

UConn Early College Experience

Handbook for HIST 1400: Modern Western Traditions Instructors

(Revised February 2026)

This handbook, which is a revised and expanded version of the one prepared by Professor Kenneth Gowens, constitutes a guide for instructors who are certified as adjunct faculty in the University of Connecticut's Early College Experience Program (ECE), and who are teaching History 1400 (Modern Western Traditions). It contains information about how to apply for and maintain certification as an instructor, about how to prepare your syllabus along with some general guidelines for course design, and about resources available to you at the University of Connecticut that you may find helpful as an instructor.

As the ECE History 1400 faculty coordinator, I am very pleased to have you as our colleague in the UConn History Department. Please feel free to contact me whenever I can be of assistance to you.

Best,



Tom Maulucci
ECE HIST 1400 Faculty Coordinator
Department of History
thomas.maulucci@uconn.edu
Cell: (774) 242-4991

Table of Contents

Section One: About ECE HIST 1400

Section Two: Instruction and Grading

Section Three: Applying to Teach ECE HIST 1400

Section Four: Maintaining Certification as an ECE Instructor

Section Five: Syllabi Design

Section Six: The Department of History and Other Resources at UConn

Appendix One: HIST 1400 Content Areas and Topics of Inquiry for UConn's Common Core Curriculum

Appendix Two: Sample Syllabi

Section One: About HIST 1400: Modern Western Traditions

Here is the description of HIST 1400 from the UConn Course Catalog:

HIST 1400. Modern Western Traditions. (3 Credits)

History of political institutions, economic systems, social structures, and cultures in the modern Western world.

Content Areas: CA1: Arts & Humanities

Topics of Inquiry: TOI2: Cultural Dimen Human Exp, TOI5: Indiv Values Soc Inst

(Source: <https://catalog.uconn.edu/undergraduate/courses/hist/>, accessed January 31, 2026)

This text raises a variety of questions, starting with “why is this course called ‘Modern Western Traditions?’” For example, why not “Western Civilization,” the name used at many other institutions of higher education? (To my great disappointment, Mohandas K. Gandhi probably did not say western civilization “...would be a good idea”).¹ While the background story is complicated and related to course staffing and enrollment considerations over twenty years ago, the UConn History Department decided to avoid using the word “civilization” in the title in favor of “traditions.”² One advantage is that “traditions” is hopefully a less loaded term. Critics believe that Western Civilization courses started being taught in the US during World War One as, basically, thinly veiled propaganda designed to promote national unity. They argue that these courses placed the United States as the pinnacle of human history and often denigrated non-western cultures. For their part, cultural conservatives in the US have lamented the decline of the Western Civ course as a symptom of the demise of the associated civilization. These contending positions first arose in their modern form during the “culture wars” of the 1980s.³ As good historians trying to stay above the fray as much as possible, we would argue that the problem is not the subject matter but tendentious instruction. However, semantics are important in this case. According to the *Oxford English Dictionary*, one common usage of “civilization” designates an “advanced and progressive” state of human development, which immediately raises the question “compared to what and to whom?” The word may also imply conditions specific to a particular time and place, static and unchanging.⁴ “Tradition,” on the other hand, refers to established practices and customs transmitted within a certain group, and not necessarily continuously.⁵ “Traditions” seems better suited than “civilization” to communicate historical change over time, and it also helps to keep our focus on ideas and practices, including those that remain important in the present.

¹ See for example “Dialogue Origin: ‘What Do You Think of Western Civilization?’ ‘I Think It Would Be a Good Idea,’” April 23, 2013, QuoteInvestigator.com, <https://quoteinvestigator.com/2013/04/23/good-idea/> (accessed February 20, 2026).

² Thanks to Professors Mark Healey and Sherri Olsen for their insights. Personal communications with the author, February 10 and 13, 2026.

³ The debate around the Western Civ course in academic circles began in response to the article by Gilbert Allardyce, “The Rise and Fall of the Western Civilization Course,” *The American Historical Review* 87, no. 3 (June, 1982): 695-725, with comments by Carolyn C. Lougee, Morris Rossabi and William F. Woehrlin, 726-738. For criticisms of “Western Civ” by practitioners of “World History,” see for example John Pinance, “Jerry Bentley, World History, and the Decline of the ‘West,’” *Journal of World History* 25, no. 4 (Dec. 2014): 631-643. The National Association of Scholars, a conservative thinktank also born during the 1980s, has issued several reports defending the Western Civ course. The most recent is Stanley Kurtz, *The Lost History of Western Civilization* (Princeton, NJ: National Association of Scholars, 2020, available online at <https://www.nas.org/reports/the-lost-history-of-western-civilization>, accessed February 20, 2026.)

⁴ *Oxford English Dictionary*, “civilization (n.),” September 2025, <https://doi.org/10.1093/OED/6100037046>.

⁵ *Oxford English Dictionary*, “tradition (n.),” December 2025, <https://doi.org/10.1093/OED/9389799322>.

What do “western” and “modern” mean in this context? While this is not the time or the place to define “the West” or “the modern Western world” (although this question is a great icebreaker to use with students!), HIST 1400 evolved from an earlier class entitled “Modern European History.” Therefore its focus should be on the European continent. With that said, it is impossible to teach topics like the Industrial and Transatlantic Revolutions, Imperialism and Decolonization, and the Cold War—just the most obvious that come to mind--without using world and comparative history approaches, and these are encouraged. Modern Europe has had a tremendous global influence, including through overseas settlement, but it has also been influenced by other parts of the world, and we should try to make our students aware of these interactions.

