

COURSE SYLLABUS



European History II

Course code: HIS 122/1

Term and year: Fall 2021

Day and time: Wednesday, 14.45-17.30

Instructor: Dr Gerald Power

Instructor contact: gerald.power@aauni.edu

Consultation hours: Wednesday, 17:30–18:30 (via MS Teams or in person in Room 4.02), or by appointment.

Credits US/ECTS	3/6	Level	Introductory
Length	15 weeks	Pre-requisite	TOEFL iBT 71.
Contact hours	42 hours	Course type	Bachelor Required

1. Course Description

This course provides an overview of European History from approximately 1500 to 2000. It discusses politics, economics and the sacred in the Renaissance and Reformation; the French Revolution; the Industrial Revolution; the creation of national identities and states; the First World War; the inter-war period; World War II; the post-war Soviet Bloc, and Western Europe in the post-war era.

Instruction is via reading, class presentations and both teacher- and student-led discussions and the study of documentaries and podcasts. The key concerns of these different activities are to facilitate the in-depth exploration of important problems in modern European history and to encourage the intellectual development of each student.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Identify the outline historical 'facts' that have defined Europe from the Renaissance to the twenty-first century.
- Describe decisive political, economic, social and political forces which have shaped modern Europe.
- Reflect on knowledge gained in terms of alternative interpretations/explanations and students own experiences/understanding of the world.
- Analyse and contextualise historical developments in European history, identifying patterns and continuities in addition to changes.
- Offer evaluations of European history based on critical thinking and an understanding of historical methodology and the use of primary and secondary sources.

3. Reading Material

Required Materials

Textbook

- Merriman, John. *A History of Modern Europe: From Renaissance to the Present*. New York: 2010. This is a textbook to help you through the course. It is on desk-reserve in the library and sections are available on the course page on NEO LMS.

Other books/journal articles

- Beaudoin, Steven M., ed. *The Industrial Revolution*. Problems in European Civilisation. New York: Houghton & Mifflin, 2003.
- Blanning, T.C.W., ed., *The Oxford History of Modern Europe*. Oxford: Oxford University Press, 2000.
- Evans, Richard J. *The Pursuit of Power: Europe, 1815-1914*. London: Penguin, 2016.
- Hartley, Janet, 'Hypocrite, Reactionary, Usurper, Sex Maniac: Is Catherine the Great's Reputation Justified?', *History Extra* (2019), available at <https://www.historyextra.com/period/georgian/catherine-great-russian-empress-reputation-justified/>.
- Hutchinson, John & Anthony D. Smith, eds. *Nationalism*. Oxford: Oxford University Press, 1995.
- Jones, Peter. *The 1848 Revolutions*. 2nd ed. London: Routledge, 1991.
- Oldridge, Darren, ed. *The Witchcraft Reader*. London: Routledge, 2008.
- Overy, Richard. *Why the Allies Won*. 2nd ed. London: Pimlico, 2006.
- Showalter, Dennis, ed. *History in Dispute*. Vol. 5: *World War II, 1943-45*. Farmington Mills, MI, 2010.
- Thomas, Keith, *Religion and the Decline of Magic*. London: Penguin, 1991.
- Trevor-Roper, Hugh. *The Crisis of the Seventeenth Century*. New York: Harper and Row.

Documentary/educational films

- *What is History? E.H. Carr, Then & Now* (YouTube channel)
- *Civilisation: A Personal View* (BBC, 1969) - Part 4: Man the Measure of All Things
- *Royal Cousins at War* (BBC, 2014) – Part 2: Into the Abyss.
- *The Lost World of Communism* (BBC, 2013) – Part 2: Czechoslovakia

Podcasts

- 'Catherine the Great: fact and fiction' (BBC History Extra, 2019)
- *In Our Time* (BBC, 2010) – The Industrial Revolution

Primary Source Collections

- The Internet History Sourcebook – Primary Sources on Nazism and Fascism

4. Teaching methodology

The course is primarily conducted as a seminar, designed to maximize engagement and promote critical understanding of the various issues covered. Sessions will begin with the instructor 'setting the scene' – offering a brief overview of the characteristics and central events of the period under review; thereafter the session will be devoted to instructor-led question-and-answer session on that week's reading assignment. It is essential that students are prepared: reading assignments must be completed and students must be prepared to express their ideas and understandings in the presence of their peers and the instructor. To aid preparation, each week the instructor will email the class with a question sheet to accompany the reading. The instructor will also do his utmost to provide a cordial environment for the presentation of students' ideas.

