



**Nebrija**

*Centro de Estudios Hispánicos*

**Course: European Studies: Culture, History and Integration**

**Course number: CH3021**

**ECTS credits: 6**

**Prerequisites: None**

**Instructor name: Ana Carballal**

**Office hours:**

### **Description**

This course will cover relevant political, economic, and social aspects of European history and culture by examining the interaction among nation-states and their impact on other parts of the world. Students acquire basic intellectual skills through critical thinking, considering questions of why and how events occurred. Topics will include European expansion, political revolutions, industrialization, nationalism, colonialism, European wars and the creation of the European Union.

### **Learning objectives**

Students who successfully complete this course will be able to:

- ✓ Understand the historical development of European politics, economics, society and culture
- ✓ Improve their knowledge of Europe and its diversity
- ✓ Critically follow and interpret the main social, economical and political aspects of European History from the 1500s to the present
- ✓ Analyze various issues and trends in modern and contemporary Europe
- ✓ Debate ideas and concepts of Europe and European integration
- ✓ View Europe within a wider international and global perspective
- ✓ Recognize and analyze the contributions of cultural diversity to Europe's past and present
- ✓ Synthesize information from a variety of sources, including written sources, documentaries and film.

**Educational activities** will be developed by means of different didactic strategies:

- ✓ Theory and Practice
- ✓ Collective and individual tutoring
- ✓ In-class presentations
- ✓ Daily assignments
- ✓ Team work assignments
- ✓ Workshops and additional training
- ✓ Extra-curricular activities

Contact Hours: 45

### **Methodology**

The course syllabus follows the Communicative Approach methods, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that provide knowledge, capacities and attitudes for their future professional careers.

### **Form of Assessment**

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

The final grade consists of three parts: class participation, daily work and exams

- **33% Active in-class participation**
- **33% daily work**
- **34% exams**

**Grading Scale goes from 0 to 10.**

<b>Numerical Grade Range</b>	<b>Letter grade</b>	<b>Percentage Range</b>
<b>10</b>	<b>A+</b>	<b>100%</b>
<b>9.5 – 9.9</b>	<b>A</b>	<b>95 -99%</b>
<b>9 – 9.4</b>	<b>A-</b>	<b>90-94%</b>
<b>8.5 – 8.9</b>	<b>B+</b>	<b>85-89%</b>
<b>7.5- 8.4</b>	<b>B</b>	<b>75-84%</b>
<b>7 – 7.4</b>	<b>B-</b>	<b>70-74%</b>
<b>6.5 – 6.9</b>	<b>C+</b>	<b>65-69%</b>
<b>6 – 6.4</b>	<b>C</b>	<b>60-64%</b>
<b>5 – 5.9</b>	<b>C-</b>	<b>5-59%</b>
<b>0-4.9</b>	<b>F</b>	<b>0-49%</b>

The final grade will be the average of active in-class participation, daily work and exams.

**Attendance Policy**

Attendance is compulsory. In order to excuse any absence, students have to deliver a doctor’s note or other valid justification.

An absence is equivalent to a session. Two late arrivals of more than 15 minutes will be considered an absence.

Any unjustified absence will negatively affect the students’ final grade by lowering his/her participation grade.

The participation grade will be lowered as follows:

NÚMERO OF ABSENCES	PARTICIPATION
3 unjustified absences	- 30%
4 unjustified absences	- 40%
5 unjustified absences	- 50%

If a student has more than 5 unjustified absences, the PARTICIPATION GRADE will be zero (0).

Any student with 7 or more absences will NOT pass the course. Those students whose absences have been properly justified will get *No presentado* (N.P). Absences do NOT excuse the fulfillment of tasks, papers or essays.

**Active Participation**

The methodology used in class demands from the student a daily participation regarding the following:

- ✓ Debates about different topics;
- ✓ Questions posed in class;
- ✓ Opinions and comments;
- ✓ Documents and texts.

Criteria to evaluate participation	Grade
The student very often contributes with important and original comments that encourage debate, using critical and analytical arguments clearly based on reading, investigation, daily work, and class work.	8.5 -10
The student frequently participates voluntarily and makes valuable contributions that are generally based on reflection and daily work.	7- 8.4
The student makes eventual comments, practically only when asked, and shows no clear interest in the course. The student does not start a debate nor shows a clear understanding of the importance of class/homework and readings.	5- 6.9
The student makes no comments at all, or makes irrelevant or distracting ones during class. This is usually a result from frequent absences or lack of preparation for the class.	0- 4.9

## **Readings:**

Compulsory readings will be provided by the teacher.

## **General Reference:**

J. Merriman *A History of Modern Europe*. W.W Norton & Company, 2010.

T. Judt *Postwar: A History of Europe since 1945*. Vintage, 2010.

D. Leonard *Guide to the European Union*. The Economist, 2010.

H. Wallace, M. A. Pollack, A.R. Young *Policy Making in the European Union*. Oxford University Press, 2010.

A. Best *International History of the Twentieth Century*. Routledge, 2008.

J.M. Roberts *The New Penguin History of the World*. Penguin Books, 2007.

P.N. Stearns *A Brief History of the World*. The Teaching Company, 2007.

A. Heywood *Political Ideologies: An Introduction 4<sup>th</sup> Ed*. Palgrave Macmillan, 2007.

H. G. Wells *A Short History of the world*. Penguin Classics, 2006.

## **Online Reference & Research Tools:**

History Net <http://www.historynet.com>; The History Guide <http://www.historyguide.org>; Bridging World History <http://www.learner.org/channel/courses/worldhistory>, BBC History <http://www.bbc.co.uk/history>; History Today <http://www.historytoday.com/>  
The New York Times <http://www.nytimes.com/>; National Geographic <http://www.nationalgeographic.com/history>; The History Channel <http://www.history.com/topics/worldhistory> Annenberg Media: the Western Tradition.

