



HISTORY 338.01E
MODERN EUROPE, 1848-1991
COURSE SYLLABUS: SPRING 2025



Instructor: Dr. Sharon Kowalsky

Office Location: Ferguson Social Sciences 111

Office Hours: Tuesdays and Thursdays, 10:00-11:30, or by appointment through Navigate

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COURSE INFORMATION

Course Description:

This course investigates the momentous events of the late nineteenth and twentieth centuries in Europe and the impact of these developments on the rest of the world. Over the course of the semester, students will explore the formation of European nations, states, and empires; the emergence of ideologies such as nationalism, socialism, communism, and fascism; the impact of technological developments; and the devastation of the wars and genocides that have shaped the modern period. The course, framed by the Europe-wide upheavals of 1848 and 1991, gives special attention to the role of revolution, protest, and mass movements in Modern Europe, and the important contributions that Eastern Europe (including Russia) has made in shaping these events.

In particular, this semester we will consider as a subtheme the pursuit of democracy over the last nearly 200 years in Europe. This course begins with the revolutions of 1848 that spread rapidly across Europe, and closes with an exploration of the post-Communist years. Within these bookends we will examine the efforts toward and away from democracy, and the ways that peoples and states both pursued and resisted democratic impulses. In examining the historical contexts, we will make connections regarding what the European historical experience might offer to improve our understanding of the world around us today.

Course Materials:

RECOMMENDED BUT OPTIONAL

- Hunt, et. al. *The Making of the West*, vol. 2, 6th edition (Macmillan Learning, 2019) or 7th value edition (2022) ISBN 978-1319331573. You can purchase access to the ebook or the paperback for the 7th edition at the publisher's website here: <https://store.macmillanlearning.com/us/product/The-Making-of-the-West-Volume-2/p/1319331548?srsId=AfmBOopOfuHQnaeUFCmlDsefJ-nJ5wRwaohzevO2mbN1KXJg0FJtRDhQ> or find used copies through Amazon or other resellers. Please do not get any edition older than the 6th edition.

OR

- Kidner, et. al., *Making Europe: The Story of the West*, 2nd edition (Cengage, 2014) ISBN 978-1111841348. You can purchase access to this from the publisher or through the bookstore, or you can find a used copy of the book if you like. Only volume II is necessary.

REQUIRED

- Zola, *Germinal* (Oxford University Press, 2008) ISBN 978-0199536894, \$8.95.
- Hanna, *Your Death Would Be Mine* (Harvard University Press, 2008) ISBN 978-0674030510, \$32.00. This is the paperback, but you can find it in hardback and used for less. Please do.
- Orwell, *Homage to Catalonia*, intro by Adam Hochschild (Mariner Books, 2015) ISBN 978-0544382046, \$19.99 (you can find this used for less, but please get this edition with the intro by Hochschild).
- Kovaly, *Under A Cruel Star: A Life in Prague* (Holmes & Meier Publishers, 1997) ISBN 978-0841913776, \$22.00 (this is widely available used and at a great discount new on Amazon).
- Drakulic, *Café Europe Revisited* (Penguin Books, 2021) ISBN 978-0143134176, \$18.00 (be sure to get this edition, the one published in 2021 that has "revisited" in the title, as there is another book by the same name that is different. This is widely available used).

Additional materials will be distributed in class by the professor and/or made available to students through MyLeo Online.

Student Learning Outcomes:

This course will teach students to evaluate and analyze materials and to link cultural representations to the underlying historical realities that helped shape them. By the end of the semester:

1. Students will be able to construct and support arguments based on appropriate primary and secondary sources.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.

The objectives of this course include: (1) to gain factual knowledge about the period under discussion; (2) to develop the specific skills and points of view needed by historians; (3) to improve skills needed for

oral and written expression; (4) to be able to place the present in a historically based context; and (5) to learn to analyze and critically evaluate ideas, arguments, and points of view.

Students' ability to meet the objectives and learning outcomes of this course will be evaluated through papers, exams, and projects.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Below are the required assignments for the class. Please read these carefully, make notes about due dates in your calendars, and ask for any clarifications you require. More details about these assignments, as well as specific readings, are available on the MyLeo Online course page.

Engagement (150 points)

Attendance is strongly encouraged. You are responsible for all material covered in our class meetings, regardless of your physical presence in the room. Students are expected to come prepared to engage with and discuss the assigned material. This means preparing the assignment before class and bringing the reading material with you to class. It is especially important for small group work that all students are in attendance each class meeting. I expect all students to participate in our class discussions and to contribute their thoughts, ideas, and questions to our collective exploration. I especially encourage you to bring your questions to class. I will create, and expect you to uphold, an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own. Your engagement grade will be based on your engagement in our class discussions and be guided by the following rubric:

- A = Always prepared, frequently participates, rarely absent
- B = Always prepared, participates only when called on, rarely absent
- C = Usually prepared, rarely speaks, rarely absent
- D = Often unprepared, several absences
- F = Usually unprepared, frequent absences

For more information about the university's attendance policy, please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#). Students who are disruptive, clearly distracted, or non-communicative will be asked to leave and will be marked absent for the day's meeting.

