



**HISTORY 544.01W
GRADUATE READINGS IN MODERN EUROPE (ONLINE)
COURSE SYLLABUS: SPRING 2018**

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COURSE INFORMATION

*****PLEASE READ THIS SYLLABUS CAREFULLY*****

Course Description:

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of Europe from approximately 1789 to the present. Readings will concentrate on the French Revolution; ideas and movements such as liberalism, socialism, nationalism, imperialism, feminism, and modernism; industrialization; war and society; mass media and popular culture; and the rise and fall of Communism.

This is a flex-entry course. The course dates run from February 1, 2018 to May 11, 2018. You may begin your reading before that date; online instruction begins February 1.

Course Materials:

The following required books are available at the bookstore:

- Israel, *A Revolution of the Mind: Radical Enlightenment and the Intellectual Origins of Modern Democracy* (Princeton University Press, 2011) ISBN 978-0691152608 \$14.23
- Hunt, *Politics Culture and Class in the French Revolution* (University of California Press, 2004) ISBN 978-0520241565, \$28.77
- Bell, *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It* (Mariner Books, 2008) ISBN 978-0618919819, \$15.95
- Hobsbawm, *Industry and Empire* (The New Press, 1999) ISBN 978-1565845619, \$21.95
- Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (Cornell University Press, 2006) ISBN 978-0801472930, \$25.95
- Rabinowitch, *The Bolsheviks Come to Power* (2010) ISBN 978-1931859851, \$19.00 [or any edition]
- Roberts, *Civilization Without Sexes: Reconstructing Gender in Postwar France, 1917-1927* (University of Chicago Press, 1994) ISBN 978-0226721224, \$30.00
- Fritzsche, *Germans into Nazis* (Harvard, 1999) ISBN 978-0674350922, \$27.50
- Zubok, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev* (UNC Press, 2009) ISBN 978-0807859582, \$32.50
- Judt, *A Grand Illusion? An Essay on Europe* (NYU Press, 2011) ISBN 978-0814743584, \$23.00.

Any additional materials will be distributed in class by the professor or made available to students through eCollege.

Note: I reserve the right to make changes to this syllabus as necessary over the course of the semester.

Student Learning Outcomes:

This course will teach students to evaluate and analyze materials, and to understand different historians' interpretations of events. By the end of the semester, students should be able to: *identify and evaluate different authors' interpretations of specific historical events, topics, or trends in modern Europe.* Student learning outcomes will be evaluated using student written assignments.

COURSE REQUIREMENTS

*****PLEASE READ THIS SYLLABUS CAREFULLY*****

Instructional / Methods / Activities Assessments

Participation

This course is a totally online course. For that reason, written assignments and consistent participation in the online forums (regular posting and comments on colleagues' posts) are required. This section will explain how the course will work and what you will need to do to succeed in it. Because of the online format, students will need to be self-starters. This is not a self-paced course. There are specific requirements and deadlines that must be met. These deadlines are not negotiable; students who fail to meet the deadlines set out in this syllabus for work submission cannot expect to succeed in this course. Likewise, students who do not submit the required assignments cannot expect to succeed in this class.

This class will be divided into 10 "weeks" (which may or may not correspond exactly with calendar weeks), one for each assigned book. For each week, students will complete several assignments:

1. Students will produce an 800-word book review of the assigned book (details on the requirements for the book reviews are below);
2. Students will post to the discussion forum one annotation of an article for the Annotated Bibliography (details on the requirements for the Annotated Bibliography are below);
3. Students will post ONE substantive response to a question posed by the professor in the discussion forum;
4. Students will post AT LEAST TWO substantive responses to their colleagues' or professor's responses, and/or to the Annotated Bibliography postings in the discussion forum.

Book Reviews

For each book, students should submit to the professor, through the dropbox, a 800-word book review that clearly sets out the major arguments of the book, the way the author makes those arguments, the sources employed by the author to make those arguments, the effectiveness of the arguments, the students' assessment of the work, and its broader reception within the historical profession. Deadlines are indicated in the Course Schedule below. Guidelines for writing book reviews can be found under the Course Home tab on eCollege. The 800-word requirement will be strictly enforced. Book reviews should include full publication information at the top (in place of a title): Author, Title (Place: Publisher, Date), number of pages, other elements. This citation does not count as part of the 800-word limit. Any references to

published reviews or other sources should be made using footnotes and should be kept to a minimum. If book reviews quote text from the book (this should be kept to a minimum), the quote may be cited with a parenthetical page number in the text, rather than a note. Reviews must be submitted in Times New Roman 12pt or equivalent font, with 1-inch margins, double spaced, with page numbers in the bottom right corner. Use the defaults in MS Word. DO NOT submit your work in any format other than a MS Word document (no PDFs, Word online, rich text, etc.). Any book reviews that do not follow these formatting guidelines will be returned to the student for revision and will be counted as late.

