



LOYOLA  
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*Preparing people to lead extraordinary lives*

## **The Evolution of Western Ideas and Institutions since the Seventeenth Century<sup>1</sup>**

**History 102**

Spring 2022

Professor Suzanne Kaufman

Pronouns: she, her, hers

Email: [skaufma@luc.edu](mailto:skaufma@luc.edu)

In Person and 4 **Synchronous** Zoom Class Meetings: T, Th, 8:30a.m.-9:45a.m.

Classroom: Dumbach Hall, 227

In-Person Office Hours: T, Th, 10:00a.m.-11:00a.m. and by appointment

Zoom meetings can be arranged too if requested

My on-campus office is Crown Center, 513

### **Course Description**

What are the institutions, customs and values that constitute modern western society, and how did they emerge? These questions seem particularly important at this present moment in history, when such institutions and ideas are not only being rapidly transformed by new technologies and the consolidation of a global economy but are under political assault. This course will examine the history of modern European society, exploring how key western institutions and ideas -- nation-states and nationalism, industrialized capitalist economies and beliefs in liberal democracy -- developed in the modern era. We will also analyze the ways in which these ideas and institutions were often resisted, sometimes violently, by ordinary men and women. Beginning with the rise of the Enlightenment in the eighteenth century, the course focuses on how ideas from this philosophical movement came to shape the French and industrial revolutions, forever changing Europe's political and economic systems as well as its social and cultural structures. We also look at the various problems and contradictions that emerged in the nineteenth and twentieth centuries, as Europeans seeking to control larger territories throughout the globe came into conflict not only with non-western peoples but with each other. By examining the consequences of European imperialism as well as the cataclysms caused by two world wars, we hope to gain a deeper understanding of the institutions and ideas that dominate western societies today. This course satisfies the tier 1 historical knowledge area of the core curriculum and develops critical thinking skills. (See the end of the syllabus for a description of the learning outcomes for the historical knowledge area.)

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<sup>1</sup> This syllabus is a working document. The professor reserves the right to modify and alter the syllabus and all materials, guidelines, etc., contained within it at her discretion over the course of the semester.

## **Course Structure in the Age of COVID-19**

### **Remote Learning for Week One and Week Two (18-27 January)**

**Due to the current surge in Covid cases in Chicago, our first four classes (18-27 January) will NOT be in-person and will be held as synchronous Zoom class meetings. All students should download Zoom and be ready to use it for these first four synchronous remote classes.**

While these four class meetings will be recorded and later posted on the class Sakai site, **these recordings are NOT substitutes for attending class synchronously. Synchronous class attendance is required, and these recordings should be consulted if students have a legitimate excuse for missing class.**

### **In-Person Learning for Week Three-Week 15 (1 February-28 April)**

Because we are living through a pandemic, we have been requested to do the following in our in-person classroom:

1. Please wear a mask in our classroom and inside all Loyola buildings.
2. No eating in the classroom (drinks in closed containers are allowed).
3. Assigned seating is required for the purposes of contact tracing. Attendance will be taken for contact tracing purposes.
4. If you have symptoms, are feeling sick, or have tested positive, please do not come to class. Instead, I will work with you to make up missed material.
5. Students, faculty and staff who test positive for Covid-19, must report their case to LUC as soon as possible at [COVID-19REPORT@LUC.EDU](mailto:COVID-19REPORT@LUC.EDU) or by calling 773-508-7707. All COVID-19 related questions should be directed to [COVID-19SUPPORT@LUC.EDU](mailto:COVID-19SUPPORT@LUC.EDU).
6. If you become physically or mentally ill any time during the semester, please inform me. I will be flexible regarding the class requirements and deadlines and want to ensure your success in the class. But communication with me is absolutely critical in this regard.

These requirements are inconvenient but necessary to create and maintain a safe learning environment across our campus. The university measures have thus far been archived at this webpage: <https://www.luc.edu/coronavirus/>. Covid-19 testing is widely available on campus: <https://www.luc.edu/coronavirus/oncampustesting/>. I plan to test weekly, and while it is currently voluntary, the university urges all to test as well, so please strongly consider making testing part of your weekly routine.

