



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT PROGRAM

<http://www.slu.edu/1818>

Course Syllabus

HIST 1120 – Origins of the Modern World (1500 to present), 3 Credits

St. John Vianney High School

Semester: Fall, 2026

Instructor: Robert Taylor

Contact Information: rtaylor@vianney.com

I am also available before and after school and during SOAR

Text/Resources Information: Berenson, Edward. *Europe in the Modern World*, New York: Oxford University Press, 2017

- There will also be several primary and secondary sources handed out in class/placed on Canvas.

Course Description:

HIST 1120 – Origins of the Modern World (1500 to Present)

Credit(s): 3 Credits

An historical approach to understanding the development of the modern world from 1500 to the present. The course will examine the cross-cultural impact of European expansion, the Protestant and Catholic Reformations, the Scientific Revolution, absolutism, the Enlightenment, the French and Industrial Revolutions, nineteenth and twentieth century thought of the World Wars, totalitarian and liberation movements, and the challenges of the new global age.

Attributes: Catholic Studies-History, UUC: Aesthetics, Hist & Culture, UUC: Global Interdependence

Courses that satisfy the Aesthetics, History, and Culture requirement advance students' ability to understand the meaning and diversity of human experiences both within and beyond their own social and cultural contexts. These courses develop students' abilities to draw reasoned



conclusions about primary sources (including visual art, literature, cinema, historical documents, and other cultural products) using qualitative interpretive techniques and scholarly sources.

Global Interdependence courses provide students with the intellectual tools they will need to understand and participate in our interconnected world. In these courses, students explore the global impact of personal choices and local actions in order to become engaged and responsible global citizens committed to finding solutions to challenges rooted in global or transnational interdependence.

SLU History Course Learning Outcomes:

Through this course, I invite you to:

1. Identify different kinds of historical sources, including, for example, texts, artifacts, quantitative data, oral histories, or other visual material.
2. Analyze sources within a historical context.
3. Use sources to discuss causality and historical change on both a micro and a macro-scale.
4. Articulate how the discipline of history both draws upon other disciplines, such as archaeology and anthropology, and sociology, and also influences them.
5. Sharpen basic writing skills, including grammar, syntax, and punctuation.
6. Practice expressing an historical argument.
7. Develop an awareness of the influence of historiography on historical study.
8. Sharpen basic listening, speaking, and writing skills, including grammar, syntax, and punctuation.

St. John Vianney Learning Objectives

- Master a broad body of knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, comparison, and change over time.
- Work effectively with others to produce products and solve problems
- Analyze the content of historical events, developments, or processes



- Using historical reasoning skills, analyze patterns and connections between and among historical developments and processes, and develop skills in communication: (writing, speaking)

Method for Determining Final Grade for Course:

Major Assessment / Evaluation Strategies:

Each unit of study is approximately 2 weeks long. A variety of instructional methods will be utilized, including presentations, lectures, and discussion of assigned readings. These activities are to promote higher-order thinking. It is imperative to keep up with the readings and assignments. The design of this course is to prepare students for the rigors of a college-level course. The student must pay close attention to detail in whatever they are asked to do. Students are expected to work to their fullest potential. The class will move at a brisk pace, so students must keep up with their assignments. The weight of the class is listed below. All assignments are due at 8 am unless otherwise noted.

Significant Learning Activities

Assessment		40%
	- ID Quizzes	
	- Essays	
	- Tests	
	- Response papers	
Research Paper		10%
	- Paper	
	- Thesis	
	- Sources	
Projects		25%
	- Unit projects	
	- Presentations	
Assignments		15%
	- Primary Sources	
	- Reading questions	
	- Discussions: online and in person	
	- Homework	
Comprehensive Final		10%
	- Two essay questions	



Students who do not complete assignments promptly should not expect to do well. Late work will only be accepted for a 5% penalty per day.

- If you are not in class, please keep up to date with Canvas so you do not fall behind.
- Canvas is where all assignments will be posted.... Please turn on notifications, as I use this to communicate with you about your assignments.
- If you are busy with other activities (work, sports, life), please keep up with your work. If you travel for sports, please stay up to date with your work.
- To utilize test accommodations, please sign up with the link at least one day prior to the quiz or test. (by 3 pm)
- If you fall behind, please come see me. It can be overwhelming at times. Soar is the best way to talk to me in person or through my email if you prefer.
- Grading late work: It is not my priority, and I will get to it when I get to it. Do not bother me with when I am going to grade your late work.

Attendance Policy and Grading:

Students who miss more than 10 days could be dropped from the course. This determination will be made in consultation with the instructor, Student Services, and Academic Principal.

SLU Grading Information:

Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C
C	2.000	Average achievement
C-	1.700	



D	1.000	Inferior but passing achievement
F	0	Failure

Grading Scale for SLU:

A 100-94, A- 93-90

B+ 89%-87, B 86%-84%, B- 83-80

C+ 79-77, C 76-74, C-73-70

D 69-65

F under 65

For your grade for Vianney, we will use the traditional grading scale.

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades and will be part of each student's permanent undergraduate SLU academic record and transcript.