On four selected weeks half the class will be devoted to a traditional lecture presented by the instructor, and the second half will be given over to a group presentation. Each group (one per session) will deliver one 20-30-minute oral presentation (with a visual aid such as PowerPoint) on a key theme in European history, from witchcraft to World War II. The presentation will be followed by questions and discussion.

5. Course Schedule

Date	Class Agenda
Session 1 1 Sept. 2021	<p>Topic: Introduction</p> <p>Description: Students will receive an introduction to the course aims, structure and methods of evaluation. History as academic discipline will be discussed. Instructor will divide the class into groups for the seminars and group presentations.</p> <p>We will view the short video: 'What is History? E.H. Carr', Then & Now (YouTube Channel) as part of introduction to the practice of history.</p> <p>Reading: Syllabus.</p> <p>Assignments/deadlines: Instructor will send list of recommended essay topics (with reading suggestions). Students are to refine their own essay titles by Session 6.</p>
Session 2 8 Sept. 2021	<p>Topic: The Late-Medieval World and Renaissance</p> <p>Description: Seminar Session: This module looks at the civilization of 15th-century Europe, and the military, political, religious and social tensions embodied within it.</p> <p>We will view the documentary: 'Man the Measure of All Things', on the Renaissance, particularly to investigate the role and motivations of patrons and to find out why the humanistic spirit in art faded by the middle-16th century.</p> <p>Reading: Merriman, ch. 2.</p> <p>Assignments/deadlines: None.</p>
Session 3 15 Sept. 2021	<p>Topic: The Reformation & Counter-Reformation Part I</p> <p>Description: Seminar Session: This is the first part of an intensive examination of the religious crises in Europe of the early modern period: the Reformation. The aim is to highlight the diverse responses of early modern states, societies and individuals to the theological disputes which threatened the fabric of European civilization from the 16th to the mid-17th centuries.</p> <p>Reading: Merriman, ch. 3.</p> <p>Assignments/deadlines: Quiz No. 1, hosted on and completed via NEO LMS.</p>
Session 4 22 Sept. 2021	<p>Topic: The Reformation & Counter-Reformation Part II</p> <p>Description: Lecture Session: This first half of this session is devoted to the Thirty Years War, considering the religious and secular dimensions and suggesting how the awful conflict connects to the so-called Scientific Revolution and Enlightenment. This is followed by Group A's presentation.</p> <p>Reading: Group A readings.</p> <p>Assignments/deadlines: 1) Group A will present and lead a discussion on 'Explaining Witch-Hunting in Early Modern Europe', beginning with a 20-30-minute presentation. The group will base their presentation on the readings on this issue found in the 'Resources' section of the course page. Other students are expected to read at least some of this material (preferably all) and be prepared to discuss the group's ideas and interpretations from an informed position.</p> <p>2) The instructor will give feedback on students' performance thus far.</p>
Session 5 29 Sept. 2021	<p>Topic: Absolutism & Enlightenment</p>

	<p>Description: Seminar Session: The unit looks at the rise of the absolutist state in France and much of the rest of Europe including Russia, contrasting this particular form of early “modernity” with the Dutch Republic and the limited monarchy of Great Britain. The intellectual revolution known as the Enlightenment is explored through a brief examination of the writings of some of its principal representatives and the consequences of these ideas. We will listen to the podcast, ‘Catherine the Great: fact and fiction’ (BBC History Extra) to gain an insight into this fascinating and controversial female ruler.</p> <p>Reading: Merriman, ch. 7.</p> <p>Assignments/deadlines: Quiz 2, hosted on and completed via NEO LMS.</p>
Session 6 6 Oct. 2021	<p>Topic: The French Revolution and Revolutionary Europe</p> <p>Description: Seminar Session: This module looks at how a political reform movement in France turned that country into creative, idealistic and bloody turmoil, and before long influenced the rest of continent with passionate ideas of liberalism, nationalism, socialism and conservatism.</p> <p>Reading: Merriman, ch. 12.</p> <p>Assignments/deadlines: Essay Plan due (by 23.59CET).</p>
Session 7 13 Oct. 2021	<p>Topic: The Industrial Revolution</p> <p>Description: Lecture Session: The first half of the session is a lecture on the Industrial Revolution – among the most formative processes in European history. And it was a process: a series of largely uncoordinated social, economic and technological changes which transformed much of the world we live in. This is followed by Group B’s presentation.</p> <p>Reading: Group B readings.</p> <p>Assignments/deadlines: Group B will present and lead a discussion on ‘The Industrial Revolution – Why Then? Why Britain?’. The format and requirements are the same as the previous group presentation.</p>
Session 8 20 Oct. 2021	<p>Topic: Progress and Reaction in 19th-century Europe</p> <p>Description: Lecture Session: The first half of the session is a lecture on post-Napoleonic Europe. In many ways, this period was about a fundamental clash between the liberal heirs of the Enlightenment and French Revolution and the ‘reactionary’ authorities entrenched across much of the continent. Liberalism – the quest for constitutional government and individual rights – was also closely connected to nationalism. Tensions reached fever-pitch in the 1848 ‘spring of nations’, which is discussed by Group C in the second half.</p> <p>Reading: Group C reading.</p> <p>Assignments/deadlines: 1) Group C will present and lead a discussion on ‘19th-century European Nationalism in Theory and in Practice’. The format and requirements are the same as previous group presentations.</p>
27 Oct. 2021	<p>Mid-Term Break</p>
Session 9 3 Nov. 2021	<p>Topic: The First World War Era Part I</p> <p>Description: Seminar Session: The First World War was a decisive watershed in the history of European civilization. In its wake, revolutions of the Left and the Right took place; four empires fell; new nations rose in their place, and old nations reappeared on the map. The session looks at the major causes and the course of the First World War. We will view the video ‘Royal Cousins at War’ (BBC 2014) to gain additional insight into the monarchical dimension of international relations in the pre-WWI period.</p> <p>Reading: Merriman, ch. 22.</p>