In terms of “modern,” there is another UConn History course which many of our ECE HIST 1400 instructors also teach called HIST 1300: Western Traditions Before 1500. HIST 1300’s title clearly implies that HIST 1400 should begin in the Sixteenth Century, perhaps with the European Age of Exploration or the Reformation. “Modern” also suggests that HIST 1400 should conclude with the more recent past, whether this be the era of the World Wars, or the Cold War, or even the West after the collapse of the Soviet Union.

As always, the exact topics you emphasize in class are up to you, but these are the basic geographic and temporal parameters for HIST 1400.

Finally, the “Content Areas” and “Topics of Inquiry” refer to UConn’s Common Core Curriculum (CCC), which went into effect during the 2025-2026 Academic Year. **The course specific information for the CCC is important and must be contained in your own HIST 1400 syllabus (see Section Five).**

Section Two: Instruction and Grading (Revised February 2026)

As an instructor you have a wide range of latitude in terms of the topics you emphasize and your instructional methods and materials. However, there are a few key things to keep in mind about teaching a college-level history course:

The Mission Statement for UConn's History Major and Minor states some of the basic methods and objectives of historical study:

History is grounded in curiosity. It promotes historical consciousness, refusing to be imprisoned by present-mindedness or nostalgia. Historians explore the past with a variety of techniques, such as statistical analysis, oral history, and the insights of sociology, archaeology, anthropology, and other social science disciplines. Vital to a solid Liberal Arts education, History builds upon skills in written communication, research, and analytical approaches to problem-solving. History wants its graduates to be able to understand a complex world of diverse cultures and traditions.

(<https://history.uconn.edu/history-major-minor/>, accessed January 29, 2026).

There also are some basic concepts that we should make our students familiar with:

- 1) An understanding that the study of history is an active effort to interpret the past, not the passive reception of factual knowledge.
- 2) An awareness that the past is infinitely complex and that reasonable people may differ in their interpretations of it.
- 3) An awareness that historical questions are to some extent reflections of the cultural and intellectual milieu of the historian posing the questions.
- 4) Knowledge of at least one instance in which historians have disagreed in their interpretations, or in which historical understanding of a certain issue has evolved over time.
- 5) An understanding of the difference between primary sources and secondary sources.
- 6) An ability to distinguish a scholarly work from a mass-market magazine article.
- 7) A sense of the great variety of materials that have come down to us from past time, and how analysis of each source ("interrogation of the witness") must be tailored to its particular strengths.
- 8) An ability to discern some of the limitations or biases inherent in a source. Students should recognize that no source or combination of sources can be used as a perfectly transparent window into the past.
- 9) An understanding of what plagiarism is and why it is regarded with disfavor.

To achieve these goals, students must be able to read a primary or secondary source as an expression of the author's ideas and values, analyze it for multiplicities of meaning, ambiguity, ambivalence, and points of view, and interpret it in its historical context.

The single most important feature that distinguishes an ECE History course from regular high school courses is an emphasis on the sophisticated reading and analysis of primary sources. Primary sources in all their forms are the basic building blocks used to reconstruct the past and the idea tools to use to teach students historical habits of mind. We should assign them liberally for discussion and in various forms of assignments.

In the interest of comparability with the courses taught on the UConn campus, students in an ECE course must be tested using written exams that are based on an essay- and short-answer format. **Multiple-choice exams are not permitted in an ECE class.**

With respect to grading, there is no single grading scale that is used by all faculty members in the Department of History. Thus we can only offer a few suggestions, not a single system, for ECE instructors. The University of Connecticut provides a general grading scale in the *Undergraduate Catalog* (<https://catalog.uconn.edu/undergraduate/academic-regulations/>, accessed February 13, 2026): Excellent (A, A-), Very Good (B+), Good (B, B-, C+), Average (C), Fair (C-), Poor (D+, D), Merely Passing (D-), and Failure (F). **Please note that the History faculty do not grade on a curve.**

**Section Three: Applying to Teach ECE HIST 1400
(Revised February 2026)**

Degree Requirements:

The minimum degree requirement for instructors wishing to teach ECE History courses is a B.A. in History with at least four graduate courses (12 credits, half the number required for a Master's degree) in European history.

Required Materials for Your Application:

- 1) A detailed cover letter in which applicants fully explain their qualifications to become adjunct faculty at the University of Connecticut.
- 2) A résumé or curriculum vitae that includes teaching experience and any relevant coursework and training.
- 3) Official graduate and undergraduate transcripts.
- 4) Two current letters of recommendation, one of which must be from the principal or department head of the applicant's school.
- 5) A detailed proposed syllabus for the course. The caliber of this syllabus is evaluated along with the other materials required for certification (See also **Section Five**).

**Section Four: Maintaining Certification as an ECE Instructor
(Revised February 2026)**

- 1) All instructors must register on the ECE Program's **DualEnroll** system (<https://uconn.dualenroll.com>, accessed February 10, 2026).
- 2) You need to prepare a course **syllabus** and update it regularly as necessary (**see Section Five**). You also must use DualEnroll to submit the syllabus for your current course (you will receive an annual reminder from the Program about this).
- 3) Each academic year there is a **HIST 1400 Professional Development Workshop** that focuses on an historiographical issue important for Modern Western Society. Instructors must attend a workshop **at least once every two years**. If you teach both HIST 1300 and HIST 1400 you should alternate years between the workshops offered for each course, although you may attend both workshops in the same academic year if so inclined. **Note:** If for any reason you are not teaching HIST 1300 or 1400 in a given academic year, you are more than welcome to attend one of the workshops anyway!
- 4) **Site Visits:** Each academic year the faculty coordinator visits around half of the ECE History 1400 classes. The purpose of site visits is threefold:
 - a. To help keep the lines of communication open among all of us in the ECE Program;
 - b. More specifically, to give instructors a chance to speak one-on-one with the coordinator (usually either just before or after the class session); and
 - c. To ensure that the ECE classes are taught at UConn campus level, and therefore merit continuing accreditation.