Annotated Bibliography

The major project for this semester will be an Annotated Bibliography that students will complete over the course of the semester. At the start of the semester, students will choose one broad theme listed below as a unifying theme for their work. Students should choose a theme that interests them and will work with that theme over the course of the semester. More than one student may work on each theme. For each week, students will identify a journal article or monograph that relates to the particular subject of the week (as indicated in the Course Schedule after the week number) and addresses the student's chosen theme. The student will produce a one-two-paragraph annotation for that article/monograph and post it to the Discussion Forum. The student will receive feedback from colleagues and the professor on the annotation. At the end of the semester, the student will collect all the annotations produced over the course of the semester into one document that will be submitted to the professor as the final course project. In addition to the 10 annotations produced over the course of the semester, student should add two additional annotations, for a total of 12 annotations. The additional annotations may not include assigned books. The final annotations should be revised to reflect the feedback received. For each annotation in the final bibliography and for each posting in the Discussion Forum, students should provide complete bibliographic information, formatted in Turabian/Chicago format. The final Annotated Bibliography should include a title that clearly indicates the theme and an introductory paragraph/page that provides an overall summary of the issues addressed in the theme, the student's article selection process, and how the student sees the ties and connections among the articles. Each entry should be numbered and should begin with a full bibliographic citation, properly formatted for bibliographies. The citation should be single spaced and reverse indented. The annotation paragraph (and the introduction) should be double spaced with normal indentation. Pages should be numbered in the bottom right-hand corner. Bibliographies that do not conform to these formatting guidelines will be returned to the student and will be counted as late.

Themes and Guidelines for Choosing Articles

Students should choose one of these themes to direct their selections for their annotated bibliography. Students may choose to focus on one particular national context, or explore their theme across the various nations in Europe. Each week, students will identify a journal article or monograph on the week's topic that addresses the student's chosen theme. Students should use the library databases to search for articles/monographs. The professor recommends that students go directly to JStore and/or Project Muse in order to identify appropriate articles. Students may also seek searching assistance from the university librarians. They know how to search. Articles chosen for annotation should be from peer-reviewed journals, preferably in the discipline of History (although other disciplines such as Sociology and Political Science may publish appropriately rigorous and historically based work). Students interested in a theme not listed below should consult the professor regarding its viability.

Themes:

- Nationalism
- Workers
- Peasants

Women
Masculinity
Popular Culture
Crime, Justice, and Law
Sexuality
Religion

Discussion Forums

Each week, students will make a minimum of three postings. One post will be in response to a question posted by the professor in the Discussion Forum related to the assigned book in common for the week. One post will be the student's chosen article annotation. One post will be in response to a colleague's annotation or discussion question response. Students who post the minimum of three posts will receive a passing grade for the discussion section of the course. Students who would like to earn a higher grade should post additional responses to annotations and discussion questions.

Student postings in response to the professor's discussion questions, colleagues' responses, and annotations must be substantive. A substantive response should be at least 2-3 sentences. It should engage with the material or the questions raised, establish its perspective on the issue, and provide specific evidence or examples to support its points. Posts such as "I agree" or "Good point" will not receive credit. All discussion postings should be constructive and considerate. Insults or rude and disparaging comments will not be tolerated.

Your participation in the discussion forum will be evaluated by the following rubric:

- A = makes more than the minimum posts; posts are substantive, constructive, and offer insights into the issues or material
- B = makes more than the minimum required posts; posts are substantive and constructive
- C = makes required posts; posts are substantive and constructive
- D = makes some required posts but not all; posts are not substantive or are inappropriate
- F = fails to make required posts; posts are not substantive or are inappropriate

Grading

Grades for the semester will be determined according to the following breakdown:

Discussion Forum Participation (5% each week)	50%
Book Reviews (3% each week)	30%
Annotated Bibliography	20%

Your grades for written work will be determined based on the following rubric:

- A = Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean
- B = Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement
- C = Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned
- D = Poor command of required assignments; errors; ahistorical or narrow reasoning

The grading scale used for this course is as follows:

90-100 =	A
80-89 =	B
70-79 =	C

60-69 = D
59 or less = F

TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION

The following information has been provided to assist you in preparing to use technology successfully in this course:

Word Processing:

You will need access to a word processor and printer to prepare written exams and research projects. You should be able to insert footnotes in your papers.

eCollege:

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, eCollege will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you. You should get into the habit of checking the eCollege site for this course on a daily basis.

