

COURSE SYLLABUS



COURSE TITLE: HIST-122: European History: 1789 to Present

CLASS SECTION: 001

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Dr. Christian Lieb

EMAIL: LiebC@camosun.bc.ca

OFFICE: Young 323 (Lansdowne)

HOURS: In Person: Mon. / Wed. 9:30-10:30, 12:30-1:30 and Tues. 5:00-6:00 – or by e-mail

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students will learn about the significant effects of the French Revolution on the emergence of modern Europe. This course examines the creation of the contemporary European economic, political, cultural, and social conditions, focusing in particular on the rise of nationalism, revolutions and counter-revolutions, imperial and great power wars, and the development of capitalism and its attendant class structure. Students will also study the changes in everyday life, gender roles and relations, and their cultural manifestations.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Outline critical themes, events, and issues in Europe after 1789, including the intellectual, economic political, cultural and social foundations and developments of Europe.
2. Explore modernization, economic development, industrialization, technological change and their impact on society.
3. Examine political challenges and changes, revolution and counter-revolution, nationalism, and war.
4. Analyze Europe's interactions with other parts of the world, including European colonialism and decolonization and its legacy.
5. Explore the role of ideologies and ideological conflict.
6. Examine economic, cultural, and social development, including the movement toward European integration.
7. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.
8. Demonstrate critical thinking about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments.
9. Apply the methodology of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
10. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
11. Research, write and communicate orally and in writing.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. Joshua Cole and Carol Symes, *Western Civilizations, vol. 2*. Brief 6th Ed., New York and London: W.W. Norton & Company, 2020.
2. InQuizitive Online testing tools (and e-book) – should come with textbook (or as a separate access code card if you are only getting the e-book).
3. Weekly Seminar Readings: available on the History 122 D2L site.
4. Camosun College, Department of Humanities History Style Guide: available on the History 122 D2L page.


COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Week 1, Jan. 8-14:

- January 8 Introduction to Hist. 122 - Europe: Revolution to Present
January 10 **Seminar:**  Cole and Symes, *Western Civilizations*, p. 621-622 (Debating the French Revolution: Edmund Burke and Thomas Paine). Answer the questions accompanying the selection.


Week 2, Jan. 15-21:

-  **Online Quiz #1: Chapter 19 by 10:00 am, Jan. 15**
January 15 **Lecture:** Revolutionary and Napoleonic Wars, 1792-1810
January 17 **Library Research Seminar in LLC-136**

Week 3, Jan. 22-28:

Online Quiz #2: Chapter 20 by 10:00 am, Jan. 22


January 22 **Lecture:** Napoleon's Russian Campaign and Congress of Vienna, 1812-1815

January 24 **Seminar:**  William Nester, "Why Did Napoleon Do It? Hubris, Security Dilemmas, Brinksmanship, and the 1812 Russian Campaign," *Diplomacy & Statecraft*, 24 (2013): 353-364.

Week 4, Jan. 29-Feb.4:

Online Quiz #3: Chapter 21 by 10:00 am, Jan. 29


January 29 **Lecture:** Restoration Period: Reaction, Revolution, and Romanticism

January 31 **Seminar:**  Read Fichte's Address to the German Nation at <https://archive.org/details/addressestothege00fichuoft/page/n29> (please read First Address, p. 1-18) and Cole & Symes. *Western Civilizations*, p. 736-737 ("Competing Viewpoints: Building the Italian Nation: Three Views") Is nationalism rational? To what does it appeal? What do the readings have in common? How do they differ? How are the documents shaped by the historical context of the time?

Week 5, Feb. 5-11:

Online Quiz #4: Chapter 22 by 11:00 am, Feb. 5

February 5 **Lecture:** The Industrial Revolution

February 7 **Seminar:**  Read the *Communist Manifesto* Chapter 1-4 (<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm>). At the end of each chapter, you will need to click on the link to the next chapter to load that page. What view of history is embedded in the first pages? Note the view of the 'Discovery of America' and what it unleashed in terms of the industrial age and the consequence for the world. What happens to labour, to the professions, to class division?

Week 6, Feb.12-18:

February 12 **Lecture:** The Rise of Nationalism in Europe

 **Midterm Exam – due on Monday Feb. 12 at 10:00 am**

February 14 **Seminar:** How to write a Research Paper


Week 7, Feb.19-25: READING BREAK, NO CLASSES

Week 8, Feb.26-March 3:

Online Quiz #5: Chapter 23 by 10:00 am, Feb. 26

Feb. 26 **Lecture:** The Unifications of Italy and Germany / European Imperialism

Feb. 28 **Seminar:** Revolutions of 1848


 Siep Stuurman, "1848: Revolutionary Reform in the Netherlands," *European History Quarterly* Vol. 21 (1991): 445-480.

