

HIS 230 Modern Europe: 1789–Present
Fall 2019
Asynchronous/Online

Professor: Dr. Emily R. Gioielli

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Office hours:

- MW: 1–2:30pm
- T/R: 9am-10am
- Virtual Office Hours via Google hangouts: TR: 10-11am
- By appointment

Course Introduction and Learning Goals

“What is to be done?” This is the question that was posed by revolutionaries throughout the 19th and 20th centuries in Europe who sought to change their countries, their lives, for the better, and each answered this question differently. This course will delve into these questions to understand the dramatic, revolutionary transformations of European politics, culture, society, beliefs and identities over time and space. The course will examine macro level processes and events as well as the everyday lives of people and how they interpreted and shaped the experiences and meanings of historical events at the micro level.

Although we will cover a variety of topics during the course of the semester, the course will home in on three major themes 1) how/did the Enlightenment shape European history?; 2) competing conceptualizations of what defines a good society and a good life; 3) how have different people defined democracy over time and space? These themes will be developed both implicitly and explicitly through readings, lectures and discussions, and you will be responsible for connecting class material to these themes in the written exams and assignments.

In this course you will:

- A) Grow your knowledge in the history of modern Europe
- B) Critically analyze primary sources that present multiple perspectives on the past;
- C) Construct evidence based arguments;
- D) Advance your knowledge of history as an academic discipline;
- E) Develop academic writing skills and general college “survival” skills you can use throughout your career.

General Studies Goals and Competencies: This course fosters students’ ability 1) to write and speak clearly and effectively, 2) to think critically and reason analytically, and 3) to gain a greater awareness of the present by understanding other cultures and times. By the end of this course, students will demonstrate the ability 1) to compare and contrast historical and cultural ethical perspectives and belief systems, 2) to recognize conflicts within and between value systems and

recognize and analyze ethical issues as they arise in a variety of contexts, and 3) to defend conclusions using relevant evidence and reasoned argument.

Required Readings*:

1) The textbook for the course is Edward Berenson's *Europe in the Modern World: A New Narrative History since 1500* (Oxford: Oxford University Press, 2016). ISBN: 978-0199840809. You need to rent or purchase this. It will provide you with the necessary context for class discussions and lectures.

2) Sources available on Canvas.

**All readings and course materials are required and are due on the day they are listed under in the syllabus. I reserve the right to alter readings as necessary.*

Assignments

<u>Requirements:</u>	<u>Date</u>	<u>% of Final Grade</u>
Syllabus Acknowledgement	August 30 @ 11:59pm	0% REQUIRED
Quizzes	Throughout semester	20%
Reading responses	Throughout semester	20%
Tests (3 total)	6 Oct; 3 Nov; 10 Dec	60%

Explanation of Assignments

Tests (60% total)

You will take three tests over the course of the semester on both content and historical thinking skills. These exams will consist of short answer and long essay questions. The exams will require you to utilize the textbook and any other sources provided. You may be required to reach back to material from the course for longer essays, but they are not cumulative in a traditional sense. I will open the exams no later than one week before they are due. There will be no formal time limit on the exams, but they must be submitted by the deadline. **NCSS Themes: 1-10*

Quizzes (20%):

There will be reading quizzes to help reinforce your understanding of the material and what we covered in class. These are timed and due by the time listed on the course schedule below. **NCSS Themes: 1-10*

Reading Responses (20%)

These are short writing assignments build your skills in academic writing, historical thinking, and historical epistemology. All assignments should be completed by the day and time listed on the course schedule below. **NCSS Themes: 1-10*

Grading Scale*

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59-0 = F

While this course adheres to the University's grading structure for final grades, I will use pluses and minuses in grading your assignments, so as to provide you with a better idea of your progress throughout the class.

Grading Criteria

- "A" = An "A" indicates an outstanding performance in the course. It shows originality, mastery of the material and themes of the course.
- "B" = A "B" indicates solid grounding in the material. However, work may be lacking in originality and also some confusion of course material.
- "C" = A "C" indicates some problems in terms of understanding course material and written assignments. These may include misreading or misinterpreting course materials, lack of originality, vagueness in writing, asserting positions without supporting evidence from course materials or appropriate scholarly sources.
- "D" = A "D" is a more intense version of the "C" paper.
- "F" = An extreme version of the "D." An "F" may also be the result of plagiarism (making use of shape, form, or content of another's work without citing it).

