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
Lynn Hunt et al. (eds.) The Making of the West, Vol. C: Since 1740 (Bedford & St Martin’s, fourth edition)
Katherine Lualdi (ed.) Sources of The Making of the West, Vol. II: Since 1500 (Bedford & St Martin’s, fourth edition)
***please make sure to purchase this edition of the book. It is cheaper if you buy them together.

BOOKS ARE AVAILABLE AT THE BOOKSTORE

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

Class participation:
PARTICIPATION IN CLASS IS CRUCIAL.
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).
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 (small or large group discussion) offering thoughts & analysis of the material.
- making connections with issues brought up in lectures and during class discussion.
- active listening (paying attention, taking notes, etc).
**do not be afraid to ask questions in class if you need clarification, are confused, or want more information. I welcome questions and queries.**

Course Etiquette
The classroom should be a pleasant, exciting, and rewarding experience:
1. Students are expected to be respectful of each other in demeanor, tone, and behavior.
2. Rude or inconsiderate behavior and remarks will not be tolerated.
3. Please turn off your cell phones BEFORE CLASS.
4. Please do not send text messages, check or use phones during class.
5. Please do not use laptop computers in class.
6. Please do not record class conversation or my lectures without my permission.
7. You are expected to be able to stay in class and not leave during the class period.

If you text or use your phone during class, I reserve the right to ask you to leave, and will count you as absent for that class period. If you do this repeatedly, this may also affect your overall participation grade in the class.
If students engage in ANY of the above, I reserve the right to ask you to leave class.
If you plan on using online versions of the reading, please come and see me.

If you anticipate being late on a regular basis (because of work, family commitments, babysitting, etc.), please come and inform me at the beginning of class.

A note on Campus Carry:
With the recent establishment of “Campus Carry” legislation in the State of Texas, all those that are at least 21 years of age and have a permit may now carry concealed firearms on campus (with the exception of restricted zones, which are clearly marked with signage). Our classroom is not a gun-free zone, nor is my office. By law, I cannot restrict you from exercising the right extended to you by the Campus Carry initiative but, in light of these changes, I would like to explain how I think of our classroom: when we come together for class, we agree to engage in a common project—to study a particular topic. Our discussions may sometimes be messy or heated, there may be disagreements or hesitations. But that is the very point of education. The spirit of our time together should be driven
by curiosity, respect for one another, and desire to learn. I hope we can keep this spirit alive so that learning takes place in “safe spaces.”

Email Etiquette
1. If you cannot ask me during or after class, never hesitate to email me. I will make every effort to answer as quickly as possible.
2. Emails are professional correspondence, which means they should include:
   - a subject heading (indicating what your email is about)
   - proper address (“Dear Dr. X” or “Dear Prof. S.”)
   - explain and ask your question
   - always include the usual forms of politeness (sign your name)

The rule is simple: **behave on email as you would in person**
3. The same rules apply if you send me an assignment over email: the email should include a subject-heading, a sentence explaining what you are sending me, and your name.
4. I will not respond to emails after 6pm.
5. If you do not receive a response after two days, email again – your email may have got lost in spam or junk mail folders.

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.
All absences must be documented in order to be justified and allow you to make up quizzes.
If you have more than 4 unjustified absences (two weeks of classes), you will earn 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.

**A policy of honesty is usually the wisest in communicating with me.**

Office hours:
Always make an appointment (by email or in person).
This way, you avoid waiting. I also sometimes need to be absent during office hours (for meetings, etc. on which I have no control). I will try and accommodate you if these times are difficult. As a rule, I am not on campus on Mondays and Fridays.

Grader
Laurent Robinson will grade for this class.
Please do not hesitate to contact her if you any questions regarding quizzes, the reading, the class. Her email is: lrobinson@islander.tamucc.edu

**Academic Affairs**

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final
degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://www.tamucc.edu/~aac.

Disability Services
The Americans with Disabilities 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. Please be aware that I am not allowed to accommodate your needs unless I receive official paperwork from the Disability Services office.

Academic Dishonesty:
There will be a no-zero tolerance policy on cheating in class or plagiarism in take-home work. 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.” Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism, whether intentional or not. Please remember that the university policy does not distinguish between sloppy habits, a mistake made once, or a deliberate attempt at cheating. All are considered plagiarism, that is academic dishonesty. Do not hesitate to ask me or Lauren if you are unsure.

