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History 102- History of Modern Europe

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History 102, History of Modern Europe
Queens College Department of History
(3 Credit Hours)

Prof. Stephen Haller, Ph.D.

ONLINE SYNCHRONOUS

Course Requirements: Students must have the ability to access the Brightspace page for this course, along with my Youtube page, where I will post lectures.

Course Details: Each assignment will include reading from the chapters, videos to watch (both from myself and other sources), and writing assignments. All writing assignments will need to be a total of **300 words per question**, unless otherwise noted. There will be identifications for each assignment, these must be specific definitions about the person or topic given.

Course Description: This course covers the major political, social, cultural and intellectual developments in Europe in the nineteenth and twentieth centuries. Using primary documents and online texts we will explore the following major themes and problems:

- The Enlightenment and the Implications of Liberal ideas in the 19th century
- The evolution of industrial capitalism, and its challenges
- the development and impact of ideologies such as liberalism, socialism, fascism, nationalism, and feminism
- the origins and aftermath of two world wars, the Holocaust, and the Cold War
- the development of the European university and the role of the liberal arts in society

PLAS : This course meets three PLAS (Perspectives) REQUIREMENTS. It meets the ANALYZING SOCIAL STRUCTURES Area of Knowledge requirement because it explores the rise of political, economic, social, and governmental institutions. Because it focuses on the political, cultural, ideological, economic and historical evolution of European societies, it fulfills the EUROPEAN TRADITIONS Context of Experience requirement. As the idea of liberal arts, the social sciences, and history as a professionalized discipline all underwent transformative development in Europe in the modern period, this course will place special emphasis on our own place, as scholars of history, in the context of modern European civilization. We will explore the developing purposes and methods of history as a field of scholarly inquiry within the social sciences and, more broadly, the liberal arts and the modern university. Throughout the course, the history of the university and liberal arts, and the development of the historical profession, will be explored as an integral part of the broader development of cultural, social, and intellectual life in Europe.

Pathways: This course also meets CUNY Pathways criteria for the FLEXIBLE CORE, as a WORLD CULTURES AND GLOBAL ISSUES course.

Course Goals and Learning Objectives:

1. Content Goal:
    a. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not

limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

b. Analyze the historical development of one or more non-U.S. societies.
c. Analyze the significance of one or more major movements that have shaped the world's societies.

2. Skill Goals:

A. Students will practice one of the most fundamental skills of the historian: learn to analyze primary sources by correctly identifying the type of source, from when and where it originated, its intended audience, the probable motives of the author, and author's assumptions or biases.

B. Students will examine the position of history as a discipline in the liberal arts curriculum and in society, in the context of the development of history as a profession in Europe in the modern era.

C. Students will generalize material from the history of modern Europe to consider broader questions such as how states and societies change and develop over time, the roles played by governmental and societal organizations, and the role of ideas and social and economic structures within human societies.

D. Students will compare developments between different countries and regions in Europe, and contextualize European developments within global events. Course materials and assignments will focus on identifying and examining the diversity of experience in modern Europe and the nature and construction of forms of difference (such as race, ethnicity, gender, and class).

3. Learning Outcomes:

A. Gather, Interpret, and assess information from a variety of sources and points of view.
B. Evaluate evidence and arguments critically or analytically.
C. Produce well-reasoned written or oral arguments using evidence to support conclusions.

Grades and Assessments:
Throughout the semester there will be assignments to complete and submit on Brightspace. Each will count for the same weight of points. For each, there will be a few identifications and questions for you to answer.
In this course participation and attendance are expected. 10% of the final grade will be determined by this.

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section.

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	65-69%
F	Below 64.9

Submission of Late Work:
Reasonable accommodations will be permitted for submission of late work. All assignments are due on their noted due date, however, the assignment will remain open for one week past the due date. Students will need to seek special permission for assignments turned in after this date.

Required Texts:
This course has a ZERO Cost textbook policy. I will post readings online. You must follow along with those.
Supplementals will be posted as necessary.

Dr. C. Brooks, *Western Civilization*, https://docs.google.com/document/d/1bTAWB73eB670MooN38X7oRdcG0nPP_b0EIOMSkRnowc/edit?tab=t.0#heading=h.23ckvvd

Technical Support : Email Helpdesk@qc.cuny.edu, or call the Student Support Hotline (718-997-3000).
Course Outline and Due Dates
The following is a list of readings and topics for the weeks of the semester. Each week will be posted on Brightspace. Video lectures, and assignments will be posted in Brightspace.