Turnitin:

All written work must be submitted to Turnitin.com. Submissions to Turnitin are made through the dropbox on eCollege. All written work for this course will be turned in through the drop box in eCollege. Please let me know if you have any problems.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Students are encouraged to contact the professor for any and all reasons whatsoever. The more you let me know what is going on with you, the better I can help you out when necessary. The best way to get in touch with the professor is through email. I am also available in my office on a regular basis (please make an appointment to avoid wasting your time looking for me). Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester. I can be very understanding but only if I know what is going on with you.

Librarian:

Our librarian for Humanities and Social Sciences is Sarah Northam. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance as you need it. Her contact information is as follows:

Sarah Northam, Head of Research and Instruction Services

Gee Library

903-886-5714

Sarah.Northam@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Online Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct). I can be very understanding of problems that might arise over the course of the semester, but only if I know what is going on with you. Although this is an online course, I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class.

Late Papers

All written assignments are due as indicated in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and may be assessed a penalty of one letter grade per week. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early. *I can be very understanding and flexible with you, but only if you talk to me in advance.* To pass this class, all written assignments must be completed. Any missing assignments at the end of the course will result in an overall course grade of D or F.

Academic Honesty

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask.

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

COURSE SCHEDULE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I will do my best to adhere to this schedule, but I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

Week 1: Enlightenment

Dates: 2/1-2/7

Assigned Reading: Israel, *A Revolution of the Mind: Radical Enlightenment and the Intellectual Origins of Modern Democracy*

Book Review Due Monday, February 5

Annotated Bibliography post due Monday, February 5

First Discussion Post Due Monday, February 5

Response Discussion Post Due Wednesday, February 7

Week 2: French Revolution

Dates: 2/8-2/14

Assigned Reading: Hunt, *Politics Culture and Class in the French Revolution*

Book Review Due Monday, February 12

Annotated Bibliography post due Monday, February 12

First Discussion Post Due Monday, February 12

Response Discussion Post Due Wednesday, February 14

Week 3: War

Dates: 2/15-2/21

Assigned Reading: Bell, *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It*

Book Review Due Monday, February 19

Annotated Bibliography post due Monday, February 19

First Discussion Post Due Monday, February 19

Response Discussion Post Due Wednesday, February 21

Week 4: Industrial Revolution

Dates: 2/22-2/28

Assigned Reading: Hobsbawm, *Industry and Empire*

Book Review Due Monday, February 26

Annotated Bibliography post due Monday, February 26

First Discussion Post Due Monday, February 26

Response Discussion Post Due Wednesday, February 28

Week 5: Imperialism

Dates: 3/1-3/7

Assigned Reading: Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany*

Book Review Due Monday, March 5

Annotated Bibliography post due Monday, March 5

First Discussion Post Due Monday, March 5

Response Discussion Post Due Wednesday, March 7

Week 6: Russian Revolution

Dates: 3/8-3/21

Assigned Reading: Rabinowitch, *The Bolsheviks Come to Power*

Book Review Due Monday, March 19

Annotated Bibliography post due Monday, March 19

First Discussion Post Due Monday, March 19

Response Discussion Post Due Wednesday, March 21

Week 7: Interwar Europe

Dates: 3/22-4/4

Assigned Reading: Roberts, *Civilization Without Sexes: Reconstructing Gender in Postwar France, 1917-1927*

Book Review Due Monday, April 2

Annotated Bibliography post due Monday, April 2

First Discussion Post Due Monday, April 2

Response Discussion Post Due Wednesday, April 4

Week 8: Nazism

Dates: 4/5-4/11

Assigned Reading: Fritzsche, *Germans into Nazis*

Book Review Due Monday, April 9

Annotated Bibliography post due Monday, April 9

First Discussion Post Due Monday, April 9

Response Discussion Post Due Wednesday, April 11

Week 9: Cold War

Dates: 4/12-4/18

Assigned Reading: Zubok, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*

Book Review Due Monday, April 16

Annotated Bibliography post due Monday, April 16

First Discussion Post Due Monday, April 16

Response Discussion Post Due Wednesday, April 18

Week 10: European Union

Dates: 4/19-4/25

Assigned Reading: Judt, *A Grand Illusion? An Essay on Europe*

Book Review Due Monday, April 23

Annotated Bibliography post due Monday, April 23

First Discussion Post Due Monday, April 23

Response Discussion Post Due Wednesday, April 25

Annotated Bibliography Due to the dropbox on Monday, May 7, at midnight