WESTERN CIVILIZATION II:
Hist. 2312.001
Dr. Sandrine Sanos
IH 156 (T-Th 11:00am-12:15pm)

Office: FC 268
Office Hours: T 1:30pm-3:30pm, W by appointment, Th 1:30pm-4:30pm
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Course Description
This course is an introduction to the history of Europe from 1800 until 1965. The history of “modern Europe” is a history haunted by war, revolution, and colonialism. While the 19th century inaugurates the rise of the imperial nation-state, the simultaneous emergence of the working-classes and the dominant culture of the bourgeoisie (middle-classes), it also signals the emergence of modernity as a story of progress and challenges to established authority and conventional order in the form of mass politics and the ideologies of liberalism, socialism, and feminism.

The 20th century will witness two destructive world wars, each involving genocide, mass displacement of peoples, and conflicts which spread beyond the confines of metropolitan Europe. But the 20th century is also the story of intense creative cultural experiments, new political ideologies (pacifism, fascism and communism), and after 1945, the momentous transformation of European society in the face of economic recovery, the spread of consumerism, Americanization, and youth culture. In this course, we will examine the interplay of capitalism, colonialism, culture, and migration as the central themes of modern European history.

Student Learning Outcomes
. acquire the basic skills of professional historians, namely:
  . gather information & knowledge about the past
  . read and analyze original sources (documents from the past)
  . learn to develop historical interpretations (in class & in writing)
  . reflect on issues of continuity & change (as guides to understanding events & phenomena in the past)
  . write critically & historically in a wide range of assignments.

Course Readings
Please note this syllabus is provisional and may be liable to change

Course Expectations and Guidelines:

Class participation:
PARTICIPATION IN CLASS IS CRUCIAL.
We will have small and large-group class discussion.
Engaging with the material, being prepared for class and participating in class are essential for productive discussions; you will be expected to have done the reading.
You are expected to bring the reading to class (textbook, book, online document).
You will be assessed for your participation: you will be expected to make SUBSTANTIAL contribution during our discussions. If large group discussions are intimidating, we will have the opportunity for smaller group discussion.
Participation must include:
- evidence of reading done.
- comments in class offering thoughts & analysis of the material.
- making connections with issues brought up in lectures and during class discussion.

*** do not be afraid to ask questions in class, if you need clarification, or want more insights or information. That also constitutes participation as it shows you are actively engaged in issues raised by the readings.

The classroom should be a pleasant, exciting, and rewarding experience:
Students are expected to be respectful of each other in demeanor, tone, and behavior.
Rude or inconsiderate behavior and remarks will not be tolerated.
Please turn off your cell phones BEFORE CLASS.
Please do not send text messages, check, or use phones during class.
Please do not use laptop computers in class.
If students engage in ANY of the above, I will ask you to leave class and this may affect your participation grade (I will count you as absent for that day if you use your cellphone in class).

Students are therefore expected to come to class ON TIME: this is a sign of respect towards your peers and myself.
Any substantial lateness will be counted as an absence—unless documented or justified. If you anticipate being late on a regular basis (because of work, family commitments, etc.), or face unusual circumstances that result in repeated absences, please come and inform me at the beginning of class, or email me if you cannot be physically present. Informing me after you have been repeatedly absent will not be considered.

**Class Attendance:**
Students are expected to attend ALL class sessions; attendance is part of your participation grade. Students are allowed ONE UNJUSTIFIED ABSENCE. More than one unjustified absence will result in an F for your participation grade. (remember that will also affect your quizzes which are graded). All absences must be documented in order to be justified. More than 4 unjustified absences (two weeks of classes) will result in an F for the entire course.

It is your responsibility to make sure you keep up with the work done when absent. Please be aware that irregular attendance usually makes it difficult to do well in this class.
If you cannot come to class, or will be unprepared due to unforeseen events, it is best to contact me as soon and early as possible, preferably by email, so alternate arrangements can be made. A policy of honesty is usually the wisest in communicating with me.

**Academic Affairs:**

**Disability:** The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office: (361) 825-5816, or go and visit the office: Driftwood 101.

**Academic Dishonesty:**
There will be a no-zero tolerance policy on cheating (during quizzes or exams). Plagiarism will not be tolerated and means you will be failed for the entire course. Plagiarism is the “UNCREDITED USE (INTENTIONAL OR UNINTENTIONAL) OF SOMEONE ELSE’S WORDS OR IDEAS.” ([http://owl.english.purdue.edu/owl/resource/589/01](http://owl.english.purdue.edu/owl/resource/589/01)).
*Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism.*

BE VERY CAREFUL ABOUT TAKING NOTES FROM THE TEXTBOOK: USE QUOTATION MARKS, OR REWRITE IN YOUR OWN WORDS.