Late Work Policy

Deadlines are taken seriously in this course, as you can only be an engaged participant in the class by completing the work on time. Since this is an online learning environment and everything is running on a tight schedule, late work will not be accepted. This counts toward ALL assignments including quizzes, exams, and the primary source analysis. Deadlines are posted in numerous locations both in the syllabus and on Canvas. **Ignorance of deadlines is not a valid excuse.**

Communication

I welcome emails from students and work to respond within 24 hours of receipt. If a question can easily be answered by reading through the syllabus, I will respond with this brief email. Please be aware that I do not answer my emails 24 hours a day, seven days a week, so do plan accordingly.

Due to privacy issues, if you wish to discuss grades for the course or for an assignment you need to come to office hours or make an appointment.

I will be available in my office during the hours listed on the first page of the syllabus. You can make an appointment for a specific time or simply “drop in.” If you are unable to meet during the posted office hours, please contact me via [email](#) to make an appointment for another time. I am also holding “virtual office hours” via Google Hangouts, so you are free to “call in” to me during that time if you need to speak with me.

Office hours: My office hours are listed both at the top of the syllabus and on Canvas. I encourage you to **come to office hours!!** Since we will not be meeting in a physical classroom, I think it’s important for you to stop by and at least introduce yourself. I’m here to talk about any class concerns you might have. So please use my office hours to your advantage!

Disability Accommodations: Students seeking accommodations for any disabilities must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of these accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive

External Assistance

Success in college is not just about learning the material, but learning how to learn. Especially in your first two years, you should be developing skills in studying, critical thinking and communication that will help you in college and life. If you are having problems with this class, please come see me. However, there are additional resources available to offer assistance. The Center for Academic Support is located in Hearnes Library. For more information regarding the services the CAS offers see: <https://www.missouriwestern.edu/cas/>.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 226 Blum Student Union, for a list of resources and support.

The Campus Cupboard is a free resource with pantry and hygiene items, located at 214 Blum Student Union. The pantry is typically open Tuesdays and Thursdays from 2-4 pm and by appointment. You can stop by the Vice President for Student Affairs Office, Blum 228, or contact the Dean of Students, grimes@missouriwestern.edu with questions or concerns. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess.

ACADEMIC HONESTY, DUE PROCESS, AND GRADE APPEAL

There will be NO tolerance for cheating, plagiarism, or academic dishonesty on ANY assignment. Plagiarism includes, but is not limited to:

Quoting oral or written materials including, but not limited to, those found on the internet, whether published or not, without proper citation.

Submitting a paper or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student

This can include papers on the internet, friends' papers, websites, or ANY other source you do not cite. If you didn't write it, or it's not your original thought you MUST cite. In this course, a student who is discovered having plagiarized or cheated will be dismissed from the course, will earn an "F" for the course grade, and will have the violation filed with the University.

"Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity." (MWSU Student Handbook)

"Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative." (MWSU Student Handbook)

For more details concerning Departmental Grade Appeal Procedure, see "GRADE APPEAL PROCEDURE MATERIALS" which is filed in Popplewell 115.

For more details see

<https://www.missouriwestern.edu/studentaffairs/wpcontent/uploads/sites/292/2014/02/handbook.pdf>.

For information about Academic Regulations and Standards Committee, go to

<https://www.missouriwestern.edu/facsenate/academic-regulations/>

A NOTE ON HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy.

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

ATTENDANCE: UNIVERSITY STATEMENT

“Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Student Handbook)

CLASSROOM BEHAVIOR GUIDELINES

University Statement: See the Student Handbook section concerning Student Code of Conduct for additional details.

INCLEMENT WEATHER AND ILLNESS POLICY

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day. I will also try to post a message on Moodle.

THEMATIC STANDARDS FOR SOCIAL SCIENCE EDUCATION MAJORS

For those students intending to teach History and the Social Sciences at the secondary level, please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for such a teaching career. These ten thematic standards are:

1. Culture and cultural diversity;
2. Time, continuity, and change;
3. People, places, and environments;

4. Individual development and identity;
5. Individuals, groups, and institutions
6. Power, authority, and governance;
7. Production, distribution, and consumption;
8. Science, technology, and society;
9. Global connections;
10. Civic ideals and practices.

Each of these thematic standards will be integrated into this course. In this course, standards 1-10 will be emphasized. The syllabus indicates which standards are associated with each particular assignment and lesson.

Students in secondary education are responsible for keeping all quizzes, papers, and examinations as artifacts for their electronic portfolios.

GENERAL STUDIES REQUIREMENTS FOR BACHELOR DEGREES

General Education at Missouri Western State University consists of a common core of curriculum offerings necessary to equip students for successful and fulfilled lives as educated and active citizens. The required general education curriculum consists of a broad range of courses that assures that all baccalaureate-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world.

