



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Christian Lieb		
(b)	Office Hours:	Monday and Wednesday 12:30-1:30 Tuesday 11:30-12:30		
(c)	Location:	Young 323 (Lansdowne)		
(d)	Phone:	250-370-3363		
(e)	Email:	LiebC@camosun.bc.ca		
(f)	Website:	http://camosun.ca/learn/programs/history/		

2. Intended Learning Outcomes

Upon completion of this course the 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.

3. Required Materials

1. Kidner, Frank L. et al. *Making Europe: People, Politics, and Culture since 1300*, 2nd edition. Boston: Houghton Mifflin, 2014.
2. MindTap Online Resource: <https://login.nelsonbrain.com/course/MTPP-SHFP-1QNQ>
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.

4. Course Content and Schedule

Course Description:

In this course, we will trace European history from the end of the French Revolution through the Napoleonic Wars to the present. Among the major themes are the attempts by the dominant powers to restore many aspects of the European pre-revolutionary political landscape at the Congress of Vienna, though they were ultimately unable to stop the appeals of liberal nationalism. The ideas of nation states (and the social effects of the Industrial Revolution) started to destabilize the continental structures, which is most evident in the unification of Germany and the weakening of the multi-ethnic Ottoman and Habsburg Empires. Great power rivalry increased in the scramble for colonies as part of the imperialist expansion overseas. In the 20th century, the two world wars did not only create unprecedented destruction and suffering for soldiers and civilians alike, but also diminished the influence of European powers in the world as the division of the continent during the Cold War and decolonization of remaining overseas empires demonstrated. The revolutions of 1989 re-united the continent and opened the possibilities for the expansion of the European Union and NATO (albeit against Russian national interests as especially the crisis in Eastern Ukraine demonstrates), while the post-Communist order facilitated the re-emergence of ethnic tensions in the Balkans and parts of Eastern Europe.

Course Requirements:

To pass the course, you are expected to submit short papers and attend the in-class discussions every Thursday. You must complete the “*MindTap*” online quizzes (“Aplia”) and the midterm exam. In addition, submitting the annotated bibliography and the research paper (as hard copies), and writing the final exams would complete the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet any 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 assignments are 5% per day**, so please start early.

Please be aware that the instructors have no influence over the scheduling of the final exam during the examination period (April 18-26, 2017). Therefore, you should not make any travel plans or work arrangements until the final examination timetable has been posted.

A) Online Quizzes:

The “MindTap” quizzes will be facilitated through the Cengage online platform. 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. The URL for the online component is:

<https://login.nelsonbrain.com/course/MTPP-SHFP-1QNQ>

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.* 50% of the final grade for this component will be based on completion; the remaining 50% will be based on the recorded results of the quizzes. **More details on how to navigate the online portion will be provided on the first day of classes.**

B) Discussion Groups:

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.*
- *For additional instructions and questions for the primary sources, please see the notes for each discussion topic in the schedule below.*

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 15% 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, and 40% will be based on the quality and frequency of your oral participation.

Seminar attendance is compulsory and monitored. More than three absences results in the loss of the 15% participation mark.

C) Paper Proposal and Annotated Bibliography:

To choose a topic for your later research paper, use one of the primary documents from your textbook starting with “Voltaire Attacks Christianity” in Chapter 17 on page 512 as the earliest document (see the table of contents on pages VIII-X in Frank L. Kidner et al. *Making Europe: People, Politics, and Culture since 1300*, (2nd edition, Boston: Houghton Mifflin, 2014) – the primary sources are highlighted in purple as “Learning from a Primary Source”). You will develop a research question (or a hypothesis) that you want answered and find appropriate historical studies in the library to provide sufficient evidence. In addition to the primary document, you need to find five secondary sources. For secondary sources, please use only books and articles from academic journals – no websites, because those generally provide only very short summaries and are not usually peer 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 paper will likely be about 1 page in length for the proposal part (explain what the primary source says about the topic and what you are planning to do) and about 1-2 pages for the annotated bibliography (use the History Department Style Guide to list the sources you found and provide a couple of sentences for each book or article to explain how these will help you to address your research question).** More details will follow in class before the paper is due.

