



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**HIST-122-001A/B**  
**Europe: Revolution to Present**  
**Winter 2019**

**COURSE OUTLINE**

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Tuesday and Thursday 10:30-11:20; Wednesday and Friday 11:30-12:20
(c) Location	Young 323 (Lansdowne)
(d) Phone	250-370-3363
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	<a href="http://camosun.ca/learn/programs/history/">http://camosun.ca/learn/programs/history/</a>

**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. Joshua Cole and Carol Symes, *Western Civilizations*, vol. 2. Brief 4<sup>th</sup> Ed., New York and London: W.W. Norton & Company, 2017.
2. InQuizitive Online testing tools (and 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.

### 4. Course Content and Schedule

Lectures: Wednesday 12:30-14:20 in Young 317

Seminar A: Friday 12:30-13:20 in Young 317

Seminar B: Friday 13:30-14:20 in Young 317

### 5. Basis of Student Assessment (Weighting)

#### 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 20<sup>th</sup> 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.

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#### 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 “*InQuizitive*” online quizzes 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 15-25, 2019). Therefore, you should not make any travel plans or work arrangements until the final examination timetable has been posted.

A) **Online Quizzes:**

The “InQuizitive” quizzes will be facilitated through the Norton online platform (<https://digital.wwnorton.com/westciv4brv2>). 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: 59466**.

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:**

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 (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).

**\*\*\*\*\*Students who miss more than three seminars will forfeit their entire seminar mark\*\*\*\*\***

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) **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 “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 4<sup>th</sup> Ed., New York and London: W.W. Norton & Company, 2017.

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 Cole / Symes 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 Wednesday February 6, 2019.***

#### 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 Wednesday February 20, 2019.**

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 510 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 Wednesday March 27, 2019.**

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 15-25, 2019.**

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 story lines, a chronology, and core objectives. 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; except for the primary sources from the Cole & Symes textbook, all of the readings are linked on D2L (see details below).

## **Grade break-down for the course:**

☞ Online "InQuizitive" 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)

Competency Based Grading System

## **7. Recommended Materials to Assist Students to Succeed Throughout the Course**

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

## **8. College Supports, Services and Policies**



### **Immediate, Urgent, or Emergency Support**

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### **College Services**

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### **College Policies**

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## **A. GRADING SYSTEMS** <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### **1. 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		1
0-49	F	Minimum level has not been achieved.	0

## B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

## 9. Lecture and Seminar Schedule


Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

### Week 1, Jan. 7-13:

January 9 Introduction to Hist. 122 - Europe: Revolution to Present  
January 11 Seminar introduction


### Week 2, Jan. 14-20:

 **Online Quiz #1: Chapter 19 by Midnight, Jan. 15**

January 16 **Lecture:** Revolutionary and Republican France  
January 18 **Seminar:**  Cole and Symes, *Western Civilizations*, p. 490-491 (Debating the French Revolution: Edmund Burke and Thomas Paine). Answer the questions accompanying the selection.


### Week 3, Jan. 21-27:

 **Online Quiz #2: Chapter 20 by Midnight, Jan. 22**

January 23 **Lecture:** Napoleonic Wars and Congress of Vienna  
January 25 **Seminar:**  William Nester, "Why Did Napoleon Do It? Hubris, Security Dilemmas, Brinkmanship, and the 1812 Russian Campaign," *Diplomacy & Statecraft*, 24 (2013):353-364.

### Week 4, Jan. 28-Feb.3:

 **Online Quiz #3: Chapter 21 by Midnight, Jan. 29**


January 30 **Lecture:** Restoration Period: Reaction, Revolution, and Romanticism  
February 1 **Seminar:**  Read Fichte's Address to the German Nation at <http://library.flawlesslogic.com/fichte.htm> and Cole & Symes. *Western Civilizations*, p. 574-575 ("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.4-10:

 **Online Quiz #4: Chapter 22 by Midnight, Feb. 5**

February 6 **Lecture:** The Industrial Revolution

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

February 8 **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.11-17: READING BREAK, NO CLASSES

### Week 7, Feb.18-24:


February 20  **Midterm Exam**  
February 22 **Seminar:** How to write a Research Paper



## Week 8, Feb.25-March 3:

### **Online Quiz #5: Chapter 23 by Midnight, Feb. 26**


February 27     **Lecture:** The Rise of Nationalism in Europe  
March 1         **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 Midnight, March 5**

March 6         **Lecture:** War and Revolution  
March 8         **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 11-17:


### **Online Quiz #7: Chapter 25 by Midnight, March 12**

March 13        **Lecture:** Upheaval and Experimentation – the Interwar Period  
March 15        **Seminar:**  Perry Willson, "The Nation in Uniform? Fascist Italy, 1919-43," *Past & Present* 221, no. 1 (Nov. 2013): p. 239-272.

## Week 11, March 18-24:

### **Online Quiz #8: Chapter 26 by Midnight, March 19**

March 20        **Lecture:** Democracy Under Siege and World War II  
March 22        **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 Midnight, March 26**

March 27        **Lecture:** Europe Divided

### **Research Essay due at beginning of class**


March 29        **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:

### **Online Quiz #10: Chapter 28 by Midnight, April 2**

April 3         **Lecture:** Lifting the Iron Curtain  
April 5         **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 Midnight, April 9**

April 10      **Lecture:** Europe since the 1990s  
April 12      **Seminar:** Exam Review

**April 15-25**      **FINAL EXAM PERIOD – DATES WILL BE ANNOUNCED ON CAMLINK LATER  
IN THE TERM. *Please do not make plans (or have a family member make plans on  
your behalf) until you know the dates for your exams.***