1. Students completing courses in the general education program will be provided the opportunity to acquire knowledge and skills to:
2. Write and speak clearly and effectively;
3. Think critically and reason analytically;
4. Locate, organize, evaluate, and synthesize information from print and electronic sources;
5. Understand and appreciate moral values and ethical choices;
6. Gain a greater awareness of the present by understanding other cultures and times;
7. Understand and enjoy aesthetic experiences and share in related activities;
8. Develop an understanding of fundamental mathematical concepts and their applications.
9. Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience;
10. Understand and appreciate the means of gaining and maintaining mental and physical health.

The Knowledge and Skill areas 1, 2, 3, 4, and 5 will be emphasized in this course.

COURSE SCHEDULE

I reserve the right to change this schedule.

Please note that you may work ahead, but I won't begin grading until after the deadline for assignments has passed.

MODULE ONE: Introduction to Europe Past and Present

View:

Die Mitte (The Center)

Assignment:

Viewing response due 1 September at 11:59pm

MODULE TWO: Old Regime (Ancien Regime) Europe

Read:

Berenson, *Europe in the Modern World*, chpts. 1 & 2

Assignment:

Quiz due 1 September at 11:59pm

Reading Response due 1 September at 11:59pm

MODULE THREE: The Enlightenment

Read:

- Berenson, *Europe in the Modern World*, Chpt. 3
- John Locke, "Of Tyranny"

Assignment:

Quiz due 8 September at 11:59pm

Reading Response due 8 September at 11:59pm

MODULE FOUR: **The French Revolution**

Read:

- Berenson, *Europe in the Modern World*, Chpt 4
- Abbe de Sieyes, "What is the Third Estate"
- [National Assembly, "Declaration of the Rights of Man and Citizen" \(Links to an external site.\)](#)
- [Olympe de Gouges, "Declaration of the Rights of Woman"](#)

Assignment:

Quiz due 8 September at 11:59pm

Reading Response due 8 September at 11:59pm

MODULE FIVE: **Industrial Revolution and the Social Question**

Read:

- Rules of a Factory in Berlin
- Friedrich Engels, from *The Conditions of the Working Class in England*
- Sir Edwin Chadwick, *Inquiry into the Condition of the Poor*
- Julie Daubie, from *Women Workers in France*

Assignment:

Quiz due 15 September at 11:59pm

Reading Response due 15 September at 11:59pm

MODULE SIX: **Reaction and Reform**

Read:

- Berenson, *Europe in the Modern World*, Chpt. 4, Chpt. 6 (review)
- Edmund Burke, from *Reflections on the Revolution in France*
- Carlsbad Resolutions

Assignment:

Quiz:

Reading Response due 22 September at 11:59pm

MODULE SEVEN: Romanticism

Listen:

Wolfgang Amadeus Mozart, 40th Symphony in G Minor
Hector Berlioz, *Symphonie Fantastique*

View:

Romantic Art Image Compilation

Assignment:

Listening Response due 22 September at 11:59pm

MODULE EIGHT: National Question

Read:

- Berenson, *Europe in the Modern World*, Chpt. 7
- Guiseppi Mazzini, from *The Duties of Man*
- Adam Mickiewicz, from *The Books of the Polish Nation*
- Ernst Renan, "What is a Nation?"

Assignment:

Quiz due 29 September at 11:59pm

Reading Response due 29 September at 11:59pm

MODULE NINE: 1848

Read:

- Review Berenson, *Europe in the Modern World*, Chpt. 6
- Hungarian Declaration of Independence

Assignment:

Reading Response due 29 September at 11:59pm

MODULE TEN: Science and Secularism

Read:

- Review Berenson, *Europe in the Modern World*, Chpt. 7, pgs. 343–356
- Pople Pius IX, *Syllabus of Errors*
- Charles Darwin, from *The Origin of Species*.

Assignment:

Reading Response due 6 October at 11:59pm

MODULE ELEVEN: New Imperialism and Mass Politics (Don't Panic)

Read:

- Berenson, *Europe in the Modern World*, review pgs. 374–389
- Introduction to New Imperialism Documents
- Friedrich Fabri, *Bedarf Deutschland der Kolonien?*
- Jules Ferry's appeal to the French to Build a Second Empire
- Joseph Chamberlain's speech to the West Birmingham Relief Association
- Josiah Strong, "The Anglo-Saxon Race and the World's Future"
- Rudyard Kipling, "The White Man's Burden"
- Herbert Spencer, "Imperialism and Slavery"
- Mark Twain, "Battle Hymn of the Republic"
- John H. Hobson, "The Economic Taproot of Imperialism"
- Charles Pearson, from *National Life and Character: A Forecast*
- W.S. Blunt, "Some Fruits of Imperialism"