### **Communication and Feedback**

I will communicate with you throughout the semester via Loyola's email system and via Sakai, Loyola's open-source learning management system. To reach me directly, use my Loyola email: [skaufma@luc.edu](mailto:skaufma@luc.edu). I usually respond to email within 24 hours (and often much sooner) during the week, 48 hours over the weekend. If you do not receive an email response from me by this time, I have not received your email so please resend it. Students can expect ongoing and constructive written feedback from me on writing assignments for this course. Additional information about me can be found at: <https://www.luc.edu/history/people/facultyandstaffdirectory/kaufmansuzanne.shtml>.

## Required Reading

### **Required Books:**

1. Jackson J. Spielvogel, *Western Civilization: A Brief History*, vol. II (Since 1500) (9<sup>th</sup> edition)
2. Voltaire, *Candide*

The two required books are available to buy at the [Loyola University Bookstore](#).

Voltaire's *Candide* is also widely available from online used book vendors at cheaper prices. It is fine to buy a used copy and an older edition. Here are a few recommendations for online book vendors:

[Alibris](#)

[AbeBooks](#)

[ThriftBooks](#)

*Candide* is also readily available online in digital form. I believe that the Spielvogel textbook is available as a rental copy from the bookstore. I recommend renting the textbook or buying it in digital form in order to save money.

### **Required Readings on Sakai:**

In addition to the two required books, there are several **required** short readings that are available online through Sakai. **These readings are an essential part of the course. I ask that you make sure that you can access these readings and have them available (printed or digital access) when we discuss them during our class discussions. These readings are marked in the syllabus with (S) and are listed by the week (Week 1, Week 2, etc.) under "Schedule and Readings" on Sakai.** Click on the appropriate week to find the PDF copy of the readings for that week. Readings are named by author or sometimes by title.

## Course Requirements

1. All assigned reading is required and must be completed by the dates indicated on the syllabus in preparation for our class meetings. It is especially important to come prepared to discuss readings on days when short essays are due or when we are discussing *Candide*. These class sessions will be devoted to discussing primary and secondary sources and sharing insights from your short essays and in-class writing.
2. Two in-class short (ten minutes) writing assignments on Voltaire's *Candide*. Students will be given a writing prompt to respond to in class. Students will write one or two paragraphs (no more than half a page) in response to a question.
3. In-class midterm essay exam. A study guide will be provided.
4. In-class final essay exam. A study guide will be provided.
5. Two short (2-3 pages) essays designed to facilitate class discussion and critical thinking about primary and secondary sources. The short essays must be submitted by the start of class on the due date in the syllabus. The essays should be submitted through Sakai at the "Assignments tab." **Please submit your essays in MS Word, so that I can use track changes to give you written feedback. Essays will be graded down ½ grade for each**

**day that they are late.** The prompts for the two essays can be found under “Schedule and Readings” on Sakai. All essays should: 1. articulate a clear thesis in an introductory paragraph; 2. select, quote and analyze primary sources that serve as evidence for making an argument; 3. use correct punctuation and clear prose to present a coherent essay.

### Course Evaluation and Grades

Final grades will be based on the quality of both written work and class participation.

**Attendance is important for this course, and you will not pass the course if you do not come to class – in person or on Zoom synchronously.** More than three absences will lower your participation grade one grade (eg., from B+ to B).

Class participation and Voltaire in-class writing assignment:	20%
Midterm exam:	20%
Essay No. 1:	20%
Essay No. 2:	20%
Final exam:	20%

A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1; F = 0

\*\* Plagiarism will result in a grade of F for the assignment. See the end of the syllabus for a working definition of plagiarism.

Students with documented learning differences should contact the professor and the Student Accessibility Center (SAC; Sullivan Center (773-508-3700), [www.luc.edu/sswd](http://www.luc.edu/sswd)) within the first two weeks of the semester to discuss the need for any special arrangements.

Loyola provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC; Sullivan Center [SAC@luc.edu and 773-508-3700], [www.luc.edu/sswd](http://www.luc.edu/sswd)). Professors will receive an accommodation notification from SAC within the first two weeks of the semester. Students are encouraged to meet with the professor individually to discuss their accommodations. All information will remain confidential.