The coordinator will contact individual instructors several weeks in advance to arrange a visit. Your prompt attention to these requests is expected and appreciated.

If the coordinator has concerns about a course, they will schedule a follow-up site visit to ensure that these have been adequately addressed.

Section Five: Syllabus Design (Updated February 2026)

Your syllabus should look as much as possible like that of a college course. **UConn also requires it to contain certain information and in two cases even exact wording (see below).** Obviously, you should update your syllabus as necessary each time you teach HIST 1400.

UConn's **Center for Excellence in Teaching and Learning (CETL)** provides extremely useful information for designing syllabi on its website (<https://cetl.uconn.edu/resources/design-your-course/creating-your-syllabus/>, accessed February 11, 2026). Here you will find that UConn's Faculty Senate **requires that all syllabi contain the following information** (*my comments specific to HIST 1400 are in italics*):

- 1) Course description (from the catalog). **See Section One for the text.** *You should also add a "statement of purpose" and a list of major reading materials (e.g. the course textbook, source reader, novels, etc.).*
- 2) Student Learning Objectives (SLOs) (from the catalog, starting 2026-27). **See Appendix Two for the text.**
- 3) Assessments with grade values (i.e. graded assignments). *At UConn we are not allowed to grade on attendance, but you should follow your school's policies on this point.*
- 4) Class schedule with due dates. *It is OK to be somewhat loose with the dates, e.g. "Week of March 5," to allow flexibility in case of unexpected school schedule changes, but the main point is to be clear about which material is being covered and in what sequence. Each lecture or session should have a title, e.g., "Economic Expansion of the Sixteenth Century." Readings, films, and other instructional materials for the session should also be noted. The syllabus must include a list of all primary sources assigned for the course, along with an indication of how they will be used (e.g., as a basis for in-class close reading, a focus for class lecture or discussion, material for written assignments, viewing or listening assignments).*
- 5) Grading scale. *If necessary, you should make clear to students how their high school grade and credits for HIST 1400 might differ from the grade submitted to UConn.*
- 6) Missed assignment policy.
- 7) Student identity authentication policy (for distance ed courses only)

On CETL's "Creating Your Syllabus" page there are also suggestions and wording other policies that you might find useful to include, including on Generative AI and on Academic Integrity (i.e. plagiarism and other forms of cheating). UConn does not have a standard policy on Generative AI but instead lets instructors decide how they will allow students to use it or if they want to prohibit it entirely. There are arguments on each side of this debate. The faculty in the UConn History Department are skeptical about the merits of current open-access models like Chat GPT or Microsoft Copilot for doing research or promoting critical thinking and writing skills, although some of us think we should design exercises to introduce students to the limitations of these programs for doing historical work.

Section Six: The Department of History and Other Resources at UConn (Revised February 2026)

1) The Department of History:

Members of the Department of History work both at the central campus in Storrs as well as at the four regional campuses at Avery Point, Hartford, Stamford, and Waterbury. The faculty are all part of the same department, wherever they may be located geographically.

The University of Connecticut is categorized as an R1 institution ("very high research activity") by the Carnegie Classification of Institutions of Higher Education. As a result, the History faculty are deeply involved in research and writing as well as various forms of public outreach, and they have been recognized as experts in their fields both in the United States and abroad. They are also heavily invested in teaching their graduate and undergraduate students.

The department has a website (<https://history.uconn.edu/>, accessed February 13, 2026). It is a good way to keep up with campus events like guest speakers. These events are always open to the public, and you may also be able to attend some virtually.

2) The ECE European History Page on HuskyCT

With your UConn Net ID and password you can access the ECE European History Page on HuskyCT, the university's class management system (elsewhere known as Blackboard). Here you will find a copy of the Handbooks and materials from current and past Faculty Development Workshops for both HIST 1400 and HIST 1300. The website is <https://lms.uconn.edu/> (accessed February 17, 2026).

3) The Library System

With your UConn Net ID and password you also can make use of UConn library services, including interlibrary loan, at both the main branch at Storrs and at the regional campuses. The WorldCat search engine, available on the library's "Find" page (<https://library.uconn.edu/find/>, accessed February 20, 2026), will tell you if a publication exists at other research libraries throughout the United States and the world.

Much of the library collection is digitized. This includes recent publications from important university presses as well as many important academic journals. Still other materials are available through the library's databases, all of which are accessible through the "Find" page.

There are currently two research librarians who work as liaisons with the History Department:

Richard Bleiler (richard.bleiler@uconn.edu)

Kristin Burkholder (kristin.burkholder@uconn.edu)

They also curate the "History Subject Guide" (<https://guides.lib.uconn.edu/history>, accessed February 20, 2026), which has a sub-page for "European History Resources—Non-UConn" with links to institutions throughout the world (<https://guides.lib.uconn.edu/history/europe>, accessed February 20, 2026). These resources may be of use to your students, and they also provide access to many primary sources.

4) The Center for Excellence in Teaching and Learning (CETL)

Yes, we know that our ECE faculty complains constantly about being bombarded by their schools with too much professional development stuff concerning pedagogy. With that said, CETL offers very useful resources, including training (available virtually), on all kinds of issues that we face in the classroom. They also help faculty develop strategies to deal with Generative Artificial Intelligence (AI). Its website is <https://cetl.uconn.edu/> (accessed February 17, 2026).