To avoid plagiarism: *always be safe rather than sorry!* Cite (provide quotation marks, citation in MLA, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper. For best practices, see: [http://owl.english.purdue.edu/owl/resource/589/03/](http://owl.english.purdue.edu/owl/resource/589/03/)

*Note:* wikipedia does NOT constitute an academic source that you may use. Any credited or uncredited use of wikipedia will result in an F for the essay or writing.

How to cite Chicago-Style:
The Chicago style (or Turabian) is the format used in history: footnotes or endnotes. You can find the guidelines on the History Area website and I will review those in class. Papers that do not use the Chicago format will be downgraded by a 1/3 of a grade.

**Academic Advising:**
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college, the undergraduate advisor is Linda Miller (825-3466, Linda.Miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood.

**Course Assignments**
There will be a series of written assignments in this course.

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<tr>
<td>Participation</td>
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<td>Quizzes</td>
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<td>Essay #1</td>
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**Quizzes:**
There will be daily quizzes at the beginning of the class. These will be given letter grades.
Quizzes do not just test your knowledge: they are an opportunity for you to put into clear and concise writing the knowledge you gained from your reading. They help practice writing and give you a chance to organize your ideas. The final grade for your quizzes will be an AVERAGE of ALL semester quizzes grades.

**Deadlines:**
Extensions will only be granted more than 2 days in advance. Do not hesitate to ask for an extension if you feel it will be difficult to meet the deadline. Late essays will be graded down by one full letter-grade for every day late. Again, in trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

**Essays:**
You will be asked to write historical essays responding to a particular question. In the essays, you should demonstrate:
- your ability to critically engage the readings
- use of both primary and secondary sources
- your ability to reflect on the issues discussed and offer an original argument.
A historical essay does more than just tell me what happened at the time. It offers an argument (or interpretation) on how to think about that time period and the issues that matter then.

**Grade Appeal Process:**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see: University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at: http://www.tamu-cc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Engagement and Success.

**Course Outline**
Week 1

Jan. 24
Introduction: *The Making of Modern Europe*
Lecture: The Atlantic World
Syllabus Overview

Week 2

Jan. 29
The Enlightenment
Reading: *MW*, Ch. 18

Jan. 31
The Enlightenment
Reading: *SMW*, pp. 97-106

Week 3

Feb. 05
The Cataclysm of Revolution
Reading: *MW*, Ch. 19

Feb. 07
Revolution, Race, and Rights
Reading: *SMW*, pp. 107-25

Week 4

Feb. 12
Napoleon & The Revolutionary Legacy
Reading: *MW*, Ch. 20

Feb. 14
Confronting the Legacy of the French Revolution
Reading: *SMW*, pp. 129-135 & 137-41
Week 5

Feb. 19  Industrialization & Social Ferment  
Reading: MW, Ch. 21

Feb. 21  Industrialization & Social Ferment  
Reading: SMW, pp. 143-150

Week 6

Feb. 26  Politics & Culture of the Nation-State  
Reading: MW, Ch. 22

Feb. 28  Industry, Empire & Everyday Life  
Reading: MW, Ch. 23

Week 7

March 05  Imperialism: Lecture  
Reading: SMW, pp.173-80

March 07  NO CLASS

Week 8

Spring Break

Week 9

March 19  Modernity & the Road to War  
Reading: MW, Ch. 24

March 20  ESSAY #1 to hand in

March 21  Modernity  
Reading: SMW, pp. 201-210

Week 10
March 26  World War One and Its Aftermath  
Reading: \textit{MW}, Ch. 25

March 28  The Interwar Period  
Reading: \textit{SMW}, pp. 211-225

\textbf{Week 11}

Apr. 02  World War II & the Holocaust  
Reading: \textit{MW}, Ch. 26

Apr. 04  The Holocaust  
Film screening

\textbf{Week 12}

Apr. 09  Reading: Primo Levi, \textit{Survival in Auschwitz}, pages to be announced

Apr. 11  Writing Workshop

\textbf{Week 13}

Apr. 16  The Cold War & the Remaking of Europe  
Reading: \textit{MW}, Ch. 27

Apr. 17  ESSAY #2 TO HAND IN

Apr. 18  A Post-War World  
Reading: \textit{SMW}, pp. 247-51 & 254-59

\textbf{Week 14}

Apr. 23  Post-Industrial Society and the End of the Cold War  
Order
Reading: \textit{MW}, Ch. 28

Apr. 25  Reading: \textit{SMW}, pp. 268-72; 275-77; 283-91
Week 15

Apr. 30  A Global World: the 1990s
          Lecture

May 02   Writing Workshop

Week 16

May 07   LAST CLASS
          ESSAY #3 (final essay)