

COURSE SYLLABUS



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

CLASS SECTION: 001

TERM: Winter 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person

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

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

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

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 explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Christian Lieb

EMAIL: LiebC@camosun.bc.ca

OFFICE: Young 323 (Lansdowne)

HOURS: In Person: Mondays 12:30-2:30 and Tuesdays, 1:30-2:30 and 4:30-6:00 – 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 5th Ed., New York and London: W.W. Norton & Company, 2020.
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.

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. 10-16:

January 11 Introduction to Hist. 122 - Europe: Revolution to Present
January 13 Seminar introduction

Week 2, Jan. 17-23:


👉 Online Quiz #1: Chapter 19 by Noon, Jan. 18

January 18 **Lecture:** Revolutionary and Napoleonic Wars, 1792-1810

January 20 **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. 24-30:

Online Quiz #2: Chapter 20 by Noon, Jan. 25

- January 25 **Lecture:** Napoleon's Russian Campaign and Congress of Vienna, 1812-1815
- January 27 **Seminar:**  William Nester, "Why Did Napoleon Do It? Hubris, Security Dilemmas, Brinksmanship, and the 1812 Russian Campaign," *Diplomacy & Statecraft*, 24 (2013): 353-364.
- Article Analysis #1, Option 1, due at Midnight, Jan. 27**


Week 4, Jan. 31-Feb.6:

Online Quiz #3: Chapter 21 by Noon, Feb. 1


- February 1 **Lecture:** Restoration Period: Reaction, Revolution, and Romanticism
- February 3 **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. 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. 7-13:

Online Quiz #4: Chapter 22 by Noon, Feb. 8

- February 8 **Lecture:** The Industrial Revolution
- February 10 **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?
- Article Analysis #1, Option 2, due at Midnight, Feb. 10**


Week 6, Feb.14-20:

- February 15 **Lecture:** The Rise of Nationalism in Europe
-  Midterm Exam – due on Tuesday Feb. 15 at 12:00 noon**
- February 17 **Seminar:** Midterm Exam Review

Week 7, Feb.21-27: READING BREAK, NO CLASSES

Week 8, Feb.28-March 6:

Online Quiz #5: Chapter 23 by Noon, March 1

- March 1 **Lecture:** The Unifications of Italy and Germany / European Imperialism
- March 3 **Seminar:** Revolutions of 1848
-  Siep Stuurman, "1848: Revolutionary Reform in the Netherlands," *European History Quarterly* Vol. 21 (1991): 445-480.
- Article Analysis #2, Option 1, due at Midnight, March 3**

Week 9, March 7-13:

Online Quiz #6: Chapter 24 by Noon, March 8

- March 8 **Lecture:** War and Revolution, 1914-1920
- March 10 **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 14-20:

👉 **Online Quiz #7: Chapter 25 by Noon, March 15**

March 15 **Lecture:** Upheaval and Experimentation – the Interwar Period

March 17 **Seminar:** 📖 Perry Willson, "The Nation in Uniform? Fascist Italy, 1919-43," *Past & Present* 221, no. 1 (Nov. 2013): 239-272.

Week 11, March 21-27:

👉 **Online Quiz #8: Chapter 26 by Noon, March 22**

March 22 **Lecture:** Democracy Under Siege and World War II

March 24 **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

Article Analysis #2, Option 2, due at Midnight, March 24

Week 12, March 28-April 3:

👉 **Online Quiz #9: Chapter 27 by Noon, March 29**

March 29 **Lecture:** Europe Divided – The Cold War

March 31 **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 4-10:

👉 **Online Quiz #10: Chapter 28 by Noon, April 5**

April 5 **Lecture:** Lifting the Iron Curtain

April 7 **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 11-17:

👉 **Online Quiz #11: Chapter 29 by Noon, April 12**

April 12 **Lecture:** Europe since the 1990s

April 14 **Seminar:** Exam Review

April 19-27, 2021: FINAL EXAM PERIOD – Final Exam Responses will be due on April 21 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%
☞ Two Article Analyses (2x15%)	30%
☞ Midterm Exam	20%
☞ 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 submit short papers and attend the in-class discussions every Wednesday. You must complete the weekly “*InQuizitive*” online quizzes (most weeks – see schedule), two article analyses, 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 assignments 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/westciv5brv2>). 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: 325902**.

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) Article Analyses (30% - 2x15%):

You will be writing two article analyses (750-1000 words each). You will have the choice to write on one of three assigned articles (see schedule above and D2L for details on the options) before the midterm and one after the midterm exam. The deadline for the article analysis is the week when that article was assigned. In each article analysis, you will be asked to:

- Identify the main argument - what exactly is the thesis statement?
- Briefly summarize the article (i.e. what does it tell you about the topic)
- In the next section, please identify what types of sources the author used and discuss how convincingly the article was supported with specific evidence.
- Each article topic will have a short introduction and guiding questions on D2L (see the weekly entries for more details). Please answer these questions in your response, supported by specific evidence from the reading.
- All information taken from the articles need to be properly footnoted with the exact page number for the source of the details – see History Department Style Guide on D2L.

Guiding questions are posted on D2L in the weekly schedule, so please make sure to look for those. This will help you to focus your thoughts for the reading of academic journal articles and will train you to identify the main arguments and factual evidence presented in

the texts. For an excellent grade, the article analysis should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts and analysis, support your response with specific evidence from the reading, and cite that evidence with footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting – please see the History Department Style Guide on D2L for more details.**

Please be aware that students are expected to read all of the assigned readings, even though you are only required to respond to two of them with these article analyses. All the assigned readings are fair game for the exams.

D) 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 two papers will be posted on D2L five days before the due date** and students will submit their responses online through the **D2L submission box at 12:00 noon on Tuesday February 15, 2022 – please combine the two responses into a single Microsoft Word or PDF document.**

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 on Thursday December 21, 2022 – 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 14, 2022 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/>.

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
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.