5) The Humanities Institute

The Humanities Institute's mission, as its name implies, is to promote the study of the humanities at UConn, which it does through its programming and by providing grants to UConn and visiting scholars. As is true of CETL, it is following developments in AI and how these might affect academic work. Its events are open to the public and you can frequently attend them virtually, too. Its website is <https://humanities.uconn.edu/> (accessed February 17, 2026).

Appendix One: HIST 1400 Content Areas and Topics of Inquiry for UConn's Common Core Curriculum

Below is the text concerning UConn's Common Core Curriculum Content Areas and Topics of Inquiry **that must appear in your syllabus**. As you will notice, the History Department designed them to be very broad so that they would fit virtually every iteration of HIST 1400 taught at UConn, including yours. You can just **cut and paste** this text into your syllabus along with the course description (see Section One). The only exception is the column "**Course Assessment(s)**" in the Topics of Inquiry table. Here, please fill in brief examples of the type of assignment (e.g. "exams," "class discussions," etc.) that meets each of the Topic of Inquiry goals. See the attached syllabi in Appendix Two for examples of how to do this.

UConn Common Core Curriculum Course Learning Outcomes:

The Common Curriculum prepares students to tackle twenty first-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers. The Curriculum is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today's challenges.

By the end of the semester students will be able to:

CLO 1: Identify major themes and dynamics in western history and culture, including the wars of religion, the rise of revolutionary politics, industrialization and urbanization, nationalism and imperialism, socialism and communism, the two World Wars and the Cold War.

CLO 2: Describe major movements--intellectual, social, political and economic--that shaped western societies.

CLO 3: Evaluate how gender, race and class affected western cultures and societies and how ideas concerning them have been used to justify or legitimize social and political institutions.

CLO 4: Apply historical methodologies of critical reading, analysis of primary and secondary sources, and analytical writing skills.

Alignment of Common Curriculum and Course Student Learning Objectives with Assessments:

The University has defined student learning objectives (what a student should know, be able to do, or attitudes and beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum. Each Common Curriculum course aligns to one or more of those objectives. The course's student learning objectives align to the Common Curriculum objectives; course assessment align to both the course learning objectives and the Common Curriculum objectives.

History 1400: Modern Western Traditions

Topic of Inquiry	Common Curriculum Objective	Course Student Learning Objective	Course Assessment(s)
TOI 2	Learning Objective 1: Students will be able to analyze the cultures in a given society in their historical, linguistic, and/or sociopolitical context through an understanding of a broad array of historical actors, narratives, artistic forms, power structures, technologies, and/or beliefs.	CLO 1, 2	[Examples of Assignments from Your Course]
TOI 2	Learning Objective 2: Students will be able to engage with a variety of perspectives in the global community, distinguish their own cultural patterns, and, through a process of dialogue and/or critical self-reflection, respond flexibly to multiple worldviews.	CLO 1, 2	[Examples of Assignments from Your Course]
TOI 5	Using theories and methods of social scientific and/or humanistic inquiry relevant to studying institutions and individual values, students will be able to critically and comparatively examine how individuals influence and are influenced by political, social, economic, and/or familial institutions.	CLO 3, 4	[Examples of Assignments from Your Course]

Appendix Two: Sample HIST 1400 Syllabi

1)-----

Dr. Thomas Maulucci (he/him/his)
University of Connecticut
Spring Semester 2026
Office: Wood Hall 217
Email: thomas.maulucci@uconn.edu (best way to contact me)
Office Hours: M 1:00-2:00 PM or by appointment

HIST 1400-SEC001: Modern Western Traditions (3 credit hours)
MWF 11:15-12:05 PM, SHH 109

HIST 1400 presents an overview of important developments in Western Civilization from the Sixteenth Century to the present. Other objectives include introducing students to the academic discipline of history and some of the concepts associated with it as well as to help develop their ability to analyze historical sources critically.

UConn Common Core Curriculum Course Learning Outcomes:

The Common Curriculum prepares students to tackle twenty first-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers. The Curriculum is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today's challenges.

By the end of the semester students will be able to:

CLO 1: Identify major themes and dynamics in western history and culture, including the wars of religion, the rise of revolutionary politics, industrialization and urbanization, nationalism and imperialism, socialism and communism, the two World Wars and the Cold War.

CLO 2: Describe major movements--intellectual, social, political and economic--that shaped western societies.

CLO 3: Evaluate how gender, race and class affected western cultures and societies and how ideas concerning them have been used to justify or legitimize social and political institutions.

CLO 4: Apply historical methodologies of critical reading, analysis of primary and secondary sources, and analytical writing skills.

Alignment of Common Curriculum and Course Student Learning Objectives with Assessments:

The University has defined student learning objectives (what a student should know, be able to do, or attitudes and beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum. Each Common Curriculum course aligns to one or more of those objectives. The

course’s student learning objectives align to the Common Curriculum objectives; course assessment align to both the course learning objectives and the Common Curriculum objectives.

Topic of Inquiry	Common Curriculum Objective	Course Student Learning Objective	Course Assessment(s)
TOI 2	Learning Objective 1: Students will be able to analyze the cultures in a given society in their historical, linguistic, and/or sociopolitical context through an understanding of a broad array of historical actors, narratives, artistic forms, power structures, technologies, and/or beliefs.	CLO 1, 2	Course examinations, papers, discussion, readings
TOI 2	Learning Objective 2: Students will be able to engage with a variety of perspectives in the global community, distinguish their own cultural patterns, and, through a process of dialogue and/or critical self-reflection, respond flexibly to multiple worldviews.	CLO 1, 2	Course examinations, papers, discussion, readings
TOI 5	Using theories and methods of social scientific and/or humanistic inquiry relevant to studying institutions and individual values, students will be able to critically and comparatively examine how individuals influence and are influenced by political, social, economic, and/or familial institutions.	CLO 3, 4	Course examinations, papers, discussion, readings

Husky CT and Email:

This course will make use of a HuskyCT workspace. You will be able to access this workspace throughout the semester. Important course documents, including this syllabus, as well as your grades can be found there. Sometimes I will post announcements for the class to this workspace, which I will also email to you. This means it is important for you to check both HuskyCT and your UConn email regularly during the semester.