Paper Proposal:

- Provide some background information about the larger topic (what is the paper about?).
- State your research question or hypothesis.
- Show how you plan to focus your question on a specific aspect of this topic.
- Explain what your primary source can tell you about your topic.
- Briefly summarize the content of the primary source.

Annotated Bibliography:

- One primary document from the Kidner textbook (cite it properly using the style guide)
- At least five secondary sources (books or articles written by historians):
 - Articles from academic journals (minimum 15 pages)
 - Books published by a university press
 - Articles and books should have footnotes and be published after 1980

Under each source listed in your bibliography, explain in one or two sentences why the source is relevant for your topic.

The paper is due at the beginning of class on Tuesday February 7, 2017.

D) Midterm Exam:

The midterm exam will focus on textbook readings, lectures, and discussions covered up to that point in the course (i.e. before Reading Break). It will consist of multiple choice questions, short and longer essay responses. More details will be provided in class before the exam.

Midterm will take place in the regular classroom during class time on Tuesday February 21, 2017.

E) Research Essay:

The research essay will be about 1,500-2,000 words in length, written on a topic corresponding to **one** of the documents from your textbook starting with the primary source on page 512 as the earliest document. See the instructions for the Primary Source Analysis and Annotated Bibliography assignment for more details on minimum requirements (i.e. one primary source from the textbook and at least five academic and recent secondary sources). For secondary sources, please use only books or articles from academic journals – no internet sites, because those generally provide only very short summaries and are not usually peer reviewed.

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 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 will be returned to students – late penalties will apply

Essay is due at the beginning of class on Tuesday March 28, 2017.

F) Final Exam:

On the final exam you will be asked to identify the contexts of the major themes covered in the lectures and discussions throughout the entire term. Therefore, the most effective way to prepare for the exam is to participate in all online discussion and attend the lectures. Apart from a short multiple-choice section on textbook and lecture content, this will be mainly an essay exam which will be written on campus during the examination period.

The final exam will take place during the examination period, April 18-26, 2017.

Each week you will attend a two-hour lecture and a one-hour seminar. Prepare for class by reading the assigned readings beforehand. Each chapter of the textbook opens with a map, a timeline, and an outline of chapter topics. Lectures will add material and ideas beyond what the book covers. Pay attention to questions and summaries throughout the chapter as they may be used to form short answer and essay questions for the examinations. Seminar readings are taken from the assigned texts plus online sites. For the seminars, answer the questions in Kidner and the questions asked in the syllabus (see below). These questions form the basis for discussion. Follow the instructions for each week.

☞ The date and title for each lecture is not cast in stone, but provides a guideline for the sequence of topics!

Week 1, Jan. 9-15:

January 10 Introduction to Hist. 122 - Europe: Revolution to Present
January 12 Seminar introduction

Week 2, Jan. 16-22:

☞ **Online Quiz #1: Chapter 17 by Midnight, Jan. 16**

January 17 Lecture: Revolutionary and Republican France (Kidner, Ch. 17 and Ch. 18)
January 19 Seminar: 📖 Kidner: keep in mind what you have read in chapter 17 and 18. What do you see as the most important element of the Enlightenment? Answer the Enlightenment Debates questions on page 520. Kidner, "Learning from a Primary Source," 512-513. Answer the questions accompanying the selection.


Week 3, Jan. 23-29:

☞ **Online Quiz #2: Chapter 19 by Midnight, Jan. 23**

January 24 Lecture: Napoleonic Wars and Congress of Vienna (Kidner, Ch. 19)
January 26 Seminar: 📖 Kidner, "A New Direction," 571 and "Learning from a Primary Source," 572-573 (answer the questions). Compare de Gouges' writing to the 1789 Declaration of the Rights of Man and the Citizen: <http://www.hrcr.org/docs/frenchdec.html> and the American Colonial Declaration of Independence: <http://www.ushistory.org/declaration/document/index.htm>. What do the three documents share? How do they differ? How are they all products of the Enlightenment?