	Assignments/deadlines: Quiz no. 3, hosted on and completed via NEO LMS.
Session 10 10 Nov. 2021	Topic: The First World War Era Part II Description: Lecture Session: Lecture on the outcomes and legacies of the First World War, the most enduring and vital of which include the violent advent of Communist rule in Russia and the Paris Peace Conference, the failed attempt at ensuring that World War I was the 'war to end all wars'. We will listen to the podcast ' Lenin and the Russian revolutions ' (BBC History Extra podcast, 2016). Reading: Merriman, ch. 23. Assignments/deadlines: Quiz no. 4, hosted on and completed via NEO LMS.
Session 11 24 Nov. 2021	Topic: Fascism and the Radical Right in the Inter-War Period, 1919-39 Description: Seminar Session: This module introduces the major Fascist movements which swept across Europe in the inter-war period. Nazism in Germany will be a particular focus of the discussion. We will use a primary document, Benito Mussolini's ' Doctrine of Fascism ' (1927) to explore the appeal and spread of extreme right wing ideas in this era. Reading: Merriman, ch. 25. Assignments/deadlines: None
Session 12 1 Dec. 2021	Topic: The Second World War, 1939-1945 Description: Lecture Session: The lecture looks at the causes, course and consequences of the most devastating conflict in human history – the Second World War, 1939-1945, before Group D examines in detail the reasons for the Allied victory. Reading: Group D reading. Assignments/deadlines: Group D will present and lead a discussion on 'Why the Allies Won', examining debates on questions of resources, strategy and coordination. The format and requirements are the same as for previous group presentations.
Session 13 8 Dec. 2021	Topic: Cold War Europe, 1945-1989: From Division to Unity Description: Seminar Session: The Cold War was the single greatest fact of life in Europe after World War II. This session looks at the establishment of Communist regimes and on contrasting conditions between East and West Europe. Yet we should not be blind to some commonalities between both sides of the Iron Curtain, such as youth movements and a culture of protest and dissent. Eventually, dissent helped to bring down Communist rule in the East. Reading: Merriman, ch. 28. Assignments/deadlines: Quiz no. 5, hosted on and completed via NEO LMS.
Session 14 15 Dec. 2021	Topic: Review Description: A final session will explore the major themes addressed in the course, and suggest ways of approaching contemporary European history. Reading: See the documentary: ' Czechoslovakia ', from the BBC's Lost World of Communism documentary series. Assignments/deadlines: Final paper due (by 23.59CET).

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	10%	Demonstrate awareness of the major processes and developments of European history, based on a close reading of assigned materials.	1, 3
Group Seminar Presentation	28 hours	25%	Demonstrate critical thinking based on thorough engagement with a variety of historiographical approaches and interpretations. Presentation and communication skills necessary for fluent and cogent delivery of complex historical information.	1, 2
Quizzes	5 hours	10%	Identify the outline historical 'facts' that have defined Europe from the Renaissance to the twenty-first century	2, 3
Essay Plan	30 hours	25%	Identify an appropriate research topic and question, construct an outline for completion of successful essay	1, 3
Final Paper	45 hours	30%	Offer evaluations of European history based on critical thinking and an understanding of historical methodology and the critical use of primary and secondary sources.	1, 3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Class Participation

Consistent preparation and participation are all essential for those wishing to pass the course and to score high grades. The instructor will monitor levels of participation of each student and will award scores after each class for awareness of issues raised and the ability to respond to questions and promote discussion. The final grade will be based on an average of the weekly scores.

