kuhn, Photocopied Documents.

**Week thirteen: November 17-21:**  $E=mc^2$  (cont'd); Event 10: Kristallnacht (November 1939); Theme: Totalitarianism and Holocaust. Reading Assignment, Rogers, 389-400; Elie N dnz Fuion oersn

**Last Day of Class: December 8:** Review Course Themes.

Final Paper Due: December 12