Calendar of Readings, Significant Learning Activities, and Approximate Deadlines:

TOPICS AND SCHEDULE FOR EUROPEAN MODERN HISTORY:

This is tentative; please see the detailed unit reading schedules posted to each unit in Canvas.

Unit 1

Introduction to the course and historical thinking skills, Reformation, Absolutism

Unit 2

Enlightenment, French Revolution

Unit 3

Europe in Transition (1815-1914)

Unit 4

World War 1

Unit 5

Consequences of WW1, path to WW2



Unit 6

World War II and the Holocaust

Unit 7

Cold War

Information Essential to Student Success in SLU Course:

Academic Integrity Syllabus Statement

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. Thus, the University regards academic integrity as a matter of serious importance. Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Adhering to the standards of academic integrity allows all members of the University to contribute to a just and equitable learning environment that cultivates moral character and self-respect. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

[academic-integrity-policy.pdf](#)

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with all 1818 policies and procedures:

A.I. Policy: Slu's Policy

You are allowed to use generative AI in a limited capacity in this course. Tools such as [ChatGPT, Microsoft Copilot, Gemini, Midjourney, DALL-E or GitHub Copilot] can be used for specific assignments as directed in the assignment. I have thoughtfully chosen when to implement the use of generative AI for your assignments. Please note the assignments for which generative AI is allowed come after you have been introduced to foundational skills and concepts [such as...]. Tools that [perform readability analysis, detect tone and provide editing suggestions as well as those that paraphrase, summarize and outline] are allowed for general use on any assignment.



Using a generative AI tool may assist your learning by *[simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art]*. However, becoming dependent on generative AI could undermine your learning by *[eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code]*. The use of generative AI can *[strip a writer of her/his voice diminishing a creative work]*. Generative AI still produces inaccurate information and hallucinations are still common which if left unchecked can harm your grade on the assignment. Any work generated with AI should be fact checked to ensure accuracy. You are responsible for the content of your work.

If you have a question regarding if you are allowed to use generative AI for an assignment or whether you are using it appropriately, please discuss your concerns with me at your earliest opportunity.

If you choose to use a generative AI tool to assist with an assignment, you need to document its use. The proper citation format can be found here [\[APA, MLA, etc\]](#). Please append your assignment with how you used generative AI for your work, where in the assignment it is used and provide proper citation in *[APA, MLA etc]* format. Your original work and your AI assisted work should be clearly evident. In addition, use of generative AI should conform to academic integrity policies for the university and regulations put forward by *[the college or school you are in.]* Please review item three in the section labeled Plagiarism in the [Saint Louis University Academic Integrity Policy](#).

In other words (from Mr. Taylor) If you are found to cheat, plagiarize (which includes using AI as your own work), or engage in other forms of academic misconduct will be dealt with severely, resulting in an academic and behavioral consequence. Assignments for this course are designed to help you develop your critical thinking, research, and writing skills. Submitting other people's work as your own or using AI tools for your work in this course undermines those goals. In this course, you may not use ChatGPT or other AI software, including plug-ins or native tools that automatically generate text within word-processing apps. Exceptions include the grammar check and spellcheck options on your word-processing software or Grammarly grammar check *(but not GrammarlyGO's generative text option)*. You may not turn in something that is not your own work.



Behavioral Expectations:

- Please follow all rules and expectations in the Vianney handbook. (Food, phones, etc)
- Please be respectful of your classmates. This course will touch on several controversial issues. Please keep an open mind to the POV of your fellow classmates.
- Engagement and participation in class are highly encouraged. Do not be afraid to share your thoughts! Please give your full effort and leave the excuses. If attendance (tardiness or excessive absences) becomes an issue, parents will be contacted to set up a conference. Please see the note about being dropped from the course if excessive absences occur under the attendance procedures.
- Please be responsible and ensure all assignments are submitted according to the deadline. Assignments can be typed and uploaded to Canvas or turned in to the metal bin on the bookcase. Of course, this also means coming to class with all your supplies that are needed for that day. Please have your name on all assignments.
- Bathroom: only 1 person may go at a time. Students should also leave their phones in the classroom. Students who abuse the bathroom privilege may have it revoked.
- Students who do not meet the behavior expectations of a college-level environment will be dealt with severely with: Warnings, parent notifications, detentions, and severe disruptions, which will be sent to the AP for student behavior. Excessive behavioral issues may result in being removed from the classroom permanently.

SLU Disability Services Academic Accommodations

- **Please see Vianney Learning Consultants for assistance regarding extending time.**

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student must also notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.



Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

SLU Student Success Center:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The [Student Success Center](#), a one-stop shop, which assists students with academic and career related services, is in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Title IX Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of discrimination based on sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. Discrimination based on sex includes discrimination based on assigned sex at birth, sex characteristics, pregnancy and pregnancy-related conditions, sexual orientation, and gender identity. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at



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<http://www.lighthouse-services.com/slu>. To view SLU's policies and for resources, please visit the following web addresses:

<https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Saint Louis University Accreditation:

As an institution, Saint Louis University is fully accredited by the [Higher Learning Commission \(HLC\)](#). SLU has been continuously accredited since 1916.

Saint Louis University 1818 Program Academic Calendar Link – You need to be aware of the dates for 1818... see below

[1818 Advanced College Credit Program Academic Calendar: SLU](#)