Assignment:

Reading Response due 6 October at 11:59pm on Canvas

EXAM #1 covers modules 1–7; Due on 6 October at 11:59pm on Canvas

MODULE TWELVE: The Jewish Question

Read:

- Berenson, *Europe in the Modern World*, Chpt. 8; pay special attention to pgs. 390–393
- Debates on Jewish Emancipation in the German Lands
- Eduard Drumont, from *Jewish France*
- Theodor Herzl, *The Jewish State*

Assignment:

Quiz due 6 October at 11:59pm

Reading Response due 13 October at 11:59pm

MODULE THIRTEEN: **The Woman Question**

Read:

- Berenson, *Europe in the Modern World*, review pgs. 340–343; 393–395
- Emmeline Pankhurst, “Why We Are Militant”

Assignment:

Quiz due 13 October at 11:59pm on Canvas

Reading Response due 13 October at 11:59pm on Canvas

MODULE FOURTEEN: **World War One**

Read:

- Berenson, *Europe in the Modern World*, review pgs. 395–405; Chpt. 9
- Henri Barbusse, from *Under Fire: The Story of a Squad*
- R. Scotland Liddell, *On the Russian Front*

Assignment:

Quiz due 20 October at 11:59pm on Canvas

Reading Response due 20 October at 11:59pm on Canvas

MODULE FIFTEEN: **Russian Revolution**

Read:

- Berenson, *Europe in the Modern World*, pgs. 456–489
- Alexandra Kollontai, “Three Generations”

Assignment:

Reading Response 20 October at 11:59pm on Canvas

MODULE SIXTEEN: **Europe between the Wars**

Readings

- Berenson, *Europe in the Modern World*, pgs. 508– 517; 531–534
- Walter Gropius, “Principles of the Bauhaus”

View

Documentary on Bauhaus

Assignment:

Viewing Response due 27 October at 11:59pm on Canvas

EXAM #2: Sunday, Nov. 3 (by 11:59 pm); covers modules 8-16

MODULE SEVENTEEN: Stalinism

Read:

- Berenson, *Europe in the Modern World*, pgs. 480-503
- Joseph Stalin, "The Hard Line"

Assignment:

Quiz due 10 November at 11:59pm on Canvas

Reading Response due 10 November at 11:59pm on Canvas

MODULE EIGHTEEN: Great Depression and Rise of Fascism

Read:

- Berenson, *Europe in the Modern World*, Chpts. 11
- Marta Appel, *Memoirs*
- George Orwell, from *Road to Wigan Pier*

Assignment:

Quiz due 10 November at 11:59pm on Canvas

Reading Response due 10 November at 11:59pm on Canvas

MODULE NINETEEN: World War Two and the Holocaust

Read:

- Berenson, *Europe in the Modern World*, Chpts. 11 & 12
- Marc Bloch, from *Strange Defeat*
- Winston Churchill, "Wars are not Won by Evacuation"
- "Colonization of the Eastern Territories"

Assignment:

Quiz due 17 November at 11:59pm on Canvas

Reading Response due 17 November at 11:59pm on Canvas

MODULE TWENTY: "Zero Hour"

Read:

- Berenson, *Europe in the Modern World*, pgs. 610–637
- Beveridge Report (in-class)
- Jean Monnet, "A Red Letter Day for Europe"
- Berman, "The Case for Stalinism"

Assignment:

Reading Response due 24 November at 11:59pm on Canvas

MODULE TWENTY-ONE: Decolonization

Read:

- Berenson, *Europe in the Modern World*, pgs. 638–646
- Frantz Fanon, *The Wretched of the Earth* (Canvas)
- Declaration of Independence of the Democratic Republic of Vietnam

Assignment:

Reading Response due 24 November at 11:59pm on Canvas

MODULE TWENTY-TWO: Competition and Conflict in Divided Europe

Read:

- Berenson, *Europe in the Modern World*, pgs. 650–683
- Kitchen Debate and related documents
- Editorial by Ulrike Meinhof
- Action Programme

Assignment:

Reading Response due December 1 at 11:59pm on Canvas

MODULE TWENTY-THREE: Common European Home

Read:

- Berenson, *Europe in the Modern World*, Chpt. 665, esp. pages 683–711
- Gorbachev, "Europe as a Common Home"

Assignment:

Quiz due December 8 at 11:59pm on Canvas

Reading Response due December 8 at 11:59pm on Canvas

FINAL EXAM: due Tuesday, Dec. 10 by 11:59 pm on Canvas