Proper citation involves using both quotation marks and footnotes
1. quotation marks indicate the material is from someone else
2. footnotes tell the reader when the information or idea come from.
You must always quote and cite when you use someone else’ words or ideas, or to show where you got your information from.
Even when you are paraphrasing (rewriting in your own words), include a footnote.
It is best to avoid paraphrase and, instead, rely on quotations.
Note: wikipedia does NOT constitute an academic source that you may use.
We will discuss in class how best to avoid plagiarism

How to cite Chicago-Style:
The Chicago style (or Turrabian) is the format used in history.
You can find the guidelines on the History area website or ask a reference librarian.
http://cla.tamucc.edu/history/History_Area_Guide_Fall2009.pdf
ALWAYS CHECK WITH YOUR PROFESSOR: THESE RULES ARE GENERAL AND EVERY PROFESSOR HAS DIFFERENT PARTICULAR REQUIREMENTS.
Papers that do not use the Chicago format will be downgraded by a 1/3 of a grade.
(for in-class quizzes, put page numbers in parenthesis)
The same rules about plagiarism apply to your in-class quizzes.

GRADE APPEALS
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01. Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

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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<tr>
<td>Quizzes</td>
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<tr>
<td>Essay #1</td>
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<td>Essay #2</td>
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<tr>
<td>Essay #3</td>
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Quizzes:
These 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. You are allowed to use your notes for the quiz, but not the book. When you take notes, do NOT copy word for word the textbook: take notes using your own language and practice using proper names for facts, developments, concepts. Develop short-hands, abbreviations, symbols to designate phenomena, facts, etc. We will discuss in class how to take good and effective notes. If you copy the textbook, this will count as plagiarism. 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. In general, it is not wise to ask for more than one extension per semester (I reserve the right not to give you one if you have already benefited from one). 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.

Writing:
You will be asked to write three essays responding to a particular question. The question usually asks you to reflect on the historical developments and issues of a particular time period, using primary sources as well as knowledge from the textbook and notes taken in class.

In the essay, 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 history essay does more than just tell me what happened at the time. It does not just summarize. It offers an argument (or interpretation) on how to think about that time period.

1. your essay should not be a summary of what happens during a time period, but include an analysis of how and why things happened and how we should understand them.
2. You may use and refer to all the knowledge you have acquired during the semester.
3. You will be asked to use primary documents as evidence from a particular time period: when you use a primary document, always consider:
- “what does this document tell me about the time period?”
- include BOTH historical context (author, date) and close-reading (analysis of the text itself, its language, vocabulary, meaning, assumptions, etc.). Not just one or the other.

Course Outline

Week 1

Jan. 19  
**Introduction: The Making of Modern Europe**
Lecture: The Atlantic World
Syllabus Overview

Week 2

Jan. 24  
**The Enlightenment**
Reading: *MW*, Ch. 18

Jan. 26  
**The Enlightenment**
Reading: *SMW*, pp. 97-106

Week 3

Feb. 02  
**The Cataclysm of Revolution**
Reading: *MW*, Ch. 19

Feb. 03  
**Revolution, Race, and Rights**
Reading: *SMW*, pp. 107-25

Week 4

Feb. 07  
**Napoleon & The Revolutionary Legacy**
Reading: *MW*, Ch. 20

Feb. 09  
**NO CLASS: PLEASE HAND IN ESSAY #1 BY 2PM**

Week 5

Feb. 14  
**Industrialization & Social Ferment**
Reading: *MW*, Ch. 21

Feb. 16  
**Industrialization & Social Ferment**
Reading: *SMW*, pp. 143-150

Week 6

Feb. 21  
**Politics & Culture of the Nation-State**
Reading: *MW*, Ch. 22
Feb. 23  Industry, Empire & Everyday Life  
Reading: MW, Ch. 23

Week 7
Feb. 27  Imperialism: Lecture  
Reading: SMW, pp.173-80

March 02  Modernity & the Road to War  
Reading: MW, Ch. 24

Week 8  
March 07  Modernity & the Road to War  
Reading: SMW, pp. 201- 210

March 09  World War One and Its Aftermath  
Reading: MW, Ch. 25

Week 9  
SPRING BREAK  

Week 10  
March 21  The Interwar Period  
Reading: SMW, pp. 211-225

March 23  The Interwar Period: The Rise of Fascism  
Lecture  
HAND IN ESSAY #2

Week 11  
March 28  World War II & the Holocaust  
Reading: MW, Ch. 26

March 30  The Holocaust  
Lecture & Film screening

Week 12  
Apr. 04  Reading: Primo Levi, Survival in Auschwitz

Apr. 06  Reading: Primo Levi, Survival in Auschwitz
Week 13

Apr. 11  The Cold War & the Remaking of Europe
    Reading: MW, Ch. 27

Apr. 13  A Post-War World
    Reading: SMW, pp. 247-51 & 254-59

Week 14

Apr. 18  FILM SHOWING: Battle of Algiers

Apr. 20  FILM SHOWING: Battle of Algiers

Week 15

Apr. 25  Writing Workshop: Essay #3

Apr. 27  Post-Industrial Society and the End of the Cold War Order
    Reading: MW, Ch. 28

Week 16

May 02  LAST CLASS: A Global World
    Lecture
    HAND IN ESSAY #3 IN CLASS