If you need to email me for any matter concerning this course, please use only your UConn email account. I will not answer any emails from you that are not sent from this account, and I will only use your UConn mail address if I must contact you. Also, when emailing me please put “HIST 1400” in the subject line!

Required Textbooks:

These books are available at the Barnes and Noble UConn Hartford Bookstore:

Wiesner-Hanks, Merry E., Clare Haru Crowston, Joe Perry, and John P. McKay, *A History of Western Society*, Value Edition, *Volume 2*. 14th ed. (Boston: Bedford/St. Martins, 2023).
_____, *Sources for Western Society*, *Volume 2: From the Age of Exploration to the Present*. 13th ed. (Boston: Bedford/St. Martins, 2020)

Make sure that you get both right away. Also, please make sure you get the same edition of *Sources for Western Society* (an older edition of *A History of Western Society* is fine).

Grade Breakdown:

First Midterm Exam:	20%
Second Midterm Exam:	20%
Final Exam:	25%
Essay (Rough Draft = 5%):	25%
Source Analysis/In-Class Writing (5% each):	10%

Grading Scale:

A = 93 and above; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 59 and below

Examinations:

There will be two midterms and a final exam. The final will also include a source analysis assignment.

Essay:

You must write one essay of three to four pages in length (750-1000 words) on a question that must be answered by analyzing written primary sources in the *Sources for Western Society* reader. A **mandatory rough draft** is due on or before **March 13**. For full credit, the rough draft should address all the themes that you intend to write about and have a separate introduction with a thesis statement as well as a conclusion. The **final draft** is due on or before **April 17**. I expect that the suggestions I make on your rough draft will be incorporated into the final version of your essay.

Essays that use materials other than the assigned primary sources (e.g. websites or books) will receive a failing grade. Your essays should be typed, well-written, and properly annotated. You will receive further instructions about these assignments in class, including the questions and sources that you can write on. **You must submit your essay on HuskyCT.**

In-Class Writing:

Twice during class this semester (**February 6** and **March 9**) you will be given a primary source found in the *Sources for Western Society* reader and asked to analyze it. You will receive additional instructions for these assignments later.

Class Participation

Your active participation in this course is expected. It includes reviewing all readings listed on the syllabus **before** class meets that day; actively listening both to me and others; taking notes during class; engaging in class discussions; asking questions (in class, during office hours, off or online); and making connections between readings and issues discussed in class and drawing specific conclusions.

Accommodations for Illness or Extended Absences:

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill.

If illness, family emergency, or participation in varsity athletic contests prevents you from attending class, it is your responsibility to notify me as soon as possible. You will need to work with me to determine how you will complete coursework during your absence. On and off-campus work and extra-curricular activities, including sports, **do not** constitute valid excuses for missing class.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

Late Assignments:

All work for this course should be submitted on time. Conflicts arising from work due for other classes, travel, extracurricular activities (including varsity athletic contests), or employment **do not** constitute valid grounds for missing course deadlines. I will not accept any late assignments after **May 1**, the last day of class.

If you must miss a midterm examination for a valid reason (see the above statement on excusable absences), it is your responsibility to inform me immediately so that we can schedule a makeup. Please consult the following link for the procedures if you need to be absent from or reschedule the final examination: <https://dos.uconn.edu/reschedule-finals/>

Policy on Personal Conduct, including Technology:

Please arrive for class on time. If you must arrive late or leave early for a legitimate reason, tell me ahead of time. Note that food and drink are not allowed in the classroom.

Do not use cell phones during class. You may use laptops for taking notes or consulting the electronic versions of our readings only. I reserve the right to check your laptop to see that you are using it for class purposes; repeat offenders will be asked to put their computers away.

Please familiarize yourself with the UConn Community Standards and especially the Student Code, whose provisions apply for this class. These policies are available at <https://community.uconn.edu/>

Academic Misconduct:

According to UConn’s Community Standards, “academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).”

In this course, any student found cheating or who has clearly plagiarized a paper will be given a zero for the assignment with no opportunity for a re-write. Repeat offenders will fail the course. In all such cases, we will follow the university’s Academic Misconduct Procedure as outlined on this webpage: [Student \(Undergraduate\) FAQ | Community Standards \(uconn.edu\)](#).

In class we will review what plagiarism is and how to avoid it.

Statement on Generative Artificial Intelligence (AI)

The University of Connecticut has an iterative AI policy that permits faculty to customize class policies for the use of large language learning models and other AI tools in research and writing. While you may be permitted in other disciplines and classes to use these tools, students enrolled in HIST 1400 are not allowed to integrate them in any of their writing assignments or examinations. AI tools aggregate the ideas, insights, scholarship, and intellectual property of many researchers and writers without giving

them credit. Submitting AI-generated text as your own will be treated as an act of plagiarism in violation of the guidelines for academic integrity.

Statement on Copywrite:

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression, and I've prepared them prior to or during my lecture to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make commercial use of them without prior permission from me.

Statement on Students with Disabilities:

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Schedule of Lecture Topics and Assignments (subject to change):
(Note: *HWS* = *A History of Western Society*; *SWS* = *Sources for Western Society*)

Part One: The West Under the Old Regime, 1648-1776 C.E.