Week 9, March 4-10:

Online Quiz #6: Chapter 24 by 10:00 am, March 4

March 4 **Lecture:** War and Revolution, 1914-1920

March 6 **Seminar:** European Imperialism

 John Darwin, "Imperialism and the Victorians: The Dynamics of Territorial Expansion," *The English Historical Review*, Vol. 112, No. 447. (June 1997): 614-642.

Week 10, March 11-17:

☞ **Online Quiz #7: Chapter 25 by 10:00 am, March 11**

March 11 **Lecture:** Upheaval and Experimentation – the Interwar Period

March 13 **Seminar:** 📖 Perry Willson, “The Nation in Uniform? Fascist Italy, 1919-43,” *Past & Present* 221, no. 1 (Nov. 2013): 239-272.

Week 11, March 18-24:

☞ **Online Quiz #8: Chapter 26 by 10:00 am, March 18**

March 18 **Lecture:** Democracy Under Siege and World War II

☞ **Research Essay due on D2L at 10:00 am**

March 20 **Seminar:** World War II and the Holocaust

📖 Michael Thad Allen, “Not Just a ‘Dating Game’: Origins of the Holocaust at Auschwitz in the Light of Witness Testimony,” *German History*, vol. 25, no. 2 (2007), 162-191

Week 12, March 25-31:

☞ **Online Quiz #9: Chapter 27 by 10:00 am, March 25**

March 25 **Lecture:** Europe Divided – The Cold War

March 27 **Seminar:** Beginning of the Cold War

📖 Greg Castillo, “Domesticating the Cold War: Household Consumption as Propaganda in Marshall Plan Germany,” *Journal of Contemporary History* 40, No. 2 (April 2005), pp. 261-288.

Week 13, April 1-7:

April 1 **Easter Monday – no classes**

☞ **Online Quiz #10: Chapter 28 by 10:00 am, April 3**

April 3 **Seminar:** Cold War Politics

📖 Alban Webb, “Cold War Radio and the Hungarian Uprising, 1956,” *Cold War History* 13, no. 2 (May 2013), p. 221-238.

Week 14, April 8-14:

☞ **Online Quiz #11: Chapter 29 by 10:00 am, April 8**

April 8 **Lecture:** Europe since the 1990s

April 10 **Seminar: Exam Review**

April 15-23, 2024: FINAL EXAM PERIOD – Final Exam will be due on April 17 at Midnight (11:59 PM).

☞ **Note:** All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, **except under fair dealing or another exception in the Copyright Act.** Violations may result in disciplinary action.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is

required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

| DESCRIPTION | WEIGHTING |
|---|-------------------|
| ☞ Online “InQuizitive” quizzes | 10% |
| ☞ Discussion groups and small assignments | 20% |
| ☞ Midterm Exam | 20% |
| ☞ Research Paper | 30% |
| ☞ Final Exam | 20% |
| | TOTAL 100% |

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

☞ **Course Requirements:**

To pass the course, you are expected to attend the in-class discussions every Wednesday and bring short papers for the assigned readings. You must complete the weekly “*InQuizitive*” online quizzes (most weeks – see schedule), write a research paper, and the midterm and final exams. All assignments need to be submitted electronically on D2L. If, for whatever reasons (i.e. personal or health), you are unable to meet some of these requirements, please come and talk to me or e-mail me (ideally) before the deadline or exam so that we can find a solution. **Late penalties for the research paper are 5% per day**, so please start early.

A) **Online Quizzes (10%):**

The “InQuizitive” quizzes will be facilitated through the Norton online platform (<https://digital.wwnorton.com/westciv6brv2>). The dates and readings for these quizzes are listed in the course outline and in the online calendar which you can access using your course access key and the **Student Set ID: 742698**. This is the same Student Set ID as for the Hist. 120 course last Fall. With the “Student Access Code” bundled with your textbook, you need to sign into the online platform to self-register for access to the e-version of the book and the online components (i.e. the online quizzes). To receive full points for this component you need to complete at least 10 out of the

11 quizzes. **More details on how to navigate the online portion will be provided on the first day of classes.**

B) Discussion Groups (20%):

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one page) commentary containing the following points:

- **Briefly summarize the sources**
- **Identify the main themes of the sources (what do they tell you about the issues?)**
- **Write a short paragraph in which you outline the most important question(s) that the reading(s) raised for you.**

This short paper will help you to focus your thoughts for the discussions and will train you to identify the main arguments (and biases) of the texts you read. These short commentaries will not be graded individually but will assist in determining the quality of your participation (of course, only in addition to the oral participation during the discussions – see below).