## **Virtual Campus**

The university offers a virtual platform (Blackboard) where students can revise contents, do their tasks and interact with the other members of the group.

It is an e-learning environment and also a collaboration tool. The main goals of Blackboard is to be a user-friendly and flexible system. It is a tool for good learning, requiring minimal attention to the tools and allowing maximum attention to the content.

SESSIONS	TOPIC	READINGS
Introduction <b>The Idea of Europe</b>	<ul style="list-style-type: none"> <li>▪ What is Europe?</li> <li>▪ Europe and its diversity</li> </ul>	
Week 1 <b>Early Modern Times</b>	<ul style="list-style-type: none"> <li>▪ European Rebirth</li> <li>▪ Rise of Nation States</li> <li>▪ Age of discoveries and exploration</li> <li>▪ New Ideas and Beliefs</li> </ul>	<i>Medieval Legacies and Transforming discoveries</i>  <i>The Early Modern Period</i>
Week 2 <b>The Renaissance and the New Humanist thought.</b>	<ul style="list-style-type: none"> <li>▪ Birth of Modern Man?</li> <li>▪ Between faith and reason</li> <li>▪ Da Vinci, Machiavelli, More and Erasmus</li> <li>▪ European Renaissance</li> </ul>	<i>The Myth of the Renaissance</i>
Week 3 <b>Charles V and the Holy Roman Empire</b>	<ul style="list-style-type: none"> <li>▪ Idea of a Universal Empire</li> <li>▪ Conflict and Struggles</li> <li>▪ Charles V and the Protestant Reformation</li> </ul>	<i>The Reformation of the Latin Church</i> <i>The Emperor Charles V</i>
Week 4 <b>The Protestant Reformation</b>	<ul style="list-style-type: none"> <li>▪ Martin Luther and John Calvin</li> <li>▪ The Age of the Religious Wars</li> <li>▪ Henry VIII and the Anglican Church</li> <li>▪ Witch hunts in Europe</li> </ul>	<i>The Protestant Reformation</i>

<p>Week 5 <b>Pre- enlightenment</b></p>	<ul style="list-style-type: none"> <li>▪ Europe in the 17<sup>th</sup> century</li> <li>▪ The Age of Reason</li> <li>▪ The Scientific Revolution</li> <li>▪ Hobbes, Locke, Galilei, Descartes</li> </ul>	<p><i>The New Philosophy of Science</i></p>
<p>Week 6 <b>The Age of Absolutism</b></p>	<ul style="list-style-type: none"> <li>▪ Absolute monarchies</li> <li>▪ Centralized national governments</li> <li>▪ Louis XIV in France</li> </ul>	<p><i>The Age of Absolutism</i></p>
<p>Week 7 <b>The Industrial Revolution</b></p>	<ul style="list-style-type: none"> <li>▪ Towards a modern industrial society</li> <li>▪ The factory system</li> <li>▪ First modern school of economic thought</li> </ul>	<p><i>The Industrial Revolution</i></p>
<p>Week 8 <b>Eighteenth Century Enlightenment</b></p>	<ul style="list-style-type: none"> <li>▪ Against ignorance, superstition, and tyranny</li> <li>▪ The Philosophes: Voltaire, Rousseau and Montesquieu</li> <li>▪ European <i>bourgeoisie</i></li> </ul>	<p><i>The Enlightenment</i></p>
<p>Week 9 <b>Political Revolutions</b></p>	<ul style="list-style-type: none"> <li>▪ <i>What is the Third State?</i></li> <li>▪ The End of the <i>Ancien Regime</i></li> <li>▪ France 1789: Rights of Man and Citizen.</li> </ul>	<p><i>The Origins of the French Revolution</i></p>

<p>Week 10 <b>The Long 19<sup>th</sup> Century</b></p>	<ul style="list-style-type: none"> <li>▪ The Congress of Vienna</li> <li>▪ Nineteenth century ideologies</li> <li>▪ Nationalism</li> <li>▪ Colonial Empires</li> </ul>	<p><i>The Long 19<sup>th</sup> Century</i></p> <p><i>Adam Smith, Socialist and Liberals</i></p>
<p>Week 11 <b>World Conflicts and the Great Depression</b></p>	<ul style="list-style-type: none"> <li>▪ The Great War</li> <li>▪ The Interwar Period</li> <li>▪ The Rise of Fascism and National Socialism</li> <li>▪ The Spanish Civil War</li> <li>▪ WWII</li> </ul>	<p><i>The Causes of World War I</i></p> <p><i>The Ending of World War I and the Legacy of Peace</i></p> <p><i>The Europe of Economic Depression and Dictatorship</i></p>
<p>Week 12 <b>Post War Europe</b></p>	<ul style="list-style-type: none"> <li>▪ The Legacy of the war</li> <li>▪ European Reconstruction</li> <li>▪ The EEC and the Treaty of Rome</li> <li>▪ A growing community: Widening vs. Deepening</li> </ul>	<p><i>The Legacy of WWII: Decline, Rise and Recovery.</i></p> <p><i>Rebuilding Divided Europe</i></p> <p><i>Transitions to Democracy and the Collapse of Communism</i></p>
<p>Week 13 <b>European Integration</b></p>	<ul style="list-style-type: none"> <li>▪ The European Union: Institutions and Policies</li> <li>▪ Europeanism vs. Nationalism</li> <li>▪ Europe today</li> </ul>	<p><i>The European Union. Introduction. The Origins. The Evolution 1958- 2010</i></p> <p><i>Business cultures in the Western World: European cultures</i></p>