January 21: Introduction

January 23: From Religious Wars to a Search for Stability in Europe

Reading: *HWS*, xxv-xl, 420-426; *SWS*, 237-240

Review the videos posted in HuskyCT/Course Content/What are Historical Sources?

January 26: Absolutism

Reading: *HWS*, 426-445; *SWS*, 227-230, 232-236

January 28: Constitutional Monarchy

Reading: *HWS*, 445-454; *SWS*, 230-232

January 30: The Scientific Revolution

Reading: *HWS*, 455-463; *SWS*, 244-248

February 2: Science and Society

Reading: *HWS*, 463-467; *SWS*, 248-253

February 4: The Enlightenment

Reading: *HWS*, 467-473

February 6: The Enlightenment's Effect on Society and Politics

Reading: *HWS*, 473-487; *SWS* 240-243, 254-262, 265-271

In-Class Writing

February 9: Europe's Economy and Demography

Reading: *HWS*, 488-505; *SWS*, 263-265, 277-281

February 11: Colonial Empires and Global Connections

Reading: *HWS*, 505-519; *SWS*, 271-276

February 13: Peasants and Nobles

Reading: *HWS*, 520-530

February 16: Urban Life

Reading: *HWS*, 530-548; *SWS*, 281-290

February 18: First Midterm Exam

Part Two: The Dual Revolutions, 1776-1914 C.E.

February 20: The Start of the Trans-Atlantic Revolutions

Reading: *HWS*, 549-560

February 23: The French Revolution and Napoleon

Reading: *HWS*, 560-583; *SWS*, 291-307

February 25—No Class—Instructor at Conference

February 27: Restoration Europe

Reading: *HWS*, 614-623; *SWS*, 331-335

March 2: The Start of the Industrial Revolution

Reading: *HWS*, 584-600

March 4: The Laboring Classes in the Early Nineteenth Century

Reading: *HWS*, 600-613, 626-627; *SWS*, 308-327

March 6: The Middle Classes in the Early Nineteenth Century

Reading: *HWS*, 623-625, 628-632; *SWS*, 328-331, 335-336

March 9: The 1848 Revolutions

Reading: *HWS*, 632-648; *SWS* 344-348

In-Class Writing

March 11: Towards an Urban Society

Reading: *HWS*, 649-673; *SWS*, 349-361

March 13: Nineteenth-Century European Culture

Reading: *HWS*, 673-681; *SWS*, 363-368

Rough Draft of Essay Due

March 16, 18, 20—No Class—Spring Recess

March 23: Nationalism and the Nation State

Reading: *HWS*, 682-718; *SWS*, 369-373

March 25: The Rise of Mass Politics

Reading: *SWS*, 336-344, 361-362, 374-382

March 27: The New World Economy of the Nineteenth Century

Reading: *HWS*, 719-732; *SWS*, 383-386

March 30: The “New Imperialism”

Reading: *HWS*, 732-752; *SWS*, 386-399

April 1: Second Midterm Exam

Part Three: The End of Europe’s Predominance, 1914 C.E. to the Present

April 3: The First World War

Reading: *HWS*, 752-770; *SWS*, 400-411

- April 6:** Revolution and a Fragile Peace
Reading: *HWS*, 770-772; *SWS*, 412-419, 426-427
- April 8:** The “Roaring Twenties” and the Postwar Blues
Reading: *HWS*, 802-810; *SWS*, 427-428
- April 10:** New Trends in Culture
Reading: *HWS*, 789-802; *SWS*, 420-424
- April 13:** The Great Depression
Reading: *HWS*, 810-819; *SWS*, 424-425, 429-436
- April 15:** The “Second Bolshevik Revolution” in the USSR
Reading: *HWS*, 820-832; *SWS*, 437-443
- April 17:** Fascist Italy and Nazi Germany
Reading: *HWS*, 832-840; *SWS*, 443-445, 449-450
Final Draft of Essay Due
- April 20:** The Second World War and the Holocaust
Reading: *HWS*, 840-858; *SWS*, 445-448, 450-453
- April 22:** The Division of Europe
Reading: *HWS*, 859-879; *SWS*, 454-469
- April 24:** The End of Empire and Its Consequences
Reading: *HWS*, 880-888
- April 27:** The Sixties
Reading: *HWS*, 888-906; *SWS*, 469-471, 483-486
- April 29:** The Collapse of Communism
Reading: *HWS*, 906-928; *SWS*, 472-482, 486-488
- May 1:** The West in an Era of Globalization and Populism
Reading: *HWS*, 929-968; *SWS*, 489-501

Final Exam Date and Time T.B.A.

2)-----

History 1400: Modern Western Traditions
Spring 2026

COURSE INFORMATION

Instructor: Sharmishtha [Roy Chowdhury](#)
Time: Tue-Thurs 11:00-12:15
Place: HTB 212
Office Hours: Tues-Thurs 3:30-5:30 (In-person) or virtual (by appointment)
Email: sharmishtha.roy_chowdhury@uconn.edu

COURSE DESCRIPTION

In the catalog, Hist 1400 is described as covering the “history of political institutions, economic systems, social structures, and cultures in the modern Western world.” Using this guideline this course examines the history of the Western world from the sixteenth century to the end of the Cold War in the twentieth century. Themes addressed are the wars of religion, the rise of revolutionary politics, industrialization and urbanization, nationalism and imperialism, socialism and communism, the two World Wars and the Cold War.

The class meets two days a week. Part of the Thursday meeting focuses on discussing the assigned texts for the week.

READINGS

Merry E. Wiesner-Hanks et al, *A History of Western Society*

Selections of various primary and secondary sources from UCONN library databases and other digital collections.

Students may purchase the book at the UConn bookstore or any retailer of their preference.