Week 4, Jan. 30-Feb.5:


 **Online Quiz #3: Chapter 20 by Midnight, Jan. 30**


- January 31 Lecture: Restoration Period: Reaction, Revolution, and Romanticism (Kidner, Ch. 20)
- February 2 Seminar:  Kidner, "A New Direction," 601 and "Learning from a Primary Source," 608 (answer the questions). Read Fichte's Address to the German Nation at <http://library.flawlesslogic.com/fichte.htm>. Is nationalism rational? To what does it appeal? What do the readings have in common? How do they differ? How are they all products of the Enlightenment?

Week 5, Feb.6-12:

 **Online Quiz #4: Chapter 21 by Midnight, Feb. 6**

- February 7 Lecture: The Industrial Revolution (Kidner, Ch. 21)

 **Paper Proposal and Annotated Bibliography due at beginning of class**

- February 9 Seminar:  Kidner, "A New Direction," 634 and "Learning from a Primary Source," 643 (answer the questions). 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.13-19: READING BREAK, NO CLASSES

Week 7, Feb.20-26:

- February 21  **Midterm Exam**
- February 23 Seminar: How to write a Research Paper


Week 8, Feb.27-March 5:

 **Online Quiz #5: Chapter 22 by Midnight, Feb. 27**

- February 28 Lecture: The Rise of Nationalism in Europe (Kidner, Ch.22)
- March 2 Seminar: Revolutions of 1848
-  Siep Stuurman, "1848: Revolutionary Reform in the Netherlands," *European History Quarterly* Vol. 21 (1991): 445-480.


Week 9, March 6-12:

 **Online Quiz #6: Chapter 24 by Midnight, March 6**

- March 7 Lecture: War and Revolution (Kidner, Ch.25)
- March 9 Seminar: European Imperialism
-  John Darwin, "Imperialism and the Victorians: The Dynamics of Territorial Expansion," *The English Historical Review*, Vol. 112, No. 447. (June 1997), pp. 614-642.


Week 10, March 13-19:

Online Quiz #7: Chapter 26 by Midnight, March 13

- March 14 Lecture: Upheaval and Experimentation – the Interwar Period (Kidner, Ch. 26)
- March 16 Seminar:  Kidner, “Learning from a Primary Source,” 768 (answer questions on Lenin); Kidner, “A New Direction,” 744-5 and “Learning from a Primary Source,” 798, 799 (answer questions on Kollontai). What did Lenin and Kollontai offer that may have attracted followers? What challenged the conventional, contemporary European way of life?



Week 11, March 20-26:

Online Quiz #8: Chapter 27 by Midnight, March 20

- March 21 Lecture: Democracy Under Siege and World War II (Kidner, Ch. 27)
- March 23 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 27-April 2:

Online Quiz #9: Chapter 28 by Midnight, March 27

- March 28 Lecture: Europe Divided (Kidner, Ch. 28)
-  **Research Essay due at beginning of class**
- March 30 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 13, April 3-9:

Online Quiz #10: Chapter 29 by Midnight, April 3

- April 4 Lecture: Lifting the Iron Curtain (Kidner, Ch. 29)
- April 6 Seminar:  Kidner, “A New Direction,” 893 and “Learning from a Primary Source,” 895 (answer the questions). Does Havel’s writing suggest reasons why the “Iron Curtain” was destined to fall? Why did it fall? Are such projects as the Soviet system doomed?







Week 14, April 10-16:

Online Quiz #11: Chapter 30 by Midnight, April 3

- April 11 Lecture: Europe since the 1990s
- April 13 Seminar: **Exam Review**

5. Basis of Student Assessment (Weighting)

Grade break-down for the course:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------|------|
|  Online “MindTap” quizzes | 10 % |
|  Paper proposal and annotated bibliography | 10 % |
|  Midterm Exam | 15 % |
|  Discussion groups and small assignments | 15 % |
|  Research paper (1,500-2,000 words) | 25 % |
|  Final exam (during exam period in April) | 25 % |

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.