Written Assignments

Written work for this course is set out specifically below. All written work should be submitted to the professor through the MyLeo Online course site by the due dates indicated.

Document Analyses (20 points each, 100 points total)

[For each unit, students will submit a document analysis of no more than 1-2 pages. Students will choose one of the comparative questions listed under the unit assignments to answer. The documents related to the questions can all be found in the *Sources of The Making of the West*. The document analysis should list the author (if known), title, date, and other important information for each of the sources being considered. It should summarize the points made in each of the documents and provide an answer to the chosen question, supported by specific evidence and examples from the documents.]

Book Review (200 points)

During the first two-three weeks of class, students will work with the professor to identify an appropriate historical monograph on a subject of interest to them and related to the scope of material covered by the course. The book review will focus on that work. Requirements for the book review are

on D2L. Students will present the core elements of the book review to the class. Book reviews should be 5-8 pages, and class presentations no more than 8 minutes.

Adobe Projects (50 points each, 200 points total)

For each unit, students will work in small groups to complete an Adobe assignment centered on the assigned reading for that unit. This is an opportunity to explore how the reading fits into the broader historical context and assess the significance of the topic addressed by the reading for understanding our broad class theme of democratization across modern European history. More details can be found on D2L.

Extra Credit Film Reports: For each unit, students will have the opportunity to watch a film and prepare a report on that film for extra credit. Film reports are optional and will apply up to 5 points to one category in that unit.

Quizzes (20 points each, 100 points total)

Students will complete one quiz for each unit, for a total of 5 quizzes. Quizzes will cover material discussed in the unit, and will contain a map element.

Final Exam (250 points)

Students will complete a final exam during the final exam period assigned for the course. Check the course schedule for exact times. The exam will be comprehensive and will require students to construct essays based on the material covered during the course.

Grading

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

Book Review	20%
Quizzes	10%
Document Analyses	10%
Adobe Projects	20%
Final Exam	25%
Engagement	15%

Each assignment will be evaluated for its specific requirements according to a specific rubric. This general rubric forms the basis for the evaluation of written work:

- A = Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean; proper and error-free citation format
- B = Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement; proper citation format with minimal errors
- 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; proper citation format with some errors
- D = Poor command of required assignments; errors; ahistorical or narrow reasoning; incorrect citation format

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. All assignments should be submitted in MS Word format.

MyLeo Online:

This course is web-enhanced through D2L Brightspace (MyLeo Online), the Learning Management System used by East Texas A&M University. You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu. To get started with the course, log on to MyLeo Online and click on this course. MyLeo Online 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, MyLeo Online 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 MyLeo Online site for this course on a daily basis.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an ETAMU campus open computer lab, etc.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

Turnitin:

Students must submit all written work to Turnitin. Work is submitted through the dropbox in MyLeoOnline. All student work must be turned in through MyLeo Online and will automatically be submitted to Turnitin. 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. Beyond the classroom, the best way to get in touch with the professor is through email. I am also available during my virtual office hours. 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.

Questions or concerns should be addressed to the professor via email, and I will communicate with you via your university-registered email account, usually through MyLeo Online. If you prefer to use a different account, you will need to change your preferences with the university.

All emails sent to the professor will be answered as quickly as possible, and you will receive a response within 24-48 hours, excluding weekends. No emails will be answered after 10:00pm.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

The syllabus is a guide and a contract. It sets out the requirements and policies of the course and should be your reference for the semester. As instructor, I promise to adhere to the information as set out in this document. Circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment, whether in person or online (The Code of Student Conduct is described in detail in the [Student Guidebook](#), Policies and Procedures, Conduct). During class time, I expect your undivided attention. This means turning off cell phones, pagers, iPods, and other devices, and putting away newspapers and other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor and to access course materials). Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class. 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. 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.

For more information about the University's attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#) webpage and [Procedure 13.99.99.R0.01](#).

Late Papers

All written assignments are due on the date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and will be assessed a penalty of one full letter grade (10 points) 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 come to talk to me in advance.* To pass this class, all written assignments must be completed. Any missing written assignments (excluding quizzes) at the end of the course will result in an automatic overall course grade of D or F.