COURSE LEARNING OBJECTIVES

At the end of the course, students should be able to:

CLO 1 Identify major themes and dynamics in western history and culture, including the wars of religion, the rise of revolutionary politics, industrialization and urbanization, nationalism and imperialism, socialism and communism, the two World Wars and the Cold War.

CLO 2 Describe major movements – intellectual, social, political and economic – that shaped western societies.

CLO 3 Evaluate how gender, race and class affected western cultures and societies and how ideas concerning them have been used to justify or legitimize social and political institutions.

CLO 4 Apply historical methodologies of critical reading, analysis of primary and secondary sources, and analytical writing skills.

Alignment of Common Curriculum & Course Student Learning Objectives with Assessments

The Common Curriculum prepares students to tackle 21st-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers.

The University has defined student learning objectives (what a student should know, be able to do, or attitudes/beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum.

Topic of Inquiry	Common Curriculum objective	Course student learning objective(s)	Course assessment(s)
TOI 2	1. Students will be able to analyze the cultures in a given society in their historical, linguistic, and/or sociopolitical context through an understanding of a broad array of historical actors, narratives, artistic forms, power structures, technologies, and/or beliefs.	CLO 1, 2, 3	Discussions (in- class and online), reading responses, short writing assignments including exams, and research projects.
TOI 2	2. Students will be able to engage with a variety of perspectives in the global community, distinguish their own cultural patterns, and, through a process of dialogue and/or critical self- reflection, respond flexibly to multiple worldviews.	CLO 1, 2, 3	Discussions (in- class and online), reading responses, short writing assignments including exams, and research projects.
TOI 5	Using theories and methods of social scientific or humanistic inquiry, students will be able to critically examine how institutions and values are justified and/or how they relate to political, social, economic, or familial institutions.	CLO 3, 4	Discussions (in- class and online), reading responses, short writing assignments including exams, and research projects.

COURSE REQUIREMENTS AND GRADING CRITERIA

Attendance: The class will meet two days a week: Tuesday and Thursday. Lectures are important and you should try to attend them. **All students should have working email addresses in order to receive course-related information.**

We will spend part of the Thursday class meeting discussing the assigned readings for the week. Students are expected to participate in discussion, as discussion is an integral part of the learning process. Accordingly, each student should prepare to present and defend his or her views in class and to generate and engage in discussion based on a careful reading of the weekly readings.

Cell phones are not to be used in class. Please keep your phone on silent or switched off. **Laptop usage for note taking is a privilege.** No one may play games on their laptops or tablets during class time.

Assignments and Grading:

Here are the assignments for this course: **one** mid-term exam, a short paper and a **final** exam. There will also be in-class written assignments periodically as well as short reading responses due in the discussions tab in HuskyCT. The short paper should be written in response to the prompt provided in class. It should be no shorter than 5 double-spaced pages. Apart from assigned readings, students must demonstrate **independent research** in their paper that will be reflected in the paper's argument and in its bibliography. I encourage you to explore the library's holdings while preparing your assignment. If you are not familiar with using the library's databases, please make an appointment with a reference librarian to get assistance.

Some primary source readings for the assignments are on the Internet. **Students must be prepared** to spend time reading these texts either on their personal computers or on a library computer. In order to get remote access to library databases, you will need to get a UCONN NetID and password. **Please remember that although these documents are in the public domain, they are copyright of the websites where they are located.** Please acknowledge them in your citations wherever necessary.

Evaluation:

The reading responses, class participation, in-class written assignments count for 25% of the grade. These assignments are graded complete/incomplete. The mid-term exam will constitute 25% of your final grade. The paper counts for 20% of the final grade. The final exam will be 30% of your final grade.

Academic Integrity:

In general, intellectual and academic integrity demand that you acknowledge your sources. Plagiarism is a violation of the UConn Student Code. Please review the information here: <https://community.uconn.edu/the-student-code-preamble/>. See the following resources for more guidance about student conduct and how to maintain academic integrity:

- Academic Integrity: <https://community.uconn.edu/the-student->

[code/the-student-code-appendix-a/](#)

- [Understanding Plagiarism](#), a tutorial from UConn Library
- [Citing Sources](#), a UConn guide to introduce citing MLA, APA styles and more
- [Citation Machine](#), interactive citation tool for MLA and APA styles
- [KnightCite](#), interactive citation tool for MLA, APA, and Chicago styles
- [Assignment Calculator](#), interactive tool that provides a timeline for writing
- [Research QuickStart](#), guidance on common questions and needs in the research process
- [Research Now](#), guides to help you develop your research skills

AI Policy:

Regarding the use of Artificial Intelligence tools, here is an important reminder: The University of Connecticut has an iterative AI policy that permits faculty to customize class policies for the use of large language learning models and other AI tools in research and writing. While you may be permitted in other disciplines and classes to use these tools, **students enrolled in HIST 1400 are not allowed to integrate these tools in the following activities: answering discussion posts, quizzes and exam prompts, essays, and other short and long-form writing assignments.** AI tools aggregate the ideas, insights, scholarship, and intellectual property of many researchers and writers without giving them credit. Submitting AI-generated text as your own will be treated as an act of plagiarism in violation of the guidelines for academic integrity. Because you will receive course-specific rules in each of your classes, the university has assembled a useful [website](#) with tips for students to protect themselves from charges of academic dishonesty.

Note: I accept late submissions of papers, however there will be a reduction of grade points for each day the paper is overdue (in other words, submit papers late at your own risk). **No papers will be accepted after the final exam.**

STUDENT SERVICES

The Writing Center: <https://wcenter.hartford.uconn.edu> Please contact Jacob Horn.