Dr. Haller reserves the right to change the following schedule and topics as necessary. No change will be made without at least one week's notification to students.

Due Dates:

Course Introduction	***10%***
Assignment 1- February 26	***15%***
Profiles in Greatness- March 12	***15%***
Ideas that Shape the Modern World- March 26	***15%***
Country Analysis- April 23	***15%***
Assignment 2- May 7	***15%***
Final Exam- May 14	***15%***

ONLINE-SYNCHRONOUS COURSE:

The Synchronous Class meetings will be held via ZOOM and will be required. You must attend lectures and participate.
Students are expected to have their cameras on during class time.

QUEENS COLLEGE ACADEMIC CALENDAR:
https://www.queensgssp.com/life/calendar/

COURSE CALENDAR

Week 1- January 29

Course Introduction, Expectations, and Overview
The Enlightenment, and the Application of Reason on Society

Week 2- February 5

Enlightenment Reading (PDF Posted on Brightspace)
The Enlightenment, and the Application of Reason on Society
Enlightenment and Revolution
https://drive.google.com/file/d/10E35JY3rfmpbnobhQrUFWOq8txT2Z_BH/view?usp=drive_link
https://docs.google.com/document/d/1rVTQV7UjeEvnbolDZAtx7PEk_ccXM23F/edit?usp=drive_link&ouid=109237488728614744924&rtpof=true&sd=true

FEBRUARY 12- QUEENS COLLEGE CLOSED

Week 3- February 19

The French Revolution
History Guide:
Origin of the French Revolution-
https://drive.google.com/file/d/1B6P9l1TzEKVku3a0IjxaukvEYz-gmpuj/view?usp=sharing
The French Revolution- Moderate Phase-
https://drive.google.com/file/d/1yAIqWbCXEM8sziY5IWHDGKpM3CtCL4Kn/view?usp=sharing

Week 4- February 26

The First Industrial Revolution
Britannica, The Origins of the Industrial Revolution in England
C. Brooks, *Western Civilization,* Chapter 2,
https://docs.google.com/document/d/1bTAWB73eB670MooN38X7oRdcG0nPP_b0EIOMSkRnowc/edit?tab=t.0#heading=h.23ckvvd
ASSIGNMENT 1 DUE; Posted on Brightspace
Week 5- March 5
Revolutions of 1830 and 1848, Socialism and Communism
C. Brooks, *Western Civilization*, Chapter 4 pages 85-99
https://docs.google.com/document/d/1bTAWB73eB670MooN38X7oRdcG0nPP_b0EIOMSkRnowc/edit?tab=t.0#heading=h.111kx3o

Week 6- March 12
Unification of Italy and Germany
C. Brooks, *Western Civilization*,Chapter 4 pages 108-123.
https://docs.google.com/document/d/1bTAWB73eB670MooN38X7oRdcG0nPP_b0EIOMSkRnowc/edit?tab=t.0#heading=h.111kx3o
PROFILES IN GREATNESS ASSIGNMENT DUE by 11:59 pm
Posted On Brightspace

Week 7- March 19
The Second Industrial Revolution, Social Movements, and Government Responses.
Mokyr, "The Second Industrial Revolution,"
https://faculty.wcas.northwestern.edu/jmokyr/castronovo.pdf

History Channel, "How the Industrial Revolution fueled growth of cities."
https://drive.google.com/file/d/1sJI87bne1Mv6hFEp9QhWSeVXt3yMcMEf/view?usp=sharing

Week 8- March 26
Age of Liberalism and Age of
C. Brooks, *Western Civilization*, Chapter 5

- The Victorians, Historical Association, https://www.history.org.uk/primary/categories/the-victorians
- Irish Potato Famine (Britannica)- https://www.britannica.com/event/Great-Famine-Irish-history
- Ireland's Great Hunger (Quinnipiac)- https://www.ighm.org/learn.html
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APRIL 2 and APRIL 9: SPRING RECESS

Week 9- April 16
European Imperialism and the Spread of European Economic Systems
C. Brooks, *Western Civilization,* Chapter 6
https://docs.google.com/document/d/1bTAWB73eB670MooN38X7oRdcG0nPP_b0EIOMSkRnowc/edit?tab=t.0#heading=h.111kx3o

