

# Course syllabus

## 1. Core data

Course code	Credits	Semester
<b>293NHISV445B</b>	6	Fall and Spring
Course title in English		
History of Modern Europe		
Course title in Hungarian		
Course title in other language		
Course leader	Institute	
Christopher Walsch	Institute of Global Studies	
Course type	Type of final assessment	
lecture+seminar	assignment and exam	
Language of instruction	Class schedule	
English	see Weekly Schedule below	
Number of theoretical classes per week (full-time programmes)	Number of practical classes per week (full-time programmes)	
1	1	
Term when the course is announced/started		
Fall semester and Spring semester		

## 2. Main features

Course objectives
This course will provide an overview of the history of twentieth century Europe. A focus will be laid on Central Europe, in particular Hungary, and on how major West European states (France, Great Britain, Germany) and the superpowers (USA, former Soviet Union) influenced and shaped political and economic developments in Central and East Central Europe.
Brief description of the course
The focus of this course is 20 <sup>th</sup> century European history. Central and Eastern Europe form a geographical focus. Three time periods will be covered: the interwar period, the post World War II period, and the contemporary period since 1990. Topics will be the Wilsonian concept of self-determination creating nation-states after the Great War (and replacing multinational ones like the Habsburg Empire) and the end of democratic rule coinciding with revisionism, the rise of authoritarian rule and political extremism. The post World War II period starts with the decisive role of the United States and the Soviet Union in establishing a distinct political and economic order in their zones of influence. It introduces major political forces in Western Europe and questions the legitimacy of one-party rule in East Central Europe. The contemporary period covers issues of political and economic transformation in and post 1989, the Yugoslav conflicts of the 1990s, and European integration efforts in the framework of the European Union.

## 3. Learning outcomes

Skills	Knowledge	Attitudes	Autonomy and responsibility

Students learn about modern history in their political, military, economic, and social manifestations.	Students will identify important actors in history and will evaluate their actions and policies carefully.	Students are encouraged to reflect actors and historical events critically. Multi-perspective analysis will form the basis of any critique of conventional wisdom.	Students will learn to read original documents, including pictures, and secondary texts, and learn to reflect on these sources. Students will be encouraged to express and exchange their thoughts in class.

#### 4. Assessment system of the course

Method of assessment		
written assignment and exam		
Study activity	Minimum requirement for the course completion (if any)	Weighting of student activity in the final assessment (%)
attendance and participation		20
<b>written assignment</b>		<b>40</b>
<b>final exam</b>		<b>40</b>

#### 5. Compulsory readings

Compulsory reading	URL
F. Gilbert, D.C. Large, (2009) <i>The End of the European Era. 1890 to the Present</i> , (New York and London: Norton, 6 <sup>th</sup> ed.), 9 G46 (several copies; the 5 <sup>th</sup> edition, which is on offer in our library, is also fine)	

#### 6. Recommended readings

Recommended reading	URL
indicated in syllabus that will be provided at the beginning of the course	

#### 7. Thematic weekly schedule

Week no.	Brief description of topic
1	Introduction
2	Peacemaking 1919, Interwar Europe, Central and Southeast Europe in the interwar period
3	Case study film "Sunshine"
4	Interwar Soviet Union. Arts and Artists in the Soviet Union. The case of Dimitri Shostakovich
5	The post WW II period. Reconstruction in Western Europe
6	The post WW II period. Reconstruction and revolt in Central and Eastern Europe
7	1968 Revolt and radicalisation

8	The CSCE process, Gorbachev's reforms, 1989 in Central and Eastern Europe
9	1989 régime change in comparative perspective. Discussing student assignments written on that topic.
10	1990s. Case study: the disintegration of Yugoslavia
11	The 2000s: a wider and deeper European Union
12	Contemporary issues
13	Final exam
14	
15	

## 8. Class data

Course code	Course type	Lecturer(s)	Time and venue

## 9. Prerequisites and further information

### Description of prerequisites and further information

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## 10. Class participation

### *Class attendance (10%)*

Students are expected to attend classes regularly. Attendance will be checked in every session. Students can miss three sessions without point deduction. Missing four sessions gives five points. Missing five sessions gives zero points. Missing six or more sessions will result in grade "Did not attend (no credit)" for the whole course. Coming late counts as half absence. Leaving early counts as half absence.

### *Class participation: speaking up in class debates (10%)*

Students are expected to read the assigned material and to participate in class debates. When speaking up try to make references to literature you read and to debates you are aware of. Students who do not speak up receive few points in this category. I deduct participation points when I see students who are text messaging, writing emails, and surfing the internet on non-course related issues, or tend to leave the classroom often.

## 11. Plagiarism

Any and all statements contained in any assignment or paper that are based upon ideas or words of another must be properly credited to the original author or source. Paraphrasing the ideas or words of another is acceptable so long as the original author or source is cited. DO NOT quote words or expressions from existing works verbatim without designating the passage as a quote and crediting the source. Any student who plagiarizes the work of any other person (author, professor, student, parent, friend, etc.) is committing academic dishonesty and misconduct. Any student caught committing plagiarism will automatically fail the course.

## 12. Grade Conversion Table for Courses taught in English

Percentage achieved	Hungarian Grade	ECTS Grade	International Grade	Explanation
97-100	5	A	A+	Excellent

[FALL]

[TARS048NABB]

94-96	5	A	A	Excellent
90-93	5	A	A-	Excellent
87-89	5	B	B+	Excellent/Very good
84-86	4	C	B	Good
80-83	4	C	B-	Good
77-79	4	C	C+	Good
74-76	3	D	C	Satisfactory
70-73	3	D	C-	Satisfactory
67-69	3	D	D+	Satisfactory
64-66	2	D	D	Low pass/Sufficient
[51/61]-63	2	E	D-	Low pass/Sufficient
0-[50/60]	1	FX/F	F	Fail, o credit
	N		N	No grade received, o credit