Accommodation:

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You should also approach the Center for Students with Disabilities: <https://csd.uconn.edu/>

RESOURCES for STUDENTS EXPERIENCING DISTRESS

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a

community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Mental Health Resource Center](#). Students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

If illness prevents you from participating in class, it is your responsibility to notify me as soon as possible. If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support.

Policy against Discrimination, Harassment, and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information. To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

NOTE

Syllabus information is subject to change, with the exception of materials for purchase. The most up-to-date version of the syllabus is in the Weekly Schedule tab in HuskyCT.

SCHEDULE OF CLASSES ON THE NEXT PAGE

COURSE SCHEDULE

Week 1: Jan 20: Wars of Religion and the Rise of Absolutist Monarchy

Tue: The Thirty Years War and European Religious Tensions

Thu: The Tudors of England; Louis XIV and Early Modern France

Readings:

Wiesner-Hanks, *Western Society*, Chpt 15

Martin Luther's "Ninety-Five Theses":

<https://sourcebooks.fordham.edu/source/luther95.txt>

Elizabeth I, Act of Uniformity, 1559:

<https://history.hanover.edu/texts/engref/er80.html>

St. Bartholomew's Day Massacre, 1572:

<https://sourcebooks.fordham.edu/mod/1572stbarts.asp>

Louis XIV, Revocation of the Edict of Nantes (1685):

<https://sourcebooks.fordham.edu/mod/1685revocation.asp>

Week 2: Jan 27: The Enlightenment in Europe

Tue: The Enlightenment

Thu: The Philosophes and Political Culture

Readings:

Wiesner-Hanks, *Western Society*, Chpt 16

Voltaire, *Candide* (extracts):

<http://web.archive.org/web/19980116133002/http://pluto.clinch.edu/history/wciv2/civ2ref/cand.html>

Rousseau, *The Social Contract* (1763):

<https://sourcebooks.fordham.edu/mod/rousseau-soccon.asp>

Week 3: Feb 3: The Making of the European World System

Tue: Europe and the Voyages of Discovery and Exploration

Thu: Colonial Trade and European Economies

Readings:

Wiesner-Hanks, *Western Society*, Chpts. 14, 17

Privileges and Prerogatives granted to Christopher Columbus by Spain's Monarchs:

https://avalon.law.yale.edu/15th_century/colum.asp

The Trans-Atlantic Slave Trade: <https://www.slavevoyages.org/blog/overview-slave-trade-out-africa>

Week 4: Feb 10: Women, Gender and Family in Early Modern Europe

Tue: Marriage and Family

Thu: Religion and Medicine

Readings:

Wiesner-Hanks, *Western Society*, Chpt 18

British Broadside Ballads from the 18th Century (on HuskyCT)

Other primary sources on HuskyCT

Week 5: Feb 17: The Age of Revolutions (Midterm Exam)

Tue: Sister Revolutions: The Origins of the American and French Revolutions

Thu: The Reign of Terror

Readings:

Wiesner-Hanks, *Western Society*, Chpt 19

Primary sources on HuskyCT

Week 6: Feb 24: Napoleonic Europe (Midterm exam alternate date)

Tue: From Pro-Consul to Emperor

Thu: The Napoleonic Empire

Readings:

Wiesner-Hanks, *Western Society*, Chpt 19

Primary sources on HuskyCT

Week 7: Mar 3: Restoration Europe

Midterm Exam alternate date

Tue: Louis XVIII and Restoration France; Romanticism

Thu: The Revolutions of 1830 and 1848: Socialism and Liberalism

Readings:

Wiesner-Hanks, *Western Society*, Chpt. 21

Honoré de Balzac, *Colonel Chabert* (Extracts)

Week 8: Mar 10: Industrialization in the West

Midterm Grades this week

Tue: The first and second industrial revolutions

Thu: Society and culture in the Age of Industrialization

Readings:

Wiesner-Hanks, *Western Society*, Chpt. 20, 22

Primary sources on HuskyCT

Week 9: Spring Break

Week 10: Mar 24: National Unification Movements in Europe

Short Paper Due This Week

Tue: German Unification

Thu: Italian Unification

Readings:

Wiesner-Hanks, *Western Society*, Chpts. 23

Primary sources on HuskyCT

Week 11: Mar 31: The New Imperialism and Supremacist Ideologies

Tue: Theories of Imperialism

Thu: Social Darwinism and the road to World War I

Readings:

Wiesner-Hanks, *Western Society*, Chpt. 24, 25

Primary sources on HuskyCT

[Type here]

Week 12: Apr 7: World War I and Revolution

Tue: Origins and Trench War

Thu: War and Revolution in Russia

Readings:

Wiesner-Hanks, *Western Society*, Chpt. 25

Primary sources on HuskyCT

Week 13: Apr 14: Interwar Crisis and World War II

Tue: The Treaty of Versailles, the Economic Crisis

Thu: Fascism and Nazism in Europe; war and the Holocaust

Readings:

Wiesner-Hanks, *Western Society*, Chpts. 26-27

Film, "The Cabinet of Dr. Caligari"

Week 14: Apr 21: World War II and the Cold War in Europe

Tue: Western Europe: Stability, Cultural change and Nuclear Anxiety

Thu: Eastern Europe: The Iron Curtain and Dissidence

Readings:

Wiesner-Hanks, *Western Society*, Chpt. 28

Primary sources on HuskyCT

Week 15: Apr 28: The End of the Cold War in Europe

Tue: Perestroika and Glasnost in the Soviet Union

Thu: The End of the Cold War and German reunification, 1989

Readings:

Wiesner-Hanks, *Western Society*, Chpts. 29 -30

Other readings TBD

Final Exam: Date and Time TBA