Responses to Industrial Imperialism-
https://www.khanacademy.org/humanities/whp-origins/era-6-the-long-nineteenth-century-1750-ce-to-1914-ce/63-imperialism-betaa/a/read-responses-to-industrial-imperialism-beta

IDEAS THAT SHAPED THE MODERN WORLD ASSIGNMENT DUE by 11: 59 pm
Posted on Brightspace

Week 10- April 21 [TUESDAY FOLLOWING A THURSDAY]
The First World War: Causes and Destabilization
C. Brooks, *Western Civilization*, Chapter 7
https://docs.google.com/document/d/1bTAWB73eB670MooN38X7oRdcG0nPP_b0EIOMSkRnowc/edit?tab=t.0#heading=h.111kx3o

Week 11- April 23
The Russian Revolution and the Unstable 1920s
C. Brooks, *Western Civilization*, Chapter 8
https://docs.google.com/document/d/1bTAWB73eB670MooN38X7oRdcG0nPP_b0EIOMSkRnowc/edit?tab=t.0#heading=h.111kx3o
Country Analysis Assignment due at 11:59pm
Posted on Brightspace

Week 12- April 30
Rise of Fascism and Economic Depression in Europe
Fascism in Italy-
https://www.crf-usa.org/bill-of-rights-in-action/bria-25-4-mussolini-and-the-rise-of-fascism.html
Fascism in Germany- National Holocaust Museum-
https://encyclopedia.ushmm.org/content/en/article/fascism-1

Week 13- May 7
World War II in Europe- National Holocaust Museum
https://encyclopedia.ushmm.org/content/en/article/world-war-ii-in-europe
The Early Cold War- Read each of the hyperlinks on the right side of the page
(Office of the Historian, US Dept. of State)
https://history.state.gov/milestones/1945-1952/foreword
ASSIGNMENT 2 DUE

Week 14- May 14
The Cold War and Collapse; Europe since 1992
C. Brooks, *Western Civilization*, Chapter 15

FINAL EXAM: May 14 [DUE]

Evaluation of Student Performance

This course will be based on a total point system. This means there will be 5 small assignments throughout the semester, and the final. Each will bear equal weight, and make up your final grade. A complete assignment will include citations, quotations and references to readings for this course.

Plagiarism Policy: The CUNY system and this course has a strict policy on the copying of another scholar's work and passing it off as one's own. If this has been detected there will be a three set process in order to remedy the situation. First, the Professor will investigate on his own. If there is plagiarism is found, the Professor will meet with the student to determine negligent or nefarious roots. Finally, if the student has intentionally plagiarized the portion in question, the student and their work will be reported to the chair of the History Department and the Dean of the College.

Themes:
Nationalism (Bismarck, Napoleon, Disraeli)
Communism/Socialism (Marx, Stalin, Robert Owen)
Liberalism (Locke, Whig Party in England)
Conservativism (Metternich, Hitler, Victor Emmanuel)
The Empire (Disraeli, Rhodes, Napoleon, Stalin)

Reasonable Accommodations For Students With Disabilities
Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, visit http://www.qc.cuny.edu/studentlife/services/specialserv/Pages/default.aspx, or contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday â€“ Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 pm.).

CUNY Policy On Academic Integrity
Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/. Please read this document, paying careful attention to the sections on plagiarism and Internet plagiarism. If you are not sure how to cite work you have found on the internet, please review the APA Guidelines provided by the Purdue OWL.

Netiquette
Please maintain a professional demeanor when posting online. You can be respectful even when you have a difference of opinion. Treat others as you'd want to be treated yourself. Don't type in all caps, as that is the online equivalent of shouting. If you need to emphasize a word or phrase, use italics.

Statement on student wellness
As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. QC services are available free of charge. You can learn more about confidential mental health services available on campus at:
https://www.qc.cuny.edu/StudentLife/services/counseling/counseling/

Use of Student Work
All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of student work are occasionally made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Course Evaluations
During the final four weeks of the semester, you will be asked to complete an evaluation for this course by filling out an online questionnaire. Please remember to participate in these course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution, since your responses will be pooled with those of other students and made available online, at the Teaching Evaluations Data: Spring 2010 Present (http://ctl.qc.cuny.edu/evaluations/data/). All responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.