Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This is the second of two courses that survey the historical development of Europe from the Renaissance to the present, with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. Particular emphasis is placed on political, diplomatic, and cultural factors, but social, economic and religious aspects are also covered. This course will cover the period from the fall of Napoleon to the present.

Course Objectives
1. The student will be capable of identifying and engaging primary and secondary historical sources.
2. The student will demonstrate understanding of the process and context of change over time since the early 1800s.
3. The student will demonstrate knowledge across cultural settings and will learn the impact of culture, gender, and age in Modern History.
4. The student will demonstrate ethical knowledge pertaining to Modern History.

Grading
Criteria for Discussion Grades:
A (range)
- Never misses discussion section or lecture
- Always prepared for discussion
- Volunteers numerous thoughtful remarks each class
- Discussion proceeds well due to your efforts
- Significant evidence of your intellectual engagement
- Excellent in-class assignments

B (range)
- Never misses discussion section or lecture
- Almost always prepared for discussion
- Occasionally volunteers thoughtful remarks
- Responds when called upon
- Some evidence of intellectual engagement
- Very good in-class assignments

C (range)
- Late for class
- Rarely or never volunteers a comment
- Does not have answers when called on
- Whispers, distracted, or lacks focus in class
- Little evidence of intellectual engagement
- Complete in-class assignments

D-F (range)
- Missed one or more discussion sections
- Late for class
- Rarely participates
- Little evidence of intellectual engagement
- Incomplete in-class assignments

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)
-Adam Hochschild, King Leopold’s Ghost, Mariner Books, 1999
-Christopher Browning, Ordinary Men, Harper Perennial, 1993

Text(s)/Readings (Recommended)
-E.M. Remarque, All Quiet on the Western Front, Mass Market Paperbacks
Important Policies

http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work

Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations

If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly
regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

**Course Assignments** (readings, exercises and/or experiences)

With 6.5 hours of class time, this course will meet the 3 credit hours of instructor-led time.

It is expected that 8 hours per week of your study time out will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Exercises/Experiences</th>
<th>Due Date</th>
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**Schedule (Topics & times subject to change)**

**Module 1**
**Earthquakes and Aftershocks: The West in 1800**

- Intro & Atlantic Revolutions
- The Napoleonic Era and the Rise of Nationalism
- The Haitian Revolution
- Industrial Revolution

**Module 2**
**The Legacy of the Dual Revolution**

- The Americas Recast
- Nationalism 2.0: Under New Management
- The Chinese Opium Wars
- Atlantic Exchanges: Emigration & Slavery

**Module 3**
**Imperialism & Total War**

- The New Imperialism
- The Titanic
- Road to War
- World War I
Module 4
Failed War, Failed Peace

- Russian Revolution
- Postwar Peace
- Fascism
- World War Two

Module 5
World Gone MAD

- A Bipolar World
- Cuban Missile Crisis
- Decolonization
- The End of the American Century

Module 6
The End of History

- Birth of Modern Terrorism
- Ending the Cold War
- The New World Order
- Course Wrap Up

In addition, students are expected to complete the following out-of-class course assignments:

1- Four, weekly (WEEKS 1-4), online commentaries, based on the assigned reading for that week. Commentaries will focus on a single primary historical source, explain its meaning, significance and relevance to the development of broader social, political or economic trends.

2- A group case study project, based on a single historical event or personality discussed during the semester. Small groups will work together to write a comprehensive analysis of a specific event, person or trend of historical importance.