Students should keep the professor informed of absences well in advance if possible. Students who miss one week or more of class because of illness or a personal emergency should contact the dean's office. Dean's office staff will notify your instructors. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting instructors, producing appropriate documentation for the absence and completing any missed work.

**Lectures:** This class is primarily a lecture course. During in-person lectures students should listen and take notes. **All computers, cellphones, smartphones, tablets, MP3 players, audio recorders and any other electronic devices should be turned off during in-person classes. Students will take notes with pen/pencil and paper.** Please bring these items to class. If students have a question, they only need to raise their hand.

During our FOUR synchronous remote learning classes, students should follow the lecture and accompanying Power Point on Zoom. Online students should take notes, preferably with pen/pencil and paper. Online students can ask a question in the chat or audio function in Zoom and I will do my best to answer it.

**Discussions:** On days when short essays are due or when students do in-class writing on Voltaire's *Candide*, we will have structured class discussions. These discussions will consist of professor-led question and answer sessions that focus on primary source documents. All discussion will be held during in-person classes. (**Laptops are allowed during our class discussions so students can access digital readings from Sakai.**) We will also have occasional impromptu question and answer discussions during lectures.

Please remember that the classroom is an intellectually dangerous place. The content of some lectures and reading assignments includes verbal and visual images of controversial and horrifying events in European history (including war, physical violence, racist and misogynist language, and other examples). Some subjects are shocking and painful. As students of history, we need to engage, not avoid, such topics. "Nothing can be changed until it is faced," the writer James Baldwin reminds us. Students should contact the professor if such content affects their ability to learn.

**Examinations:** The midterm and final exams will be in-class examinations. They will consist of one essay and several short answer questions. Students will use bluebook exam booklets for these exams. I will provide study guides in advance so students can prepare for these exams.

### **Using Zoom to Join Our Online Classroom**

To join the online classroom for our FOUR synchronous class meetings, go to the Sakai page for History 102 and click on the **Zoom Pro** tab. Make sure to Launch Zoom. Then click the **join button** for "History 102, 005 SP 22" which will open Zoom and bring you into the waiting room for the class meeting. I will let students into the Zoom classroom at our regularly scheduled class period.

### **Using Zoom for Prof. Kaufman's Office Hours**

To meet with me on Zoom for office hours (T/Th - 10:00a.m.-11:00 a.m. & by appointment), please email me ([skaufma@luc.edu](mailto:skaufma@luc.edu)) to set up a Zoom link.

### **Meeting Dates and Assignments**

#### **Week One – Synchronous Zoom meetings**

18 January - Introduction to Course

20 January – The Eighteenth-Century World: Stability and Change

Readings:

Spielvogel, Chapter 18, pp. 439-449

## **Week Two – Synchronous Zoom meetings**

25 January - European Rulers and the Growing Power of the State

Reading:

Spielvogel, Chapter 18, pp. 426-439 (skim Chapter 15, pp. 362-377)

27 January – The Age of Enlightenment

Readings:

Spielvogel, Chapter 17 (whole chapter)

Voltaire, *Candide* (Begin reading – chapters 1 and 2)

## **Week Three – In-Person Class Meetings Begin for the Semester**

1 February - The Enlightenment Challenge

Readings:

Finish Voltaire, *Candide* / **Class Discussion on first half of *Candide*** (through Chapter 18)

**In-class writing assignment (ten minutes) at start of class. Students respond to a prompt handed out in class. [Students will handwrite with paper and pencil/pen.]**

3 February - The Enlightenment Challenge (continued)

Readings:

**Class Discussion on second half of *Candide*** (Chapter 19-30)

**In-class writing assignment (ten minutes) at start of class. Students respond to a prompt handed out in class. [Students will handwrite with paper and pencil/pen.]**

## **Week Four**

8 February – The End of Absolutism and the French Revolution

Readings:

Spielvogel, Chapter 19, pp. pp. 450-461

10 February – Radical Republic, The Terror, and the Birth of Nationalism

Readings:

Spielvogel, Chapter 19, pp. 461-476

## **Week Five**

15 February – The Napoleonic Empire and the Legacy of the French Revolution  
(S) Robert Darnton, “What Was Revolutionary about the French Revolution?”