NB: If COVID-19 means that certain students are unable to participate in live sessions, these students are advised to contact the instructor within two weeks of the start of the semester in order to agree upon an alternative means of course engagement.

Assessment breakdown

Assessed area	Percentage
Awareness of issues discussed	50%
Ability to respond to questions and promote discussion	50%

Assignment 2: Group Presentation

History is about ideas, interpretations. No 'final' account of European history will ever be written; instead historians will continue to offer different interpretations in a continuing – though hopefully a progressive – discussion. We need, therefore, to become familiar with what historians argue (the 'historiography') and reflect upon it using our critical faculties, independent research and personal reserves of human understanding. The Group Presentation invites students to consider and explore the central arguments of leading historians on a set of hotly-debated topics in European history, from witchcraft to World War II.

At the beginning of the semester students will be divided into four groups. According to the schedule in this syllabus, each group will deliver a 20-30-minute presentation outlining their understanding of the historiography and explaining which interpretation(s) the group finds most persuasive (it could be a combination of different historians' views, or perhaps the group might even find none of the views sufficiently persuasive!). Some form of visual aid (i.e. PowerPoint or Prezi) ought to be used. All the historiographical material is to be found on the 'Resources' section of the NEO LMS course page. **Those students who are not part of the presenting group are required to read this material, too.**

Delivering the presentation can be the responsibility of a single student, but it is probably better if responsibility is shared. All members of the group ought to take part in the discussion session. It is important to note that the instructor will play a minimal role in the discussion. Moderation of the discussion will be the job of the group presenting.

Assessment breakdown

Assessed area	Percentage
Ability to comprehend, synthesize and compare various historiographical perspectives with depth and the application of critical thinking skills	40%
Ability to work together as a team and develop a cohesive analysis	30%
Presentation skills and the ability to discuss and debate conclusions with others	30%

Assignment 3: Quizzes (hosted on NEO LMS)

There will be five quizzes throughout the semester. Each quiz will feature ten multiple choice questions and will take ten minutes. The quizzes will be administered through NEO LMS during class time (see the schedule for dates). Ten points are given for each correct answer. At the end of the semester, I will average each student's three best grades to calculate their overall mark for this assignment.

Assessment breakdown

Assessed area	Percentage
Objective knowledge of European history facts	100%

Assignment 4: Essay Plan

The essay plan assignment requires each student to conduct essential preparatory work for a successful essay. It is to consist of a document of no more than 1 page including the following information:

- 1) A working title
- 2) Brief description of the aim of the essay (3-4 sentences)
- 2) A summary of the interpretation of at least one historian on the topic (2-3 sentences)
- 3) A description of at least one primary source that reveals interesting information about the topic (2-3 sentences)
- 4) An outline of the main points to be discussed in the essay.

The essay plan is to be submitted by 23.59CET on 6 October 2021.

NB: The instructor will send each student a list of recommended essay topics in Week 1. It is then up to each student to work out a specific question that they wish to pursue. Students are encouraged to discuss their ideas with the instructor during class, during office hours or via email.

Assessment breakdown

Assessed area	Percentage
Ability to conceptualise a valid historical question	30%
Demonstrate basic familiarity with sources	30%
Deliver a reasonable outline of main points	30%
Standard of English (spelling, grammar, punctuation and syntax)	10%

Assignment 5: Final Paper

The Final Paper is the completed, written-up version of the outlined delivered earlier as Assignment 4. It is a take-home assignment which tests the student's critical thinking skills, in addition to more basic skills of comprehension and synthesis. Students are required to write one essay (4-5 pages double spaced Times New Roman, excluding cover page and bibliography) which offers an evaluation or judgement of a particular historical problem in European history. The essay must make some reference to at least one historian and their interpretation of the topic, and must indicate the author's position in regard to these views. In addition, each essay is make use of at least one primary source.

The essay must be submitted as a Turnitin assignment strictly by the deadline (15 December, 23.59CET. Late work will not be accepted.

Assessment breakdown

Assessed area	Percentage
Offering an argument based on empirical data and critical thinking	30%
Familiarity with historiography and relevant primary source(s)	30%
Imposing a logical and coherent structure	30%
Standard of English (spelling, grammar, punctuation and syntax)	10%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Gerald Power, PhD

Date: 8 June 2021

Approved by: Dr William F. Eddleston.

Date: June 20th, 2021.