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors' thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments.

C) Midterm Exam (20%):

In lieu of the regular in-class midterm exam we will have two 500-word essay responses that will include questions on material from lectures, articles, and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook and discussion article readings and the material from the lectures to demonstrate contextual understanding of developments relevant to the course. **The questions for the exam will be posted on D2L five days before the due date** and students will submit their responses online through the **D2L submission box at 10:00 am on Monday February 12, 2024** – please combine the two responses into a single Microsoft Word or PDF document.

D) Research Essay:

The research essay will be about 1,500-2,000 words in length, written on a topic corresponding to **one of the primary documents from your textbook**. To choose a topic for your research paper, use one of the primary documents from your textbook starting with “Competing Viewpoints: The Factory System, Science, and Morality” in Chapter 19 on page 510 as the earliest

document (see the table of contents on pages XVIII-XIX in Joshua Cole and Carol Symes, *Western Civilizations, vol. 2*. Brief 4th Ed., New York and London: W.W. Norton & Company, 2017. You will develop a research question that you want answered (later thesis statement) and find appropriate historical studies in the library to provide sufficient evidence. **In addition to the primary document, you need to find four academic secondary sources.** For secondary sources, please use only peer reviewed books and articles from academic journals – no websites, because those generally provide only very short summaries and are not usually reviewed. As an indicator of academic sources, please use only material that is footnoted (i.e. where the sources of the information are provided). In the case of journal articles and book chapters, please use contributions that are at least 15 pages long (avoid popular journals like *History Today* and *History Teacher*).

This essay will have a thesis statement at the end of the first paragraph which will clearly state your argument in one sentence. This should be followed by an analytical discussion of the problem that is raised in the primary document, and a short conclusion in which you summarize your findings. You will use the secondary sources to support your argument, which should clearly correspond to your thesis statement and be arranged in a logical progression.

The academic standards of the history department as outlined in the Department Style Guide (copy under “Course Resources” on D2L) will apply – i.e. use footnotes. Please provide a separate cover page with your name and student number, the name and number of the course, the name of the instructor, and the title of the essay. The bibliography must be on a separate page at the end of the essay. Since some of the topics might be more popular than others, make sure that you start early so that you will be able to get the necessary readings for your essay.

Papers without proper footnotes including exact page numbers will be returned to students – late penalties will apply.

Essay is due on D2L at 10:00 am on Monday March 18, 2024.

E) Final Exam (20%):

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures, textbook and discussion readings, and to discuss these with reference to significant names, dates and locations in this take-home exam. As with the Midterm, context and questions will be posted on D2L – in this case, a week prior to the due date.

The Final Exam is due in the D2L submission box at Midnight (11:59 pm) on Wednesday April 17, 2024 – combine the two responses into a single Microsoft Word or PDF document.

Due dates: Assignments must be submitted to the online submission box on D2L at the time and date listed above.

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or family affliction, please make sure to inform the instructor by e-mail as soon as possible – ideally before the deadline. **No assignments will be accepted after the final class day on April 15, 2024 without prior permission from the instructor.**

Note: If you find you are unable to complete an assignment, please e-mail me prior to the due dates, or as close to them as possible. It is the student’s responsibility to inform me of any difficulties completing course components.

A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person’s words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author’s words or ideas without using a footnote to cite the source.
3. Copying another student’s work, either on assignments or exams.

More information can be found in the Arts and Science Academic Honesty Guidelines, posted in the Course Overview on D2L.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

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| Academic Advising | http://camosun.ca/advising |
| Accessible Learning | http://camosun.ca/accessible-learning |
| Counselling | http://camosun.ca/counselling |
| Career Services | http://camosun.ca/coop |
| Financial Aid and Awards | http://camosun.ca/financialaid |
| Help Centres (Math/English/Science) | http://camosun.ca/help-centres |
| Indigenous Student Support | http://camosun.ca/indigenous |

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| International Student Support | http://camosun.ca/international/ |
| Learning Skills | http://camosun.ca/learningskills |
| Library | http://camosun.ca/services/library/ |
| Office of Student Support | http://camosun.ca/oss |
| Ombudsperson | http://camosun.ca/ombuds |
| Registration | http://camosun.ca/registration |
| Technology Support | http://camosun.ca/its |
| Writing Centre | http://camosun.ca/writing-centre |

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that

course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.