(S) Documents on industrialization: “Labor Old and New: The Impact of the Industrial Revolution” **(Start reading documents packet on industrialization in preparation for short essay # 1.)**

17 February – Industrial Revolution: Factories, Industries and the Railroad

Readings:

Spielvogel, Chapter 20, pp. 477-493

(S) Documents on industrialization: “Labor Old and New: The Impact of the Industrial Revolution” **(Finish reading documents packet on industrialization for short essay # 1.)**

### **Week Six**

22 February – The Social and Cultural Impact of the Industrial Revolution

Readings:

Spielvogel, Chapter 20, pp. 493-500

(S) Documents on industrialization: “Labor Old and New: The Impact of the Industrial Revolution” / **Class Discussion on Documents**

**Short Essay # 1 Due**

**(Submit essay by the start of class through Sakai)**

24 February - The Restoration of Europe and the Birth of New Ideologies

Readings:

Spielvogel, Chapter 21, pp. 501-512

(S) Documents on new ideologies: excerpts by Robert Owen, J. S. Mill, and Samuel Smiles

### **Week Seven**

1 March – Reform and Revolution: 1830-1850

Readings:

Spielvogel, Chapter 21, pp. 512-523

3 March – Reordering Europe: New Nations on the Rise and Old Empires in Decline

Readings:

Spielvogel, Chapter 22, pp. 524-538 (skim pp. 538-549)

### **Week Eight**

8 March – No Class / Spring Break

10 March – No Class / Spring Break

### **Week Nine**

15 March – **MIDTERM EXAM (in-class exam)**

17 March – The Second Industrial Revolution: Progress and Problems

Readings:

Spielvogel, Chapter 23, pp. 550-557 (skim pp. 557-570)

(S) Documents on progress and problems: excerpts from Karl Marx/Friedrich Engels, “The Communist Manifesto”

### **Week Ten**

22 March – Growing Contradictions of Modern Western Society: Mass Politics

Readings:

Spielvogel, Chapter 23, pp. 570-576 and Chapter 24, pp. 577-592

24 March – More Contradictions: The New Imperialism and International Rivalries

Readings:

Spielvogel, Chapter 24, pp. 592-604

(S) Documents on the New Imperialism: excerpts from J. A. Hobson, M. K. Gandhi, and Image of Pears Soap Advertisements

### **Week Eleven**

29 March – World War I as Total War

Readings:

Spielvogel, Chapter 25, pp. 605-620

(S) Documents on World War I: Poems and writings by Wilfred Owen, Fritz Franke, Siegfried Sassoon, and L. Doriat, *Women on the Home Front* (1917)

31 March – The Russian Revolution and the Rise of a Communist State

Readings: Spielvogel, Chapter 25, pp. 620-625

(S) Documents on Lenin and the Russian Revolution

### **Week Twelve**

5 April – The Treaty of Versailles and the Problems of the Peace

Readings:

Spielvogel, Chapter 25, pp. 625-633 and Chapter 26, pp. 633-639

(S) Documents on post-WW I peace: excerpts from Woodrow Wilson, “The Fourteen Points,” “Treaty of Versailles,” and John Maynard Keynes, “The Economic Consequences of the Peace, 1920”

(S) Documents on the Nazi Propaganda Machine: “Selling A Totalitarian System” (**START READING the documents packet on Nazi Propaganda for short essay # 2.**)

7 April – Retreat from Democracy and the Rise of Fascism and Nazism

Readings:

Spielvogel, Chapter 26, pp. 639-654 (skim pp. 654-660)

(S) Documents on the rise of Fascism: excerpt from Benito Mussolini, “Fascist Doctrine.”

(S) Documents on the Nazi Propaganda Machine: “Selling A Totalitarian System” **(KEEP READING the documents packet on Nazi Propaganda for short essay # 2.)**

### **Week Thirteen**

12 April – Life under Authoritarian Rule: the Nazi State and Propaganda

Readings:

(S) Documents on the Nazi Propaganda Machine: “Selling A Totalitarian System”

**Class discussion on Documents**

**Short Essay # 2 Due**

**(Submit essay by the start of class through Sakai)**

14 April – Stalinism in the Soviet Union / The Outbreak of World War II

Readings:

Spielvogel, Chapter 27, pp. 661-675

### **Week Fourteen**

19 April – World War II and the Nazi Genocide of European Jews

Readings:

