WESTERN CIVILIZATION II:
Hist. 2312.002
Dr. Sandrine Sanos
T-Th 2:00pm-3:15pm
Dr. Robert Ferguson 107
Spring 2020 Syllabus

Office: Classroom East 216B
Office Hours: T 3:30pm-5:30pm, W by appointment, Th 3:30pm-5:30pm
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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 (pacificism, 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, gender, 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)
*** You do not need to purchase the newest edition.

BOOKS ARE AVAILABLE AT THE BOOKSTORE
COPIES OF THE BOOKS WILL BE AVAILABLE ON RESERVE AT THE LIBRARY

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 during the entire class period and not leave during the class period. If you do so, or do so repeatedly, I will count you as absent. However, if you have a private, medical or other reason to do so, please do not hesitate to inform me.

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.

7. Students are also 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, babysitting, etc.), please come and inform me at the beginning of class.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
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 Prof. Sanos”)
   - explain and ask your question
   - always include the usual forms of politeness (sign your name)
3. The rule is simple: behave on email as you would in person
4. I will not respond to emails that do not follow proper etiquette
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.

Policy on Children in Class
This reflects my policy and support for students who are parents or guardians of babies or children.
1. I understand there can be unforeseen complications or disruptions in childcare that may require you to miss class in order to stay home with a child. If that is the case, please inform me. Please know, too, that occasionally bringing a child to class in order to cover gaps in childcare is perfectly acceptable. I only ask that you inform me before class begins.
2. I ask that all students work with me to create a work environment that is respectful of all forms of diversity, including diversity in parenting status.
3. In all cases when you have to bring a baby or child to class, either:
- please sit next to the door so that you may be able to leave quietly without disrupting others if your child or baby needs attention. In this instance, you may step outside of class if needed.
- please have your child sit next to you (or in the back if older) and ask they stay quiet during class so as not to disrupt other students’ learning. They may read, listen to music, or watch a video (provided it does not disrupt other students).

4. I understand that childcare means tiredness, complicated time management, and can interfere with completing your coursework. While I maintain the same expectations for all students in my classes regardless of status (including parenting status), never hesitate to come and see me so I can help in finding solutions or help to support balancing school and parenting.

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

Office hours:
Always make an appointment (by email or in person) as this will 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.
My office is not accessible (first floor without elevator): if coming to it is difficult, please inform me and I will meet somewhere accessible on campus.

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.

Disabilities Accommodations
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 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.

Academic Honesty/Plagiarism
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is.
Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

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.

To avoid plagiarism: always be safe rather than sorry!

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’s 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.tamu.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.C0.03, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Essay #1</td>
<td>15%</td>
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<tr>
<td>Essay #2</td>
<td>15%</td>
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<tr>
<td>Essay #3</td>
<td>30%</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.
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 short essays responding to a 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.

**Extra Credit**
I routinely provide opportunities for extra credit.  
Usually, I will offer the opportunity for you to attend an event (a speaker, a roundtable, a debate, a film). All I ask is that you write a short paragraph about it and send it to me. If there is no sign-in sheet, taking a photo at the event to show you were present is perfectly acceptable.  
I ask that you email me the paragraph (and photo, if appropriate) in the following week.  
For this class, I will encourage you to attend events organized as part of:
- Black History Month  
- Women’s History Month  
- Queering the Island

**Course Outline**

**Week 1**

Jan. 21  
Introduction: *The Making of Modern Europe*  
Syllabus Overview

Jan. 23  
The Atlantic World  
Lecture

**Week 2**
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Jan. 28</td>
<td><strong>The Enlightenment</strong></td>
<td>Reading: <em>MW</em>, Ch. 18</td>
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<tr>
<td>Jan. 30</td>
<td><strong>The Enlightenment</strong></td>
<td>Reading: <em>SMW</em>: Beccaria, Merettra, Frederick II, Astell</td>
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<td><strong>Week 3</strong></td>
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<tr>
<td>Feb. 04</td>
<td><strong>The Cataclysm of Revolution</strong></td>
<td>Reading: <em>MW</em>, Ch. 19</td>
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<td>Feb. 06</td>
<td><strong>Revolution, Race, and Rights</strong></td>
<td>Reading: <em>SMW</em>: Sieyes, Declaration of Rights of Man, Olympe de Gouges</td>
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<td><strong>Week 4</strong></td>
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<td>Feb. 11</td>
<td><strong>Napoleon &amp; The Revolutionary Legacy</strong></td>
<td>Reading: <em>MW</em>, Ch. 20</td>
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<td>Feb. 13</td>
<td><strong>Discussion</strong></td>
<td>Reading: Robespierre, Abd Al Rahman</td>
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<td><strong>Essay #1 to hand in</strong></td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>Feb. 18</td>
<td><strong>Industrialization &amp; Social Ferment</strong></td>
<td>Reading: <em>MW</em>, Ch. 21</td>
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<tr>
<td>Feb. 20</td>
<td><strong>Industrialization &amp; Social Ferment</strong></td>
<td>Reading: <em>SMW</em>: factory rules, Ellis, Imperialism &amp; Opium</td>
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<td><strong>Week 6</strong></td>
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<td>Feb. 25</td>
<td><strong>Politics &amp; Culture of the Nation-State</strong></td>
<td>Reading: <em>MW</em>, Ch. 22</td>
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<tr>
<td>Feb. 27</td>
<td><strong>Politics &amp; Culture of the Nation-State</strong></td>
<td>Reading: Darwin, Marx &amp; Engels, Tristran (Tristan will be available as pdf)</td>
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<td><strong>Week 7</strong></td>
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Mar. 03  Industry, Empire & Everyday Life  
   Reading: MW, Ch. 23

Mar. 05  Imperialism: Lecture  
   Reading: SMW: Ferry, Kumalo, Kipling

Week 8
SPRING BREAK

Week 9

Mar. 17  Film Showing

Mar. 19  Film Showing  
   Hand in Essay #2

Week 10

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

Mar. 26  Modernity & the Road to War  
   Reading: SMW: Eugenics, Zola, Pankhurst

Week 11

Marc. 31  World War One and Its Aftermath  
   Reading: MW, Ch. 25

Apr. 02  Reading: SMW: Sassoon, Mussolini, Hitler

Week 12

Apr. 07  World War II & the Holocaust  
   Reading: MW, Ch. 26

Apr. 09  Reading: Primo Levi, Survival in Auschwitz

Apr. 10  LAST DAY TO DROP A CLASS
Week 13

Apr. 14  The Cold War, Decolonization & the Remaking of Europe  
Reading: *MW*, Ch. 27

Apr. 16  Reading: *SMW*: Ho Chi Minh & Beauvoir

Week 14

Apr. 21  Writing Workshop

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

Week 15

Apr. 28  Film showing

Apr. 30  Film showing

Week 16

May 05  Europe Today & A Global World  
LAST CLASS  
Hand in Essay #3

Make appointments with Dr. Sanos to discuss semester performance  
May 11-13