Academic Integrity

In all courses, we expect that all work that you do and turn in is your own. For this course, the use of Generative AI (excluding Grammarly, Spellcheck, and other grammar correction or citation tools) is **strictly prohibited**. The goal of assignments is not for students to produce brilliantly crafted discussions but rather to practice the skills that will enable them to be successful in any chosen career. Using Generative AI undermines the ability of students to practice the skills being taught in the class.

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. As set out by Dr. Baker, these are defined as:

- **Plagiarism:** The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution (quotation and citation). This includes using AI tools to develop or provide the foundation for written work, as well as self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse. Plagiarism can be intentional or unintentional.
- **Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.
- **Collusion:** The selling of academic products with the intention that they be submitted to satisfy an academic requirement.

Going online and taking information without proper citations, using Generative AI tools to develop responses, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Students are responsible for the content of any assignment they submit, including cases in which Generative AI was used in any way, and also including cases where AI software plagiarized another text or misrepresented sources.

Students are expected to maintain high standards of integrity and honesty in all their academic work. Any student found guilty of any form 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 East Texas A&M University 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 <https://www.tamuc.edu/writing-center/>.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1. Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Nondiscrimination Statement

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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
Waters Library 162
Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

COURSE OUTLINE / 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. Please check the course page in MyLeo Online as the latest updates will be posted there. The course is organized by thematic units that progress roughly chronologically.

Unit 1: Workers and their Discontent—January 14-January 30

Topics covered: Marxism/Socialism/Communism; Crimean War, German and Italian Unification; Paris Commune; New Imperialism and Scramble for Africa; Workers and Strikes

Readings: *Germinal*; other excerpts on D2L

Extra Credit Film: *Germinal* or *Measures of Men*

W1

January 14: Introductions

January 16: 1848 Revolutions, Ideologies, and the *Communist Manifesto*

W2

January 21: Unification Movements and the Paris Commune

January 23: The New Imperialism and the Scramble for Africa

W3

January 28: Industrialization

January 30: Discussion of *Germinal*

Unit Quiz (In class)

Unit Adobe Project Due

Unit Document Analysis Due

Unit 2: Revolutionary Movements—February 4-February 27

Topics covered: Terrorism in Russia; The Dreyfus Affair; Russian and German Revolutions; World War I

Readings: *Your Death Would Be Mine*; excerpts on D2L

Extra Credit Film: *Potemkin* or *An Officer and a Spy*

W4

February 4: Opposition politics: Dreyfus in France and Terrorism in Russia

February 6: World War I

W5

February 11: Revolutionary Movements

February 20: Revolutionary Movements II

W6

February 25: Discussion of *Your Death Would be Mine*

February 27: NO CLASS

Unit Quiz (online)

Unit Adobe Project Due

Unit Document Analysis Due

Unit 3: The World at Arms—March 4-March 27

Topics covered: Fascism; Stalinism; Spanish Civil War; World War II; Holocaust; Warsaw Uprising; Partisans

Readings: *Homage to Catalonia*; excerpts on D2L

Extra Credit Film: *Defiance* or *Europa Europa*

W7

March 4: Stalinism and Fascism

March 6: Spanish Civil War and the Origins of World War II

W8

March 11-13: SPRING BREAK

W9

March 18: World War II and the Holocaust

March 20: Discussion of *Homage to Catalonia*

W10

March 25-27: NO CLASS

Unit Quiz (online)

Unit Adobe Project Due

Unit Document Analysis Due

Unit 4: The Cold War (Dis)Order—April 1-April 17

Topics covered: Nuremberg Trials; The Cold War; Berlin Wall; Decolonization; Battle for Algiers; Hungarian Uprising; Prague Spring; 1968 Student Protests; Nuclear Proliferation

Readings: *Under A Cruel Star*; excerpts on D2L

Extra Credit Film: *The Lives of Others*

W11

April 1: Placing Blame: The Nuremberg Trials

April 3: Starting the War: Origins of the Cold War

W12

April 8: Berlin in Crisis

April 10: Decolonization: The Case of Algeria

W13

April 15: 1968

April 17: Discussion of *Under a Cruel Star*

Unit Quiz (in class)

Unit Adobe Project Due

Unit Document Analysis Due

Unit 5: Post-Communism—April 22-May 1

Topics covered: Berlin Wall Collapse; Soviet Union Collapse; European Union; Immigration

Readings: *Café Europa Revisited*; excerpts on D2L

Extra Credit Film: *Goodbye Lenin*

W14

April 22: The Collapse of Communism

April 24: The Balkan Wars

W15

April 29: European Challenges in the 21st Century

May 1: Discussion of *Café Europe Revisited*

Unit Quiz

Unit Adobe Project Due

Unit Document Analysis Due

W16

Final Exam: Thursday, May 8, 10:30-12:30