Spielvogel, Chapter 27, pp. 675-689

(S) Documents on the Holocaust: Memories of Sam Bankhalter and Hinda Kibort

21 April - Cold War and the Rebuilding of Europe after World War II

Readings:

Spielvogel, Chapter 28, pp.689-701

(S) Documents on Post-World War II Europe: excerpts from Winston Churchill, the Beveridge Report, U.S. Report on the European Common Market, and Aimé Césaire

### **Week Fifteen**

26 April – Europe in the 1950s-1960s: Economic Miracle in the West and Socialism in the East

Readings:

Spielvogel, Chapter 28, pp.701-715

28 April – Europe since the 1970s: Challenges to Postwar Solutions

Readings:

Spielvogel, Chapter 29 (whole chapter)

(S) Documents on challenges to postwar solutions: excerpts from Margaret Thatcher, The Sex Pistols, the Solidarity Movement, and Mikhail Gorbachev.

**7 May - Final Exam - 9:00a.m.-11:00a.m. (in-class exam)**

### A Note on Plagiarism

I adopt the definition of plagiarism found in Booth:

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.<sup>2</sup>

This means, among other things, that materials cut and pasted from the web are plagiarized unless they are properly quoted and cited. This includes websites such as Wikipedia and other sites that are not single authored. It also means that papers written by someone else but handed in by you under your name are plagiarized. Even if you plagiarize only a sentence or two you will receive a grade of F for the assignment.

To avoid plagiarism, take notes carefully, putting into quotation marks all real quotes and summarizing other things in your own words. If you are unclear about what constitutes plagiarism, please come to talk to me during my office hours.

### List of Required Readings Available On Sakai

1. Robert Darnton, "What Was Revolutionary about the French Revolution," *The New York Review of Books*, vol. 35, no. 21 and 22 (January 19, 1989).
2. Documents on industrialization: "Labor Old and New: The Impact of the Industrial Revolution" includes: "The Problem," "Sources and Methods," documents under "The Evidence," "Questions to Consider," and "Epilogue." From Merry E. Wiesner, Julius R. Ruff, and William Bruce Wheeler, *Discovering the Western Past: A Look at the Evidence* (Boston, 1997).
3. Documents on the new ideologies of the 19<sup>th</sup> Century: Utopian Socialism and Liberalism, excerpts include: Robert Owen, "Utopian Socialism," John Stuart Mill, "Considerations on Representative Government," and Samuel Smiles, "Self-Help."

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<sup>2</sup>Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago, 1995), p. 167.

4. Documents on progress and problems: excerpt from Karl Marx/Friedrich Engels, *The Communist Manifesto*.
5. Documents on the New Imperialism: excerpts include: J. A. Hobson, "Imperialism" and M.K. Gandhi, "Civilization" and image of Pears Soap Advertisement.
6. Documents on World War I: Poems and writing by Wilfred Owen, Fritz Franke, Siegfried Sassoon and excerpt from L. Doriat, *Women on the Home Front* (1917)
7. Documents on Lenin and the Russian Revolution: excerpts include: "Our Programme," "Leading a Revolutionary Movement," "Proclaiming the New Soviet Government," and "Modernizing Russia."
8. Documents on Post-World War I Peace: excerpts from Woodrow Wilson, "The Fourteen Points," "Treaty of Versailles" and John Maynard Keynes, "The Economic Consequences of the Peace, 1920."
9. Documents on the Rise of Fascism: excerpt from Benito Mussolini, "Fascist Doctrine."
10. Documents on the Nazi Propaganda Machine: "Selling A Totalitarian System" includes: "The Problem," "Sources and Method," documents under "The Evidence," "Questions to Consider," and Epilogue." From Merry E. Wiesner, Julius R. Ruff, and William Bruce Wheeler, *Discovering the Western Past: A Look at the Evidence* (Boston, 1997).
11. Documents on the Holocaust: excerpts from Sam Bankhalter and Hinda Kibort (Holocaust survivors).
11. Documents on Post-World War II Europe: excerpts include Winston Churchill, "Iron Curtain Speech," Sir William Beveridge, "Social and Allied Services (The Beveridge Report)" and U.S. States Department of State Press Statement, "On the European Common Market and the Free Trade Area" and Aimé Césaire, "Discourse on Colonialism."
12. Documents on challenges to postwar solutions: excerpts include from Margaret Thatcher, "Speech to the Conservative Party Conference (1980); The Sex Pistols, "God Save the Queen" Lyrics (1977); Solidarity, "Twenty-One Demands" (1980); Mikhail Gorbachev, "Perestroika" (1987).

### **Learning Outcomes for Tier 1 - Historical Knowledge Area of the Core Curriculum**

Students who take History 102 will be able to:

1. Evaluate and explain the forces of historical continuity and change.
2. Demonstrate an understanding of the relationship among historical events, culture, and social forces.

3. Demonstrate an awareness that human values, ideas of justice, and methods of interpretation influence and are influenced by time, culture, and personal perspective.

4. Differentiate among historical and contemporary perspectives about the world with a view to fashioning a humane and just world.

#### **Online Etiquette for our FOUR Synchronous Classes:**

To help foster a proper and welcoming online environment for all, I have included a list of guidelines that should help direct your behavior this semester, called [Netiquette](#), borrowed from Loyola University's Office of Online Learning. This document provides a general overview of actions, policies, and behaviors to try and follow for a successful, hospitable, and respectful online learning environment for all.

#### **University Statement on the Recording of Live Class Discussions**

In this class, Zoom will be used to record our FOUR synchronous class sessions and your participation in our class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who might miss the live session. All recordings will become unavailable to students in the class when the Sakai course is unpublished (shortly after the course ends, per Sakai's administrative schedule). The use of all video recordings will be in keeping with the University Privacy Statement.

#### **University Privacy Statement on Recording**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. Recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Materials from this course cannot be shared outside of the course without the professor's written permission and consent. This includes recorded lectures, lecture notes and outlines, slides, PowerPoints, Panopto recordings, audio clips, videos, and any materials posted on Sakai. These items are considered to be the intellectual property of the professor. As a result, they may not be distributed or disseminated in any manner, either on paper or virtually without the written permission of the professor. Lectures may not be copied or recorded by students without the written consent and permission of the professor. When consent is given, those recordings may be used for review only and may not be distributed. Student work for this course is the intellectual property of the student and the professor will not share or distribute student work in any form without the student's written permission. Finally, please be aware that in the state of Illinois, any unauthorized recording is considered a felony.

### **Statement of Intent**

By remaining in this course, students agree to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

### **Student Resources**

These following links may prove useful and helpful to students over the course of this semester and during their academic career at Loyola.

[Loyola Coronavirus Updates and Information Page](#)

[Student Accessibility Center](#)

[Information Technology Services \(IT\)](#)

[Library](#)

[Writing Center](#)

[Center for Tutoring and Academic Excellence](#)

[Loyola Bookstore](#)

[Financial Aid](#)

[Sakai Student Guide](#)

[Loyola Academic Calendars](#)

### **Technology Privacy and Support Information**

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at [helpdesk@luc.edu](mailto:helpdesk@luc.edu) or by phone at 773-508-4487. [Information Technology Services \(IT\)](#) has a list of services and resources on their home page that students may find useful. Please contact them for issues with your Loyola email (for example password problems) as well.

Below you will find links to privacy policies as well as support documentation for the technology we'll use in the course:

[Sakai Privacy policy](#)

[Sakai Student Support Guide](#)

[Zoom Tool Info and Instructions](#)

### **Connect with the History Department**

Please follow the department's website and social media pages:



Visit: [luc.edu/history](http://luc.edu/history)



Like: [facebook.com/loyolahistorydepartment](https://facebook.com/loyolahistorydepartment)



Follow: [twitter.com/loyolahistdept](https://twitter.com/loyolahistdept)



Follow: [flickr.com/people/luchistorydepartment](https://flickr.com/people/luchistorydepartment)

The Loyola History Department's website and social media pages are updated frequently with event announcements, internship and job opportunities, faculty and student achievements, and other news about the department and the history profession. In addition, the website contains a wealth of information essential for students taking history courses, including guidelines for majors and minors, details about scholarships and essay contests, faculty bios and course descriptions, and the department's "Major in History" career guide.